

C1 English & TOEFL 100+ Cheatsheet

Grammar · Tenses · Vocabulary · Writing · Speaking · Your Gap Analysis

Personalized · Focus: auxiliary verbs, verb forms, articles, tense consistency, TOEFL 100+ writing & speaking

This cheatsheet covers: (1) your exact grammar gaps from your assessment profile, (2) every grammar and vocabulary area for C1, and (3) a complete guide to achieving TOEFL 100+ in Writing and Speaking — with scoring rubrics, templates, and timing strategies.

A. YOUR GAP ANALYSIS — Where You Are vs. Where You Need to Be

Your comprehension and vocabulary are already C1+. The only gap is **production stability** — grammar accuracy during spontaneous output under time pressure.

Skill	Your current level	Target	Gap
Reading	Advanced / C1+	Advanced / C1+	✓ No gap
Listening	Advanced / C1+	Advanced / C1+	✓ No gap
Vocabulary	Above average	C1 range	✓ Almost there — Section 14
Speaking	Upper-intermediate	C1 / TOEFL 22+	★ Grammar stability under pressure
Writing	Intermediate	C1 / TOEFL 24+	★ Tense, auxiliaries, articles, structure

Your 6 exact mistake patterns — with fixes

Priority	Error type	✗ Wrong	✓ Correct	Rule
#1 PRIORITY	Missing auxiliary verbs	I currently looking for a new role.	I am currently looking for a new role.	am/is/are before -ing; do/does/did for negatives/questions
#2	Wrong verb form after has/have	The company has grew rapidly.	The company has grown rapidly.	has/have + past participle (grown, not grew)
#3	Missing articles	I work in technology industry.	I work in the technology industry.	Specific/known noun = the. See Section 4.
#4	Subject-verb agreement	Each employee have responsibilities.	Each employee has responsibilities.	each/every/one of = singular verb
#5	Connector errors	Although AI is useful, but it has risks.	Although AI is useful, it has risks.	One connector per clause. Never 'although...but'.
#6	Tense inconsistency	I joined in 2020 and work on the AI team.	I joined in 2020 and worked on the AI team.	Choose a tense and stay in it unless time shifts.

WATCH OUT Your cognitive pattern: you think ideas first, grammar second. Under pressure, sentence structure collapses. The fix is not memorising more rules — it is slowing down 10% and completing every sentence before moving to the next.

1. Auxiliary Verbs — #1 Priority

1.1 BE — continuous & passive

Tense	Form	Correct	Common mistake
Present continuous	am/is/are + verb-ing	I am working on a new product.	I currently working → I am currently working
Past continuous	was/were + verb-ing	She was leading the team.	She leading the team
Future continuous	will be + verb-ing	We will be presenting tomorrow.	We will presenting
Present passive	am/is/are + pp	The code is reviewed daily.	The code reviewed daily
Past passive	was/were + pp	The report was written last week.	The report written
Future passive	will be + pp	Results will be published soon.	Results will published

1.2 DO — negatives & questions

Use	Form	Correct	Common mistake
Present negative	do/does + not + base	I do not agree with that approach.	I not agree
Past negative	did + not + base	She did not finish on time.	She not finished
Present question	Do/Does + S + base?	Does this affect the timeline?	This affect the timeline?
Past question	Did + S + base?	Did you review the pull request?	You reviewed the pull request?

1.3 HAVE — perfect tenses

Use	Form	Correct	Common mistake
Present perfect	has/have + pp	We have launched three times.	We launched three times (unspecified)
Past perfect	had + pp	By launch, we had tested everything.	By launch, we tested everything
Present perf. cont.	has/have + been + -ing	The team has been working hard.	The team been working hard
Past perf. cont.	had + been + -ing	She had been waiting for an hour.	She had waiting for an hour

2. All 12 Verb Tenses — Complete Reference Tables

2.1 Present tenses

Tense	Form	Example 1	Example 2	When to use	Negative form
Simple present	base / base+s	I work. / She works.	I am working. / She works here every day.	Habits, facts, routines, permanent states.	do/does + not + base
Present continuous	am/is/are + -ing	I am working on this now.	I am meeting the client tomorrow.	Action in progress NOW; fixed future plan.	am/is/are + not + -ing
Present perfect	has/have + pp	I have worked here for 3 years.	She has just sent the email.	Past action connected to now; life experience; recent news.	has/have + not + pp
Present perfect cont.	has/have + been + -ing	I have been working since 9am.	They have been building this for months.	Ongoing action from past to now, with emphasis on duration.	has/have + not + been + -ing

2.2 Past tenses

Tense	Form	Example 1	Example 2	When to use	Negative form
Simple past	verb-ed / irregular	We launched in 2021.	She wrote the report yesterday.	Completed action at a specific past time.	did + not + base
Past continuous	was/were + -ing	I was working when she called.	They were testing all night.	Action in progress at a specific past moment; interrupted action.	was/were + not + -ing
Past perfect	had + pp	We had shipped before the update.	By 2020, she had led three teams.	Action completed BEFORE another past action.	had + not + pp
Past perfect cont.	had + been + -ing	We had been testing for days before the fix.	She had been waiting for an hour.	Ongoing past action before another past event; explains past result.	had + not + been + -ing

2.3 Future tenses

Tense	Form	Example 1	Example 2	When to use	Negative form
will + base	will + base verb	I will present the results.	It will probably rain.	Spontaneous decision; prediction; promise.	will + not (won't) + base
be going to	am/is/are + going to + base	We are going to expand next year.	Look at those clouds — it's going to rain.	Pre-made plan; evidence-based prediction.	am/is/are + not + going to + base
Future continuous	will be + -ing	I will be presenting at 10am.	They will be travelling all week.	Action in progress at a specific future moment.	will + not + be + -ing
Future perfect	will have + pp	I will have finished by Friday.	By 2030, AI will have transformed healthcare.	Action completed before a specific future point.	will + not + have + pp
Future perfect cont.	will have been + -ing	By June, I will have been working here for 5 years.	She will have been leading the project for a year.	Duration of an ongoing action up to a future point.	will + not + have + been + -ing

2.4 Tense consistency — your specific TOEFL risk

Issue	✗ Wrong	✓ Correct
Tense shift (past → present)	I joined in 2020 and work on the AI team.	I joined in 2020 and worked on the AI team.
Tense shift (past → present perf.)	She explained the plan and has left.	She explained the plan and left.
Unnecessary tense shift	The report was clear. It shows the key findings.	The report was clear. It showed the key findings.
Acceptable shift	I worked there for years. Now I run my own company.	Intentional — time genuinely changes.

TIP TOEFL writing: decide tense in sentence 1. Use present for general arguments. Use past for specific examples. Never switch without a reason.

3. Irregular Verbs — 36 High-Frequency Forms

Base	Past	Past ptcp.	Base	Past	Past ptcp.
arise	arose	arisen	keep	kept	kept
bear	bore	borne	know	knew	known
beat	beat	beaten	lay	laid	laid

Base	Past	Past ptcp.	Base	Past	Past ptcp.
begin	began	begun	lead	led	led
bind	bound	bound	lose	lost	lost
break	broke	broken	mean	meant	meant
build	built	built	overcome	overcame	overcome
choose	chose	chosen	rise	rose	risen
come	came	come	run	ran	run
deal	dealt	dealt	seek	sought	sought
draw	drew	drawn	show	showed	shown
drive	drove	driven	speak	spoke	spoken
fall	fell	fallen	steal	stole	stolen
find	found	found	strive	strove	striven
forget	forgot	forgotten	take	took	taken
grow	grew	grown	throw	threw	thrown
hide	hid	hidden	wear	wore	worn
hold	held	held	write	wrote	written

WATCH OUT Most common mistake in your profile: 'has grew' → has GROWN. After has/have always use the past participle (3rd column), never the past simple (2nd column).

4. Articles — a / an / the / Ø

Article	Rule	Examples (bold = article)
THE	Both speaker & listener know which one	I work in the technology industry. She is the CEO of the company. The report we discussed is ready. The internet changed everything. Close the door. (unique in context)
A / AN	First mention OR non-specific	She is a CEO I met at a conference. We need an efficient solution. He is an engineer. (never: 'a engineer') A decision was made. (any decision)
Ø (none)	Languages, most countries, meals, subjects, 'by + transport', general plurals/uncountables	Ø English is difficult. (languages) She studies Ø engineering. (subjects) I had Ø lunch with the team. by Ø car / by Ø train / by Ø plane Ø information, Ø advice, Ø feedback

WATCH OUT Indonesian has no articles — every noun needs an article check. Ask: specific/known? → the. First mention/general? → a/an. Uncountable/plural-general? → Ø

5. Subject–Verb Agreement

Pattern	✓ Correct	Fix
each / every / either / neither + singular noun	Each employee has responsibilities.	have → has
one of the + plural noun	One of the options is better.	are → is
the number of + plural noun	The number of users is growing.	are → is
a number of + plural noun	A number of users are affected.	is → are
there is / there are	There are three challenges.	there is problems → there are
either...or / neither...nor	Neither the CEO nor the staff is informed.	verb agrees with nearer subject
collective nouns: team / staff / company	The team is ready.	Both is/are possible; be consistent
uncountable nouns	The information is accurate.	informations are → information is
who/which/that (relative clause)	It is the engineers who are responsible.	It is the engineers who is → who are

6. Connectors & Linkers — C1 Level

WATCH OUT 'Although AI is useful, but it has risks.' — WRONG. Never use two connectors for one relationship. Choose one.

Function	Connector	Followed by	Example
Contrast	although / even though	clause	Although the project was delayed, the quality was high.
Contrast	however / nevertheless	new sentence	The costs were high. However, the ROI justified it.
Contrast	despite / in spite of	noun / -ing	Despite the challenges, we delivered on time.

Function	Connector	Followed by	Example
Contrast	whereas / while	two clauses	He prefers remote work, whereas she likes the office.
Cause	because / since / as	clause	Since the budget was cut, we reprioritised.
Cause	due to / owing to	noun / -ing	Due to high demand, we scaled the servers.
Result	therefore / consequently	new sentence	The API was slow; consequently, users dropped off.
Result	as a result / thus	new sentence	As a result, the team restructured.
Addition	furthermore / moreover	new sentence	Furthermore, the data supports this.
Addition	in addition to	noun / -ing	In addition to the report, she prepared a summary.
Condition	provided that / as long as	clause	Provided that we stay on budget, we can proceed.
Concession	admittedly / granted	new sentence	Admittedly, the approach has flaws.
Purpose	so as to / in order to	infinitive	We automated this so as to reduce errors.
Clarification	that is / namely	phrase	One issue, namely the latency, was unresolved.

7. Conditionals — Zero to Mixed + Formal Inversions

Type	IF clause	Main clause	Example	Use
Zero	If + present simple	present simple	If you heat water to 100°C, it boils.	General truths, facts
First	If + present simple	will + base	If we launch this week, we will hit the target.	Real future possibility
Second	If + past simple	would + base	If I had more time, I would rewrite the code.	Hypothetical present/future
Third	If + past perfect	would have + pp	If we had tested earlier, we would have caught the bug.	Hypothetical past
Mixed	If + past perfect	would + base	If she had studied CS, she would be a developer now.	Past condition, present result

Formal inversions — C1 signal to examiners

Formal sentence	Meaning / source
Were I to start over, I would choose a different approach.	Formal inversion of 2nd conditional (If I were to...)
Had we known about the issue, we would have resolved it sooner.	Formal inversion of 3rd conditional (If we had known...)
Should you need further information, please contact me.	Formal inversion of 1st conditional (If you should need...)
Unless we automate this process, costs will continue to rise.	= if not
Supposing the market shifts — what would our contingency be?	= imagining that

8. Modal Verbs — Complete Reference

Modal	Core meaning	✓ Positive example	✗ / Negative form
can	Ability (present)	I can handle the deployment.	I cannot approve this.
could	Ability (past) / polite / cond.	Could you review this? / I could fix it if needed.	I could not reach her.
may	Permission (formal) / possibility	You may proceed. / It may be delayed.	You may not enter.
might	Weak possibility	The update might cause issues.	It might not work.
must	Obligation / strong deduction	You must submit by Friday. / He must be the lead.	You must not share this.
have to	External obligation	We have to comply with GDPR.	We don't have to attend.
should	Advice / expectation	You should document this clearly.	You shouldn't rush.
ought to	Moral expectation	They ought to inform the team.	They ought not to delay.
will	Future / certain deduction	Results will improve. / That will be the CTO.	She won't accept that.

Modal	Core meaning	✓ Positive example	✗ / Negative form
would	Hypothetical / polite / past habit	I would argue that... / Would you mind...?	I wouldn't do that.
need not	No obligation	You needn't apologise.	—

Modal + have + past participle — deductions about the past

Form	Meaning	Example
must have + pp	Strong certainty (past)	She must have received the email — she replied.
can't have + pp	Strong impossibility	He can't have finished — it was a 3-hour task.
might/may have + pp	Possibility (past)	They might have misunderstood the brief.
should have + pp	Expected but didn't happen	You should have tested this earlier.
could have + pp	Unused ability/possibility	We could have avoided this with better planning.
would have + pp	Conditional past result	I would have joined if I had known about it.

9. Passive Voice — All Tenses

Tense	Form	Example
Simple present	is/are + pp	Data is processed automatically.
Present continuous	is/are being + pp	The system is being updated.
Present perfect	has/have been + pp	The error has been resolved.
Simple past	was/were + pp	The report was submitted yesterday.
Past continuous	was/were being + pp	The code was being reviewed when the issue occurred.
Past perfect	had been + pp	The contract had been signed before the launch.
Simple future	will be + pp	Results will be published next week.
Future perfect	will have been + pp	The project will have been completed by then.
Modal passive	modal + be + pp	This should be tested. / It must be approved.
Modal perf. passive	modal + have been + pp	It should have been documented.

✗ The report written by the team. (missing was)

✓ The report was written by the team.

✗ The system is being update.

✓ The system is being updated.

10. Reported Speech — Tense Backshift Table

Direct tense	Reported tense	Example
present simple	past simple	'I work here.' → She said she worked there.
present continuous	past continuous	'I am working.' → He said he was working.
present perfect	past perfect	'I have finished.' → She said she had finished.
past simple	past perfect	'I sent it.' → He said he had sent it.
will	would	'I will call.' → She said she would call.
can	could	'I can help.' → He said he could help.
must	had to	'You must sign.' → She said I had to sign.
may	might	'It may work.' → He said it might work.
is going to	was going to	'We are going to launch.' → She said they were going to launch.

No backshift needed when reporting immediately / information still true / using: believe, suppose, feel, think, know, hope.

11. Gerund vs Infinitive — Patterns & Meaning Changes

Verbs + gerund (-ing)

admit · avoid · consider · delay · deny · enjoy · finish · imagine · involve · keep · mention · mind · miss · postpone
· practise · recommend · risk · suggest

I recommend reviewing the contract before signing.

We considered delaying the launch.

She admitted making the error.

Verbs + infinitive (to + base)

afford · agree · aim · appear · arrange · attempt · choose · decide · demand · expect · fail · hesitate · hope ·
intend · manage · offer · plan · promise · refuse · seem · tend · threaten · want · wish

We decided to restructure the team.

She failed to meet the deadline.

They refused to compromise on quality.

Verbs with meaning change — C1 exam favourite

Form	Meaning	Example
remember + -ing	recall a past event	I remember sending the email last week.
remember + to-inf	not forget to do	Remember to send the email before 5pm.
forget + -ing	past memory you still have	I'll never forget presenting to 500 people.
forget + to-inf	duty you failed to do	I forgot to update the document.
stop + -ing	quit an activity	We stopped testing the feature.
stop + to-inf	pause in order to do	We stopped to test the feature.
try + -ing	experiment / attempt a solution	Try using a different framework.
try + to-inf	make an effort (may fail)	I tried to fix it but couldn't.
mean + -ing	involve / entail	Scaling means investing more.
mean + to-inf	intend	I didn't mean to interrupt.
regret + -ing	sorry about a past action	I regret saying that.
regret + to-inf	formal bad news delivery	We regret to inform you that...

12. Countable / Uncountable Nouns & Prepositions

Noun	✗ Wrong	✓ Correct
information	an information / informations	some information / a piece of information
advice	advices / an advice	some advice / a piece of advice
feedback	feedbacks	some feedback / a lot of feedback
knowledge	knowledges	some knowledge / a body of knowledge
research	a research / researches	some research / a research study / a piece of research
equipment	equipments	some equipment / a piece of equipment
progress	a progress	significant progress / make progress
news	a news / new news	some news / the latest news (always singular verb!)
work	works (= artworks only)	some work / a lot of work / a piece of work
software	softwares	software (no article for general use)

High-frequency preposition collocations

Phrase	✓ Correct example	Note
responsible for	She is responsible for the product.	NOT: of
interested in	I am interested in machine learning.	NOT: on
concerned about	We are concerned about the latency.	NOT: for
aware of	Be aware of the risks.	NOT: about
capable of	She is capable of leading the team.	NOT: to
result in	This will result in delays.	NOT: on/at
rely on / depend on	We rely on real-time data.	NOT: in
differ from	This approach differs from the original.	NOT: with/to
focus on	Focus on the core problem.	NOT: in
on time vs in time	Submit on time. / Finish in time to review.	on time = punctual; in time = before deadline
at the end vs in the end	At the end of Q4 / In the end, we succeeded.	at the end = specific point; in the end = ultimately

13. C1 Sentence Structures — Advanced Forms

Cleft sentences — for emphasis

It was the latency that caused the issue. (not: The latency caused the issue.)

What we need is better documentation.

It is their work ethic that sets them apart.

Fronting and inversion — formal & TOEFL-impressive

Inverted sentence	Rule
Not only did we reduce costs, but we also improved quality.	not only...but also → inverted first clause
Rarely have I seen such rapid growth.	adverb of frequency at front → inversion
Only after the meeting did we realise the full scope.	only + time phrase → inversion
Under no circumstances should you share the credentials.	negative phrase at front → inversion
So complex was the problem that it required three engineers.	so + adjective at front → inversion

Participle clauses — concise and formal

Having reviewed the data, I recommend a different approach. (= After I had reviewed...)

Built on a microservices architecture, the system scales efficiently.

Not knowing the full context, she made an uninformed decision.

Relative clauses

Type	Form	Example	Note
Defining	which/that, no commas	The report that was submitted yesterday has an error.	Identifies which one
Non-defining	which + commas	The annual report, which was released yesterday, has an error.	Adds extra info
Reduced	past participle / -ing	The data collected last week shows a clear trend.	More formal/concise
Whose	possessive	The engineer whose code caused the issue has been informed.	Replaces his/her/its

14. C1 Vocabulary — Academic & Professional

Verbs for argument & analysis

Verb	Example sentence
argue	I would argue that automation increases inequality.
assert	The report asserts that remote work improves productivity.
contend	Critics contend that the policy is insufficient.
attribute to	The success can be attributed to strong leadership.
demonstrate	The data demonstrates a clear correlation.
imply	The results imply that our model needs retraining.
indicate	Preliminary data indicates a positive trend.
postulate	We postulate that user behaviour will shift.
substantiate	Additional evidence is needed to substantiate the claim.
undermine	This finding undermines the original hypothesis.

Formal academic phrases for TOEFL writing

Phrase	Example
It is widely acknowledged that...	It is widely acknowledged that AI presents ethical challenges.
A growing body of evidence suggests...	A growing body of evidence suggests that remote work is productive.
This raises the question of...	This raises the question of how we define accountability.
It would be reasonable to conclude...	It would be reasonable to conclude that costs will rise.
The extent to which...	The extent to which this affects users remains unclear.
In light of...	In light of recent findings, we should reconsider the approach.
It is worth noting that...	It is worth noting that the sample size was limited.
One could argue that...	One could argue that the benefits outweigh the risks.
To a certain extent,...	To a certain extent, both arguments have merit.
With this in mind,...	With this in mind, we propose a phased rollout.

B. TOEFL 100+ — Score Structure & What You Need

How TOEFL is scored

Reading 0–30	Listening 0–30	Speaking 0–30	Writing 0–30	TOTAL 0–120
Section	Scale	Target score	What this requires	Priority
Reading	0–30	26+	Already at this level. Maintain.	—
Listening	0–30	26+	Already at this level. Maintain.	—
Speaking	0–30	24+	Your gap: grammar stability under pressure + delivery	★ Focus area
Writing	0–30	24+	Your gap: tense, auxiliaries, articles, sentence control	★ Focus area

Reading + Listening ≈ 52+ likely based on your profile. Writing 24 + Speaking 24 = 48. Total ≈ 100+. Every point in Writing and Speaking comes from grammar control and structure.

15. TOEFL Writing — Task 1 (Integrated) Full Guide

Task structure & timing

Step	Time	What to do
Read the passage	3 min	Read carefully. Note 3 main points the author makes.
Listen to lecture	2–3 min	Take notes. The lecture ALWAYS contradicts or challenges the reading.
Write your response	20 min	Summarise how the lecture challenges the reading. 150–225 words.

Scoring rubric — what raters look at

Score	What the rater looks for
5 (top)	Accurately selects and reports ALL key points from lecture. Relates lecture to reading clearly. Well-organised. Precise language. Minor errors only.
4	Covers all key points but may be slightly less precise. Organisation clear. Some minor errors that do not obscure meaning.
3	Covers key points but with some inaccuracy or omission. Some grammar/vocabulary errors that occasionally obscure meaning.
2	Important lecture points missing or inaccurate. Limited connection to reading. Frequent grammar errors.
1	Minimal relevant content. Serious and frequent grammar errors throughout.

Template — fill in the blanks from the actual content

Paragraph	Template text
Opening (2 sentences)	The reading passage argues that [main claim about topic]. However, the professor's lecture challenges this view by presenting three counterarguments.
Point 1 (3–4 sentences)	First, while the reading claims that [X], the lecturer contends that [Y]. Specifically, [detail or example from lecture]. This directly contradicts the reading's assertion that [restate reading point].
Point 2 (3–4 sentences)	Second, the reading asserts that [X]. The lecturer, however, argues that [Y], pointing out that [evidence from lecture]. The professor suggests that [conclusion from this point].
Point 3 (3–4 sentences)	Finally, the reading suggests that [X]. The lecturer disputes this by explaining that [Y]. According to the professor, [supporting detail].
Closing (1 sentence)	In summary, the lecturer effectively challenges each of the three points raised in the reading passage.

TIP Do NOT include your own opinion. Only report what the lecture says. Use lecture attribution phrases: 'the lecturer argues', 'the professor points out', 'according to the lecture', 'the speaker contends'.

16. TOEFL Writing — Task 2 (Academic Discussion) Full Guide

Task 2 replaced the old Independent Essay in 2023. You see a professor's question and two student responses. You must add your own opinion to the discussion. Target: 100+ words, ideally 150–200.

Task structure & timing

Step	Time	What to do
Read professor's question & 2 student posts	2 min	Understand the topic. Note what each student argued.
Plan your response	1–2 min	Decide your position. Choose 1–2 reasons. Think of 1 example.
Write your response	7–10 min	Add your view. Agree/disagree with students. Give reasons + example. 100–200 words.

Scoring rubric

Score	What the rater looks for
5 (top)	Contributes meaningfully to discussion. Clearly states and defends a position. Relevant reasons and examples. Well-organised. Effective vocabulary. Mostly accurate grammar.
4	Relevant contribution. Position clear. Some development. Minor errors that do not impede communication.
3	Relevant but limited development. Some unclear reasoning. Some grammar/vocabulary errors.
2	Contribution is vague or off-topic. Limited development. Frequent errors.
1	Does not contribute meaningfully. Pervasive errors.

Template

Part	Template text
Sentence 1 — your position	I agree with [student name]'s point that [their main idea], and I would like to add that [your main idea].

Part	Template text
Sentence 2–3 — your reason	In my view, [reason]. For example, [specific example — could be from your own professional experience].
Sentence 4 — respond to the other student	While [second student] raises a valid point about [their idea], I think [your counterpoint or extension].
Sentence 5 — closing	Ultimately, [restate your position briefly and connect to the broader topic].

WATCH OUT Your risk: starting sentence 2 with a complex structure before finishing sentence 1. Write short, complete sentences first. Add complexity only when you are certain the base is correct.

17. TOEFL Speaking — All 4 Tasks Full Guide

Task 1 — Independent (personal opinion)

Prep time	15 seconds
Speaking time	45 seconds
Source	Question only — your personal opinion
Tip	Use PREP-EXAMPLE-CONCLUDE structure

Part	Timing	What to say
Sentence 1 (0–5s)	State your position.	I believe that [position] because it [core reason].
Sentences 2–3 (5–20s)	Give your reason + example.	For example, [specific example from work or life]. This shows that [result].
Sentence 4 (20–35s)	Add a second reason or contrast.	Moreover, [second reason]. In contrast, [opposing view] does not account for [factor].
Sentence 5 (35–45s)	Conclude.	For these reasons, I think [restate position briefly].

Task 2 — Integrated: campus situation (reading + conversation)

Prep time	30 seconds
Speaking time	60 seconds
Source	Short reading (announcement) + conversation between two students
What to do	State what the announcement is about. State the student's opinion and the reasons given.

Part	Template
Intro (0–10s)	The reading announces that [main change/plan].
Opinion (10–20s)	The [man/woman] [agrees/disagrees] with this. He/She thinks that [overall view].
Reason 1 (20–40s)	First, he/she argues that [reason 1]. Specifically, [detail from conversation].
Reason 2 (40–60s)	Second, he/she points out that [reason 2]. According to him/her, [supporting detail].

Task 3 — Integrated: academic concept (reading + lecture)

Prep time	30 seconds
Speaking time	60 seconds
Source	Short text defining a concept + lecture with a detailed example of that concept

What to do	Define the concept briefly. Explain how the lecture illustrates it.
Part	Template
Intro (0–10s)	The reading describes [concept] as [brief definition].
Lecture link (10–20s)	The professor illustrates this with the example of [topic of example].
Detail 1 (20–40s)	According to the lecture, [first key detail from example]. This relates to the concept because [connection].
Detail 2 (40–60s)	The professor also explains that [second detail]. This further demonstrates [concept] by [how it connects].

Task 4 — Integrated: academic lecture only

Prep time	20 seconds
Speaking time	60 seconds
Source	Lecture only — no reading. Professor explains a concept with two examples or points.
What to do	Explain the concept the professor discusses, using the examples from the lecture.
Part	Template
Intro (0–10s)	The professor discusses [concept / topic of lecture].
Point 1 (10–30s)	First, the professor explains that [main point 1]. For example, [detail from lecture].
Point 2 (30–55s)	Second, the professor describes [main point 2]. According to the lecture, [detail].
Close (55–60s)	Both examples illustrate [how the concept works / the main idea].

TIP Integrated speaking tasks 2–4: your job is to REPORT, not analyse. Use: 'the professor argues', 'according to the lecture', 'the speaker explains', 'he/she points out', 'the reading states'. Never add your own opinion.

18. TOEFL Speaking — Scoring Rubric (0–4 per task)

Three dimensions raters evaluate

Dimension	What it measures	Score descriptors
Delivery	Pace, clarity, pronunciation, natural flow	4: Fluid, clear, minor hesitation only. 3: Generally clear, some hesitation. 2: Noticeable problems affect clarity. 1: Frequent problems; hard to understand.
Language use	Grammar range, accuracy, vocabulary	4: Effective structures, good vocabulary, minor errors. 3: Some errors but generally effective. 2: Limited range, errors affect meaning. 1: Severely limited.
Topic development	Content completeness, coherence, relevance	4: Fully addresses task, well-organised, no missing points. 3: Generally on-topic, some missing details. 2: Incomplete or incoherent in places. 1: Minimal or irrelevant content.

WATCH OUT Your specific speaking risk: grammar collapses mid-sentence under time pressure. Use shorter, grammatically complete sentences. A short correct answer scores higher than a long incorrect one.

19. TOEFL Writing — Scoring Rubric Breakdown

What 'language use' means in writing scoring

Criterion	What it means	Your status
Grammatical range	Use of varied structures: simple, compound, complex, conditional, passive, relative clauses.	At score 4–5: no single error dominates the response. Mix of sentence types.
Grammatical accuracy	Subject-verb agreement, correct verb forms, tense consistency, auxiliaries, articles.	Your gap: auxiliaries, verb form after has/have, articles, tense shifts.
Lexical range	Vocabulary beyond basic. Collocations, academic phrases, formal register.	Your strength. Already strong. Build further with Section 14.
Lexical accuracy	Correct word choice, no direct translation from L1.	Watch for Indonesian→English direct transfers.
Coherence	Clear topic sentences, logical paragraph structure, connectors used correctly.	One idea per paragraph. Topic sentence → explanation → example → link.

20. Production Under Pressure — Your Specific Strategy

Your profile shows: ideas are clear internally but grammar assembly fails during rapid production. The strategies below are designed for this exact pattern.

Writing strategy under time pressure

#	Strategy	How to apply it
1	Decide tense in sentence 1	Write 'This essay uses present tense for arguments and past tense for examples.' — internally. Stick to it.
2	One sentence at a time	Finish the sentence before starting the next. Stop at the full stop. Check: is there a verb? an article? agreement?
3	Avoid starting with a complex clause	Start with Subject + Verb. Add complexity in the second half of the sentence, not the first.
4	Write shorter to win	'The company has grown rapidly.' beats 'The company, which was founded in 2015, has experienced growing...' (unfinished) every time.
5	Use the 3-second auxiliary check	Before every -ing verb: did I write am/is/are/was/were? Before every past participle after has/have: is it the right form?
6	Use the 2-second article check	Every new specific noun: does it need 'the'? uncountable? needs no article.

Speaking strategy under time pressure

#	Strategy	How to apply it
1	Use prep time to plan sentences, not content	In 15–30 seconds, plan the sentence structure: 'S + V + O'. Not just the idea.
2	Short sentences in Task 1	45 seconds = 5 short sentences. 1 per 9 seconds. Each sentence: Subject → Verb → Object/Complement.
3	Never start a complex sentence you can't finish	If you can't see the end of the sentence, use a simpler structure.
4	Use linking phrases to buy thinking time	'That's an interesting point because...', 'What this means is...', 'To give an example...' — natural and grammatical.
5	Recover fast from errors	If you make a grammar error, don't pause to self-correct. Finish the sentence, move on. Self-correction wastes seconds and disrupts flow.
6	Use transition sentences between points	'My second reason is...' / 'The lecture also mentions...' — signals structure to the rater.

21. Pre-Submission Checklist — Run This Every Time

#	Area	Question to ask yourself	Correct form
1	Auxiliary verbs	Is there am/is/are before every -ing verb? do/does/did before negatives/questions?	I am currently working ✓
2	Verb forms after have	is it past participle (not past simple)?	has grown ✓ NOT has grew

#	Area	Question to ask yourself	Correct form
3	Article check	Every noun: specific → the. First mention → a/an. Uncountable/general → ∅	the technology industry ✓
4	Subject-verb agreement	Does the verb match the grammatical subject (not the nearest noun)?	each employee has ✓
5	Tense consistency	Same tense within paragraph? No unintended shifts?	joined + worked ✓
6	Connectors	One connector per clause? No 'although...but'?	although X, Y ✓
7	Sentence completion	Every sentence has subject + verb + full stop?	complete sentence ✓
8	Modal past forms	Past deductions: modal + have + pp?	must have caused ✓
9	Uncountable nouns	No plural -s on information/advice/feedback/research?	some feedback ✓
10	Prepositions	responsible FOR, interested IN, result IN, rely ON, differ FROM?	responsible for ✓

22. 7-Day Practice Plan — 20 Minutes/Day

Day	Focus	Activity
Mon	Grammar drills	5 auxiliary + 5 verb form MCQ. Review every explanation. Focus on #1 and #2 gap.
Tue	Writing feedback	Write 3 paragraphs. Run AI feedback. Note repeated mistakes. Drill that rule immediately after.
Wed	Speaking tasks	3 x TOEFL tasks with timer. Record yourself. Run speaking checklist.
Thu	Vocabulary	Learn 5 words from Section 14. Write 2 original sentences per word. Use them in speaking.
Fri	Full integrated essay	One full TOEFL Writing Task 1 (20 min). Run full checklist. Focus on tense stability.
Sat	Verb form sprint	Cover column 3 of Section 3. Write all 36 past participles from memory. Repeat until 36/36.
Sun	Mock test	Full TOEFL Writing Task 2 + 2 Speaking tasks under timed conditions. Self-score with rubric in Section 19.

Your profile assessment: with consistent daily practice targeting Sections 1–6 (grammar gaps) and Sections 15–19 (TOEFL writing/speaking), you are likely capable of achieving TOEFL 100+ in 6–10 weeks. Your comprehension and vocabulary are already there — this is purely a production exercise.

Estimated score trajectory with daily practice: Week 1–2: grammar errors drop by 50%. Week 3–4: writing score reaches 21–22. Week 5–6: writing 23–24, speaking 22–23. Week 7–10: TOEFL 100+ readiness.