

PTE GENERAL

Test Tips (1)

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Introduction to Test Tips

This resource provides 59 test tips for teachers preparing test takers for PTE General. They provide useful strategies to train your students to use when taking the test.

The tips are presented in relation to the order of sections in PTE General.

Some tips are general and apply to tasks that test listening, reading, writing and speaking. Others are relevant to individual sections and tasks at all levels or particular levels (A-1 and 2-5).

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A number of free learning resources for PTE General are available at www.pearsonpte.com/PTEGENERAL.

Listening

Sections 1-3

Section 1: 3-option (graphical) multiple choice

Section 2: Dictation

Section 3: Text, note completion


Sections 1-3 (All levels)

Tip 1 Teach your students the value of reading the instructions

The instructions for each task in the listening sections of the test (1-3) are printed on the question paper and read aloud on the recording. Train your students to **follow the words on the question paper as they listen to the instructions** being read.

In this way, they will **get some early listening practice** while they **receive important information about each task**.


SECTION 1



You have **10 seconds** to read each question. Listen and **put a cross** in the box next to the correct answer, as in the example. You have **10 seconds to choose** the correct option.

Reading time
Put a cross
Answer time


SECTION 2



You will hear a recording about **shoes**. Listen to the whole recording once. Then **you will hear the recording again** with pauses for you to write down what you hear.
Make sure you **spell the words correctly**.

The topic
This section is
played twice
Spelling is
important

SECTION 3



You will hear a **telephone conversation**. First, read the notes below then listen and **complete the notes with information from the conversation**.

This recording
involves more than
one person
The information in
the gaps must come
from the recording

Sections 1-3 (All levels)

Tip 2

Draw students' attention to the importance of timing in the listening sections

Timing is critical in listening tests. Make sure your students can **do the questions at an appropriate pace**, without becoming anxious or losing their place.

For each section, they **need to know how much time they have to:**

- **read** the questions
- **write** their answers
- **check** their answers

It is also very important to **know whether they will hear the recording once or twice.**

- Section 1, each recording is heard once
- Section 2, the dictation passage is heard twice
- Section 3, each recording is heard once

Use the practice tests as a guide to timing in the listening sections of the test; available at www.pearsonpte.com/PTEGENERAL.

Sections 1-3 (All levels)

Tip 3 Highlight the purpose of the example questions

There is an example question in sections 1 and 3. The **examples provide a model of what to expect in the test questions.**

Tell your students that by reading the example question and listening while it is read out, they will **get an idea of the content and difficulty of the questions and find out how to write their answers.**

Example. Who are the speakers?

A Tom's work colleagues

B Tom's friends

C Tom's parents

1. Who is the speaker?

A a police officer

B a youth club leader

C an angry neighbour

Answers tend to be short and vocabulary and grammar straightforward in Section 1

Example. The caller is interested in a career as a *social worker*.

12 The course has been available at the university for.....

13 The university works with..... in the local area.

14 As part of the course students have to undertake.....

15 Applicants are more likely to get a place on the course if they have done.....

16 Potential students must apply for the course by.....

Vocabulary and grammar are more complex in the answers and questions in Section 3

Sections 1-3 (All levels)

Tip 4

Get your students used to hearing a range of voices and accents

The recordings for the listening sections are made using a range of voices and accents of spoken English. Your students may be used to hearing one type of spoken English accent and may need sensitizing to a broader sample of recorded material. Test takers may also hear voices of speakers of different ages, and in different relationships to each other.

Use the PTE General practice tests to **expose your students to different accents**; available at www.pearsonpte.com/PTEGENERAL.

<p>Example. The speakers are?</p> <p>A <input type="checkbox"/> Tom's work colleagues</p> <p>B <input type="checkbox"/> Tom's friends</p> <p>C <input checked="" type="checkbox"/> Tom's parents</p>	<p>Adult voices speaking to friends or family</p>
<p>1. Who is he?</p> <p>A <input type="checkbox"/> a weather forecaster</p> <p>B <input type="checkbox"/> a radio broadcaster</p> <p>C <input type="checkbox"/> a walking-trip organiser</p>	<p>A formal voice speaking with authority</p>
<p>2. Which aspect of the painting do they disagree about?</p> <p>A <input type="checkbox"/> its quality</p> <p>B <input type="checkbox"/> its age</p> <p>C <input type="checkbox"/> its artist</p>	<p>The voices of friends or acquaintances disagreeing</p>




Section 1 (Levels A1-I)

Tip 5

Train your students to make full use of the preparation time

In Section 1, test takers have 10 seconds to prepare for each question before the recording begins. They should use this time to **highlight key words in the question** and **predict the topic and vocabulary they may hear** using the picture options.

9. What is the **man describing**?

		
A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>

The topic is places or buildings. This is a station

This is a super-market or shop

This is a house or home. So the man is describing a station, a supermarket or a house

Section 1 (Levels 2-5)

Tip 6 Train your students to make full use of the preparation time

In Section 1, test takers will have 10 seconds to prepare for each question before the recording begins. They should use this time to **highlight key words in the question**, **predict the topic** of the monologue or dialogue, **predict the vocabulary** they may hear and **check the question focus**.

1. What is the speaker describing?

- A how to study
- B research results
- C improving sleep

Here the focus is on the content of what will be heard

At levels 2-5, the topic is embedded in the options, which provide information about what will be heard

3. What is the speaker doing?

- A hinting emotional intelligence can't be taught properly
- B criticising the teaching methods of some business schools
- C underlining the need for teaching morality in business

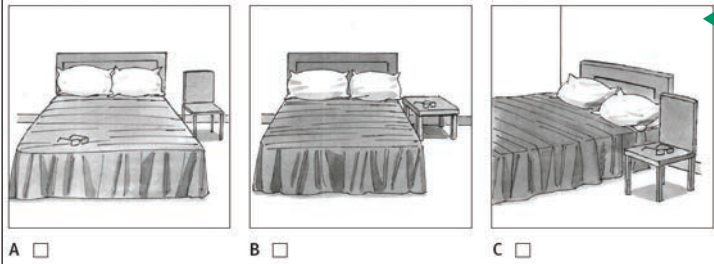
Here the focus is on the function of what will be heard

Section 1 (Level A1)

Tip 7 Teach your students how to analyze the picture options

At Level A1, the multiple-choice pictures can look very similar for some questions. During their 10-second preparation time, teach your students to **focus on the differences between the pictures**. Then, when the recording begins they should **listen for these differences** and **note the correct answer**. In this way, they will be ready for the information when they hear it.

10. Where are the man's glasses?



Glasses on bed, table or chair?

10. Listen to the man speaking. Where are his glasses?

M: Patty, can you get my glasses for me? They're upstairs **on the chair** next to my bed.

The glasses are on the chair, so C is the correct answer

Section 1 (Levels 2-5)

Tip 8 Remind your students to listen to the whole recording for each question

When the recording begins, test takers **should have highlighted the key words in the prompt and options** and be ready to pick out the answer. Point out to your students that they may hear a lot of their highlighted words on the recording because two of the options are designed to be distractors.

For this reason, they must **listen to everything that is said** on the recording in order to **decide which option fits the prompt or question** and which options are wrong.

3. What is the speaker doing?

- A hinting **emotional intelligence** can't be **taught properly**
- B **criticising** the **teaching methods** of some **business schools**
- C underlining the need for **teaching morality** in **business**

A: Key words are heard but the meaning is different

B: Some key words are heard. The speaker is 'criticizing methods' but she does not use these exact words

C: 'Morality' and 'ethics' are synonyms but the speaker is not expressing a need for teaching these when she mentions 'ethics'

3. Listen to the woman speaking. What is she doing?


F: Is **emotional intelligence**, with its fuzzy concepts and hard-to-measure outcomes, something that can be **taught**? Plenty of **business schools** claim they are already doing this, through modules on **ethics** and corporate social responsibility, but I need to emphasise it is not a question of knowledge, but of consistently practising new habits until your neural pathways change.

Section 2 (All levels)

Tip 9 Encourage good listening strategies before and during the dictation

During the first reading of the dictation, test takers listen only. They need to use this time to **familiarize themselves with the topic** and **pick out some key words**. Doing this will help them understand the overall extract.

The subject is always given in the instructions. Teach your students to **highlight the topic**.



You will hear a recording about **recycling**. Listen to the whole recording once. Then you will hear the recording again with pauses for you to write down what you hear.
Make sure you spell the words correctly.

This is the topic of the dictation

Illustrate how to **pick out some key words** as they listen to the first reading of the dictation. These are usually words that the speaker stresses.

F: **Recycling** / involves making **used materials** / into **new products** / and to **stop** the waste of materials / that could be useful. / It saves energy / and reduces / the different types of pollution. / Most importantly, / it decreases gas emissions / which cause global warming.


The stressed words help to identify the topic

When test takers do the dictation and write the words as they hear them, they will have a better chance of recognizing the topic vocabulary and identifying words that go together.

Section 2 (All levels)

Tip 10 Make sure your students keep writing during the dictation

It is important for test takers to keep up with the dictation and not lose their place. If they **cannot hear a particular word, they should leave a space** and keep writing. Then, when the dictation has finished, they can read it through and **use their knowledge of topic vocabulary and grammar to help them guess the missing word(s)**.



You will hear a recording about recycling. Listen to the whole recording once. Then you will hear the recording again with pauses for you to write down what you hear.
Make sure you spell the words correctly.

Recycling involves making used materials into new products and to stop the of materials that useful.


Topic and grammar knowledge will help suggest words that might complete the sentence

Section 2 (All levels)

Tip II Tell your students to check what they have written

The instructions for this task state that spelling is important, so a **final check is vital**. The length of the dictation increases with level but so does reading speed. Encourage your students to give their dictation a quick read-through when they have finished in order to avoid unnecessary spelling errors.

Tell them to **focus on commonly misspelled words** (e.g. prices, necessary) and **words that are easily confused** (e.g. weather/whether; their/there).



You will hear a recording about posters. Listen to the whole recording once. Then you will hear the recording again with pauses for you to write down what you hear.
Make sure you spell the words correctly.

If you enjoy looking at paintings but cannot afford the high **prices** which come with buying original works of art, **their** is an alternative.

Section 2 (All levels)

Tip 12 Train your students to use grammar clues in the dictation

Encourage your students to **use their knowledge of tense and grammar to get word endings right**, particularly when words run together or are weak forms.

If they maintain an awareness of grammar as they write their dictation, they will avoid losing marks for unnecessary mistakes.

F: The government announced today / that it will increase funding to developing countries.
/ In particular, / more money will be made available / to construct schools for girls.
/ They will focus on increasing young women's confidence / and training them / to
set up their own businesses. / This initiative has been welcomed by local politicians.

The government **announce** today that it will increase funding to developing countries. In particular, more money will be made available to construct schools for girls. They will focus on increasing young women's confidence and training them to set up their own **business**. This initiative has been **welcome** by local politicians.

'announce' must be past tense and end in 'ed'

'businesses' must be plural after 'their own'


'welcomed' must end in 'ed' after 'has been'

Section 3 (Levels 3-5)

Tip 13 Show students how to turn the gaps into direct questions

Turning statements into questions will help your students to see what kind of information is missing. For example, 'How long' indicates a time and 'Who' indicates a person.

A question will give a more direct idea of the kind of information they need to listen for.



You will hear a telephone conversation. First, read the notes below then listen and complete the notes with information from the conversation.

Example. The caller is interested in a career as a social worker.

12 The course has been available at the university for.....

13 The university works with..... in the local area.

14 As part of the course students have to undertake.....

15 Applicants are more likely to get a place on the course if they have done.....

16 Potential students must apply for the course by.....

How long has the course been available at the university?

Who does the university work with in the local area?

When must students apply for the course?

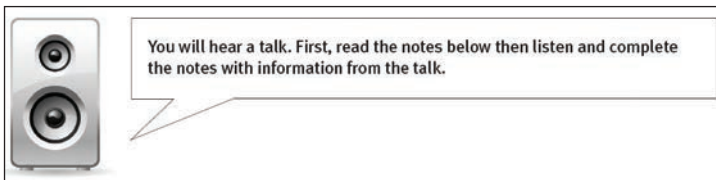
Section 3 (All levels)

Tip 14 Show students how to predict the missing words

In the time before the recording begins, test takers should read the notes and use the words that come before (and after) each gap to predict the missing information.

They can **predict from grammar the part of speech that is needed by looking at the word directly before the gap**. For example, if the word before the gap is an article (e.g. the, a, an) or an adjective (e.g. good, interesting), then the missing word is likely to be a noun.

They can **predict meaning by looking at other content words in the sentence**. For example, in question 18, the words 'in a gym or' suggest that the missing word is a place that is similar to a gym.



Example. Aerobics aims to increase fitness.

17 People usually practise aerobics as part of a

18 You can join a class in a gym or

19 Kenneth Cooper and Pauline Potts invented aerobics in

20 Cooper's book explored scientific approaches to

21 Cooper's book was probably popular because a lot of Americans were becoming

This gap is most likely a noun

A place is most likely to fit here


This will probably be a date or a place

Section 3 (All levels)

Tip 15 Show students how to use the questions to keep up as they listen

Section 3 is challenging because test takers need to **keep track of the questions** as they listen to a monologue or dialogue. The questions are not read aloud on the recording as they are in Section 1.

To help them do this, train your students to **highlight some content words in the questions**. These are often nouns that carry meaning. Test takers can expect to hear some of these words in the recording and this will help them know which question they are up to.



You will hear a telephone message. First, read the notes below then listen and complete the notes with information from the telephone message.

Example. Mary wants to discuss arrangements for dinner on Saturday night.

12 Mary's **friend** doesn't like _____ food.

13 Mary wants to change the **restaurant** from Indian to _____.

14 The **address** of the new restaurant is _____, High Street.

15 The proposed time to meet at the restaurant is _____.

16 James may not want to eat late because _____ the next day.

Likely to hear 'friend'

May hear types of restaurants

Will hear an address

Reading

Sections 4-7

Section 4: Gap fill 3–option multiple choice

Section 5: 3–option (graphical) multiple choice

Section 6: Open-ended question

Section 7: Text, note completion

Section 4 (All levels)

Tip 16 Show students how analyzing the purpose and type of text may help them eliminate wrong options

The short texts in Section 4 come from a range of sources such as notices and advertisements, signs, labels and instructions. Test takers should **read the gapped text first and decide why it was written**.

They should **ask themselves**:

- **What type of text is this?**
- **What is the writer's purpose?**

They can then rule out any options that do not fit the overall aim of the writer.

Test takers also need to check that the option they have chosen is correct in terms of grammar and meaning.

 Unfortunately, B Thankfully, and C Responsibly. Three green callout boxes provide analysis: one at the bottom left for 'Purpose: Making a polite request', one at the bottom center for 'Type of text: Information notice about packaging and recycling, so probably a label', and three on the right for 'A: Apologetic tone fits purpose and following sentence makes sense', 'B: Text not expressing gratitude and makes no sense with sentence that follows', and 'C: Does not fit purpose and is ungrammatical'."/>

24. _____ recycling facilities are not yet available for this packaging.
Please dispose of your rubbish carefully.

A Unfortunately
B Thankfully
C Responsibly

Purpose: Making a polite request

Type of text: Information notice about packaging and recycling, so probably a label

A: Apologetic tone fits purpose and following sentence makes sense

B: Text not expressing gratitude and makes no sense with sentence that follows

C: Does not fit purpose and is ungrammatical

Section 4 (All levels)

Tip 17 Equip students with strategies that will help them select the missing word

Test takers need to look at the vocabulary and grammar around the gap in order to ensure that they choose the correct option. First, train your students to quickly highlight **key words in the text**, as this will help them understand the main message.

Then tell them to **look at the words either side of the gap** and **use their knowledge of grammar and vocabulary to predict the type of word or phrase that is missing**.

25. The East Humberside Youth Club supports socially excluded children and young people from Hull and its surrounding areas, and helps them to fulfil their potential as capable, confident young adults through a structured of sporting, artistic and recreational activities.

A entertainment
B neighbourhood
C programme

A: Missing word is singular and countable

B: Fits grammatically but not in meaning

C: Only option that fits in terms of grammar and meaning

Text is about how the Youth Club helps young people

Section 4 (Levels 3-5)

Tip 18

Encourage students to use their knowledge of conceptual word groups to predict the missing word(s)

Students at levels 3-5 are developing their knowledge of appropriate vocabulary for different topic areas. Remind your students to **use this knowledge of conceptual word groups to predict the idea represented by the missing word**, before they look at the options.

Once they have done this, they can then **consider whether any of the options match their prediction**.

22. Do you want to expand your horizons, **help people in developing countries** and make some great new friends? Then why not spend your summer holidays **working for charity** on one of our range of fantastic in South East Asia?

A vacations
B projects
C adventures

A: Unlikely in this context

B: Only option that fits the context of charities working in developing countries

C: Unlikely in this context

Text has vocabulary related to charities working in developing countries

Section 4 (Levels A1-2)

Tip 19 Train students to analyze the options

Many of the options in Section 4 at levels A1-2 are vocabulary items. Tell your students to **highlight the key vocabulary in the text** and use this information to **consider the meaning of the missing word(s)**. They can then **analyze the options** (sometimes by rephrasing them) and **match these to the text** through lexical links.

25.

Dog

£100 reward

Have you found my dog, Rover?

Last seen here on March 10th.

Please help me to find him.

Call Becky on 07710 515 142

A Missing

B For Sale

C Show

A: 'Missing' and 'lost' have similar meanings, so this must be the answer

B: '£100' is a 'reward' for finding the dog not a price

C: 'March 10th' is the date when the dog was 'last seen' or lost not a 'Dog Show' date

The key vocabulary is all about a lost dog

Section 4 (All levels)

Tip 20 Ensure students read through the completed text

Test takers should always **double check gap fill answers by re-reading the text with the option they have selected** inserted in the gap. This is particularly important when the options are phrases, rather than single words, because it is easier to miss the problems.

Train your students to **check that the text makes sense** in terms of meaning when their chosen option is added. If it changes concept or contradicts itself, **they may need to review the option** they originally chose.

24. When Greenery, the ethical clothing website, sashayed on to the stock market last year, it was going to turn the industry on its head with the promise of guilt-free fashion. But the company's ambition to become a green came to an abrupt end last week.

A online fashion empire
B national chain of stores
C market of the future

A: If the reference to 'website' is missed on the first reading, this correct option will be ignored

B: Seems correct because the text is about clothing and fashion

C: Definitely wrong as doesn't fit with 'company'

Section 5 (Levels A1-I)


Tip 21

Tell students to highlight the words in the text that they expect to see in the images

When there are three pictures to choose from, a key approach is to highlight vocabulary items in the text that should be visible in the relevant picture(s). Doing this will help your students choose the correct option and eliminate those that do not contain the specified items or that contain items that have not been mentioned.

30. Which is the correct picture?

Please meet Colin Young at the airport at ten tomorrow. He's got short, dark hair and wears glasses. He'll be with his daughter.



A B C

The highlighted words must be visible features in the picture

A: Fits description so must be correct answer

B: Right people but daughter wearing glasses instead of man

C: Too old to be man's daughter

Section 5 (All levels)

Tip 22 Train students to highlight key words in the prompt

In multiple choice questions, test takers should **highlight the key words in the prompt** before they read the text. These words will tell them what information they need to find in the text. They should **use the key words to scan for the right place** in the text.

They should **read around the key words** to understand the information so they can complete the task correctly.

The festival lasts for two weeks and films are screened daily, at various venues around the city. Many of the screenings sell out over a week early, so if you're planning to visit the festival you should check out the schedule and telephone the cinema to check that tickets are available. Each year the festival shows anything up to 400 films, that are organized into different categories. A visitor can see, for example, short films, German films, films aimed at young people, etc. At **the end of the festival** the films are judged and the best win prizes such as the Golden Bear Award, the Silver Bear Award and the Teddy Prize, which is for films in a special category.

30. What happens at **the end of the festival**?

- A Awards are given to the best films.
- B Films in special categories are shown.
- C Visitors choose the best films.

Test takers should remember that at the higher levels the **key words themselves may be a synonym or paraphrase**.

How do adverts work?
Actually, the question in the title begs another question, basically the same one but without the "How". Ask most people and they'll tell you that they're too smart to be influenced by the less than subtle ploys of the advertising industry. To admit that would be a confession of naïve gullibility. And yet, if it was true that nobody was taken in, why would companies invest so much in expensive campaigns? So let's assume for the moment that **they do work**, although not in a simplistic "I'll buy that product because I like the advert" kind of way.

27. What convinces the writer that adverts are actually **effective**?

- A the money spent on them
- B the gullibility of people
- C their sophisticated methods

Section 5 (Levels 2-3)

Tip 23 Remind students that the answer may be the exact words or a paraphrase

If a multiple choice question is phrased as a question, test takers may need to **look for a word or phrase in the text that is a synonym or a paraphrase of the correct option.**

Whether the options are the exact words or a paraphrase, your students must learn to **read around the words they find** to answer the question correctly.

Harpinder had been called into court to translate the testimonies of the defendants, all Punjabi speakers living in the UK. Until then, Harpinder had been working as a **teacher** of English as a second language in Leeds, and had been attempting, very gradually, to move into a career as a translator. Her experience in court that day lends new meaning to the phrase "thrown in at the deep end".

"It was a difficult day, but I think I did pretty well," she says. "At first I decided that I wouldn't take any more bookings to work in court". Then I thought, "This is part of my job. These people need me to help, and **I can't just say that I don't want to do it.**"

Harpinder doesn't always enjoy what she does, and most of her work takes place in situations like courtrooms, police stations and immigration centres. It doesn't matter whether she sympathises with the situation her clients are in, or believes they are innocent or guilty: her role is to capture the precise meaning of their words.

So, what made her pursue a career as an interpreter? "One day, when I was still teaching, I met a **man on a bus** reading a Chinese dictionary. When I asked him why, he told me he was planning to move to China and needed to understand the language to understand the people. It made me realise I wasn't using the languages that I spoke. When I got home I telephoned a **careers** office, and an **adviser** suggested I try interpreting. That's how it all began."

For question 29 the correct option paraphrases the text

For question 31 all the actual words in the options appear in the text

29. How did she feel at the end of her first day in court?

A that she'd enjoyed it very much

B that she would never work there again

C that she must continue that work

C: Reading around the location of the information shows C is a paraphrase of the correct idea

Or they may have to **look for a word or phrase that exactly matches** the correct option.

31. Who first recommended that she work as an interpreter?

A a careers adviser

B a man on a bus

C her old teacher

A: Reading around the exact words in the options shows this option is correct

Section 5 (Levels 3-5)

Tip 24

Make students aware that multiple choice questions may be sentence completions using paraphrase

If a multiple choice question is phrased as a sentence completion, the options will often be a paraphrase of the ideas in the text.

Train your students to **locate the part of the text where the ideas are using the key words in the prompt**. Then they should **read that part of the text carefully** to understand the whole idea and to **match it to the correct paraphrase** in the options.

The cult of leadership

In the modern corporation we have seen the creation of a narcissistic cadre of senior executives who knew no right but their own perception and brooked no criticism of or check on their ambition. How did we come to this? The answer lies in the increasing focus on leadership in organisations as the 20th century progressed. With that came a perception that leadership is somehow a bigger and better version of management: something strategic and somehow more critical than just managing people. Attending a leadership programme has far more kudos than attending one on management.

27. According to the writer, the perceived importance of leadership is evident

- A because managers became more tactical.
- B through the prestige attached to the label.
- C in that there were improved training courses.

B: Only this option is a correct paraphrase of the idea in the text. The word 'label' refers to 'leadership' and 'prestige' to the elevated status of the role

Section 5 (Levels 4-5)

Tip 25

Alert students to the fact that the questions may test implied as well as explicit meaning

Although many multiple choice tasks test information that is explicitly stated or given in the text, at the higher levels they may test the reader's understanding of implied meaning and **expect test takers to infer**.

The need to look for implied meaning can sometimes be seen in the example. Test takers should always **look at the examples for clues as to how to answer the questions**.

The **cult** of leadership

In the modern corporation we have seen the creation of a narcissistic cadre of senior executives who knew no right but their own perception and brooked no criticism of or check on their ambition. How did we come to this? The answer lies in the increasing focus on leadership in organisations as the 20th century progressed. With that came a perception that leadership is somehow a bigger and better version of management; something strategic and somehow more critical than just managing people. Attending a leadership programme has far more kudos than attending one on management.

Example. The title suggests that leaders

- A were effective managers.
- B required special training.
- C became too powerful.

A and B: Both these options have positive connotations

C: This negative idea is implied in the use of the word 'cult' in the title

Section 6 (All levels)

Tip 26 Train students to highlight the key words in the questions

Test takers need to **focus on the key words in the question**. These are often question words such as 'what', 'why', 'how', 'when' and words that carry meaning such as nouns and verbs. These words will **tell them exactly what information they need to find** in order to **produce a short, accurate answer**.

32. What are the children studying at school?	Answer is a subject or topic
33. When is the trip taking place?	Answer is a time/ day/ week
34. How are the children going to travel?	Answer is a form of transport
35. How much is the school trip?	Answer is a price/ number

Section 6 (All levels)

Tip 27 Train students to answer concisely and focus on meaning

In short answer questions, test takers should **write only the word or words that answer the question**. If they write long answers with unnecessary words, time will be wasted. To avoid this, train your students to **answer questions briefly and accurately using words or phrases from the text where appropriate**.

More than 18,500 households across Liverpool will be able to put out plastic for roadside recycling collections from next month. **Households will receive waterproof sacks** to store plastic bottles.

From May 25, people will be able to leave plastic items outside their homes for collection with their usual recycling.

Liverpool City Council has bought a new double-decker recycling vehicle, the first of its kind, costing £250,000. The council estimates that it will remove 784 tonnes of plastic a year – that's the equivalent of 18 Airbus 320 aeroplanes from outside people's houses!

Example. How many households will be able to recycle plastic?
more than 18,500

32. What will households get to put their plastic in?

Answer 1: waterproof sacks

Answer is concise and correct

Answer 2: Households will receive waterproof sacks

Answer is correct, but takes longer to write by repeating all the words from the text

Answer 3: Households will get waterproof sacks to put their plastic in

Answer is correct, but takes longer to write and repeats the question, which is unnecessary

Section 7 (All levels)

Tip 28 Train students to turn note prompts into questions

If the questions are in the form of notes, which may consist of a word or words (a prompt) followed by a colon, train your students to **change the prompts into questions in their minds**. This will help them understand the information they need to complete the notes.

Oakwood Film Studios
Oakwood Film Studios is a great place for a family day out. The studios are in Brampton – convenient for people traveling by bus, rail or car.
Oakwood is open from 9am to 5pm every day except 25th December. It is great fun at all times and is particularly popular in the summer months.
Tours of the studios start every half hour from 9.30 in the morning and last for 90 minutes. After the tour you can visit the film museum and meet some of the actors who work at Oakwood.
When you are hungry, why not enjoy a meal in the studio restaurant? Or, if you prefer, there's a beautiful picnic area.
All this for just £15 per person, or £40 for a family.
What are you waiting for? Visit us now!

Example. Name of Studios: Oakwood

40. Location:

41. Closed on:

When is Oakwood studios closed? Look for a date, days or times

Section 7 (All levels)

Tip 29

Train students to use key words in the sentences to find the missing information in the text

If the questions are in the form of incomplete sentences, test takers need to **highlight key words** in order to **enhance their understanding of the main idea** being expressed in each sentence. These words carry meaning and are often nouns and verbs. When they look at the text, test takers may find:

- the same key word in the text
- a synonym of the key word in the text

In either case, key words can be used to **scan the passage for the information or detail that is missing**.

Recycling is better than rubbish!

We cannot change the fact that people produce rubbish. However, we can change the amount of rubbish that we create, how we manage it, and what we do with it. We can protect and improve our environment by thinking about how we manage our waste, and what we can recycle. Because if we can reuse products, then we produce less, which conserves our planet's energy.

Businesses produce six times as much rubbish as private households. New laws are in place to make sure that businesses look carefully at the rubbish they produce, and what they do with it. However, as householders, we also need to think about what happens to our rubbish, and how it is recycled.

Most of us take part in "kerbside" recycling schemes, where the local council collects our recycling (usually glass, paper, aluminium and plastic), and then takes it to a Materials Recovery Facility (MRF). At the MRF, workers sort the recycling and send it to manufacturers, who make it into new products.

'conserve' is another word for 'save'

'Businesses' is another word for 'companies'

Example. The article states that we are responsible for what we do with our rubbish.

40. If we re-use waste products we can save.....

41. More rubbish is produced by companies than.....

42. Councils take household recycling to.....

Look for 're-use' and 'save' in the text to find what is saved by re-using waste products (and remember to look for synonyms)

Look for 'rubbish' and 'companies' in the text to find another body that produces more (and remember to look for synonyms)

Section 7 (Levels 3-5)

Tip 30

Ensure that students check each answer is correct in terms of meaning and grammar

When test takers are completing sentences, they must **check that the incomplete sentence with their answer inserted makes sense and is grammatically correct**. They need to use key words to look for information and grammatical clues to decide what kind of word is needed. Train your students to **read through all their answers** before going on to the next section.

If, in a survey, you asked ten people to name in order the ten inventions which have most affected the world, you would most likely receive ten very different answers. Most would include the computer, television and telephone somewhere on their list. However, **surprisingly, none of these were mentioned** in a survey conducted among participants of a recent Science Association conference.

40. The Science Association survey results were surprising because certain obvious things were not *mentioned*.

Key words indicate the answer will be surprising information
Grammatical clues indicate that a participle or an adjective is needed

Writing

Sections 8-9

Section 8: Write correspondence

Section 9: Write text

Sections 8-9 (All levels)

Tip 31 Draw students' attention to differences in word limits

Ensure that your students **take good note of the upper and lower word limits** in the instructions, as this alters with each task and each level.

Level	Section 8 word limits	Section 8 tolerated word limits	Section 9 word limits	Section 9 tolerated word limits
AI	30-50	24-55	50-80	30-88
1	50-70	40-77	80-100	48-110
2	70-90	56-99	100-150	60-165
3	90-120	72-132	150-200	90-220
4	120-150	96-165	200-250	120-275
5	150-200	120-220	250-300	150-330

Impress upon your students to **stay within the relevant range**. However, students should not worry about being a couple of words under or over since there are tolerated ranges for each section. Test takers will **not lose score points if they stay within the tolerated word limits**.

Sections 8-9 (All levels)

Tip 32 Teach students to use linkers and discourse markers to help their writing flow

Expose your students to a range of markers appropriate to their level. Train them to **use these markers appropriately**, in order to **mark the stages in their written work and link their ideas** together.

For example, test takers will need to use **time markers for story telling**:

A week ago, I went shopping with my friend Ollie.
First, we went After that, ...

They need **conjunctions to help them give reasons and add extra information**:

I wish to work as a volunteer **because** I really like helping people. **Also** my mother was a volunteer in Switzerland and she...

They need **linkers to express agreement and disagreement**:

Some parts of the article were very interesting.
However, I did not agree with everything
While it is true to say that..., **on the other hand**...

Sections 8-9 (All levels)

Tip 33 Raise student awareness of common writing errors

Make sure your students know that the accuracy of their grammar and spelling is important and that they need to leave a few minutes at the end of the task to **check through their work**. Ideally, they should read through their answer once to **look for spelling and punctuation errors**. Having done that, they should **read it through again for grammar mistakes**.

Make students aware of the type of errors that are common at their level and encourage them to **build a list of their own errors** using past work you have marked as a guide.

Last weekend I went to a fantastic concert with my friend Alex. He phoned me on Saturday morning and **invite me see** Franco Noni, the violinist. I met Alex at a cafe at 7 o'clock and at 7.30 we **go** to the **concert hall the music** was **wanderfull**.

When Franco **finish**, we all **claped** very **loudley** and he played one more time. **alex** and I went home in a taxi. I got **out my house** and waved goodbye to Alex. I had a **greyt** time.

Check verb phrases and object pronouns

Check verb tenses and prepositions

Check spelling and punctuation

Sections 8 (All levels)

Tip 34 Make students aware of the requirements of different forms of correspondence

Test takers may be asked to write, for example, an email, formal or informal letter or blog (all levels), postcard, note, or diary (levels A1-I). Students need to **practice identifying and reading the forms of correspondence** possible at their level, so that they **become aware of the different levels of formality** that are appropriate for each of these genres: informal, neutral, semi-formal and formal.

47. Imagine you are now in Niederau for a winter holiday. Write a **postcard** to a friend. Write 30-50 words and include the following information:

- where you are
- who you are with
- what you are doing

47. You have read the magazine article about the survey results concerning the 10 greatest inventions. Write a **letter** to the editor giving your response to the article. Write 90-120 words and include the following information:

- Say what you thought about the article.
- Suggest another invention which you consider to be very important.
- Explain your reasons for this choice.

47. You have read the advertisement about Oakwood Film Studios. Write an **email** to a friend. Write 50-70 words and include the following information:

- tell him / her about Oakwood
- say what you can do there
- ask him / her to go there with you

Section 8 (All levels)

Tip 35 Teach students the importance of identifying the audience

Tell your students that all correspondence is a form of communication that has a 'reader' (known or unknown). Instruct them to look closely at the task and highlight the **words that tell them what they are writing and who they are writing to**.

In addition to providing information about the form of the writing, this will also help them to **identify the level of formality** that is required.

47. You have read the advertisement about Oakwood Film Studios. Write an **email** to a **friend**. Write 50-70 words and include the following information:

- tell him / her about Oakwood
- say what you can do there
- ask him / her to go there with you

Form: email
Audience: friend
Level of formality:
informal

47. You have read the magazine article about the survey results concerning the 10 greatest inventions. Write a **letter** to the **editor** giving your response to the article. Write 90-120 words and include the following information:

- Say what you thought about the article.
- Suggest another invention which you consider to be very important.
- Explain your reasons for this choice.

Form: letter (to editor)
Audience: unknown
(professional reader)
Level of formality:
formal

Section 8 (All levels)

Tip 36 Teach students how to understand the purpose of the correspondence

Tell your students that all written messages have a purpose. In Section 8 the purpose is captured in the bullet points.

Train students to **read the bullet points and interpret the purpose of each one.**

One way of doing this is to **turn the bullet points into questions.**

47. As a response to the web article on educating people on financial matters, write a reply for a blog. Write about 120 -150 words and include the following:

- how you have learnt to manage money
- how you would improve education on money matters
- ideas about what you would include in a money management course

Bullet 1: How have I learnt to manage money?

Bullet 2: What do I think should be included in a money management course?

Bullet 3: How would I improve education on money matters?

Another method is for students to **highlight words that indicate why they are writing** the correspondence.

47. Write Anna's reply to Jack. Write 30-50 words and include the following information:

- **Thank** Jack for his email.
- **Answer** Jack's questions about the train.
- **Ask** what time Jack is coming home.
- **Ask** where to buy the milk.

Section 8 (Levels 2-5)

Tip 37 Equip students with a range of rhetorical phrases and structures

Test takers need **exposure to a range of expressions that can be used for different language functions**. Encourage your students to build a repertoire of these phrases and give them plenty of practice using them.

Train students to **make a mental note of the type of functional language that would be suitable for each bullet in the task**. This will enable them to get their message across effectively and to **see the link between purpose and function**.

47. You have read the magazine article about the survey results concerning the 10 greatest inventions. Write a letter to the editor giving your response to the article. Write 90–120 words and include the following information:

- Say what you thought about the article.
- Suggest another invention which you consider to be very important.
- Explain your reasons for this choice.

Bullet 1: What do I think about the article?
I need to give my opinions on the article and its content: I think/ I feel/ In my view...

Bullet 2: What other invention do I think is important?
I need to make a suggestion: I would suggest that/ Perhaps/ It's possible that...

Bullet 3: Why?
I need to support my suggestions with reasons: This is because/ The main reason is...

Section 8 (All levels)

Tip 38 Teach students to plan their answer before they start writing

Make sure your students know that they should **cover all the bullet points** and explain that they should **avoid writing too much about one** and not enough about others.

Train students to **highlight the parts of the input text in Section 7** that they could use to help them **plan the content of their answer**.

Make students aware that they may need to **come up with their own ideas** for some of the bullets.

How teenagers can help other people with charity work

Have you ever thought about volunteering for charity work? There are many different things you can do:

Homeless shelters
If you live in a city of any size, then there is at least one institution which helps homeless people with meals, beds and other services. You might help prepare or distribute meals, help organize food or stock the pantry. Look in the phone book for a local homeless shelter if you're interested.

Special Olympics
Special Olympics is an international programme of year-round sports training and athletic competition for children and adults with special needs. You can help with sports training, fund raising, administrative help and competition planning and staffing. Look in the phone book and consult the Internet.

Helping others to read
Reading is one of the most important skills we have, yet some adults have never learned to read. Literacy volunteers act as tutors to help illiterate children and adults learn this important skill. There is probably a literacy programme in your area if you're interested.

Hospitals
Many hospitals have volunteer programmes to help patients both inside and outside the hospital. The volunteer programmes allow participants to explore medical careers and gain work experience. Contact local hospitals to find out more.

47. You have read the article on how to volunteer for different organisations in your local community. Write an email to your friend telling them about your interest in becoming a volunteer. Write 70–90 words and include the following information:

- Say why you would like to become a volunteer.
- Suggest some volunteering activities you could do together.
- Say how both of you could benefit.

Bullet 1: To help sick children

Bullet 2: Work in the hospital, read to patients, play games with them and help at mealtimes

Bullet 3: My ideas are that both of us want to be nurses and it will be good experience

Section 9 (Levels A1-I)


Tip 39 Draw students' attention to the type of writing required

Test takers are required to choose a topic from two picture-based inputs. Before they study the pictures, train your students to read the instructions for both topics and highlight words that tell them:

- what type of writing they need to produce
- what tense(s) they need to use


This will help ensure that they address the task in the correct form and style.

48. A) Last week you went shopping with your friend. Look at the pictures and write a description of what happened for your diary.



Form: diary
Style: narrative
(description of something that happened in the past)

48. B) Oliver is a chef. The pictures show what Oliver does everyday. For your blog write a short piece about Oliver's daily routine.



Form: blog
Style: narrative
(something that happens everyday)

Section 9 (Levels A1-I)

Tip 40

Tell students to think about how much vocabulary they know for each topic

Test takers can choose a topic from two pictures (Level A1) or two sets of pictures (Level I). They need to **make a quick decision as to which topic** they will write about, so that they have time to prepare their answer, before they start writing.

In order to make their decision, your students should **consider the vocabulary they will need to use and make sure they know enough words** to write their answer.

48. A) Write a short story about the picture.



cars, man under car

I don't know much vocabulary for this topic

48. B) Write a short story about the picture.



cake and candles, family, camera, photograph

I know more vocabulary for this topic

Section 9 (Level 1)

Tip 41

Show students how the pictures can help them plan their answer

Train your students to **make full use of the three pictures in the task to plan their answer** before they start writing. As they have a maximum of 100 words to write, they should aim to **divide the words into three paragraphs, one based on each picture**. Paragraphs need not be exactly the same length, as long as all the input material is covered.

48. A) Last week you went shopping with your friend. Look at the pictures and write a description of what happened for your diary.



Paragraph 1

Sets the scene: in shop/ with friend/
saw pullover/ idea for gift



Paragraph 2

Five days later: birthday/ friend bought
present/ my house/ party



Paragraph 3

At six o'clock: opened present/
surprise/ beautiful pullover/
very happy

Section 9 (Levels 2-5)

Tip 42 Tell students to read the instructions very carefully

Train your students to **read the introduction to the task** (if one is given) **and the prompt** that is in the box. They should use these input materials to **decide what type of text they need to write**. This will help them produce an answer that is appropriate in terms of form and tone.

The diagram illustrates two writing prompts within a central box, each with associated callouts for form and style. The first prompt, 48. A, is a notice from a 'College Film Club' asking for reviews. A callout on the left identifies the form as 'A film review for a college magazine', and a callout on the right identifies the style as 'A descriptive text with a neutral tone'. The second prompt, 48. B, asks for an essay on the influence of climate. A callout on the left identifies the form as 'An essay that either agrees with this statement or disagrees with it', and a callout on the right identifies the style as 'An argumentative text with a formal tone'.

48. A) You read this notice in your college magazine and decide to write an answer.

College Film Club
We're looking for reviews of recent films which we can show at Film Club.
Tell us about the film, what you thought of it and why you recommend that other students watch it.

Or

48. B) Write an essay agreeing or disagreeing with the following statement.

Climate, or the weather, has a very strong influence on a country's people, personalities, culture and lifestyle.

Form: A film review for a college magazine

Style: A descriptive text with a neutral tone

Form: An essay that either agrees with this statement or disagrees with it

Style: An argumentative text with a formal tone

Section 9 (Levels 2-5)

Tip 43

Show students how to use the task prompt to structure their response

Before they start writing, test takers should **go through the prompt** very carefully and **highlight all the content points** that they need to cover. They can then use these to **build the content of their response and organize their answer**.

48. B) You see the following advertisement on your college noticeboard.

Communication in my Lifetime

We want to know your views on **how methods of communication have changed** during your lifetime and **how you feel about these changes**. The most thought-provoking entries will be published in the college magazine.

Write a contribution.

Introduction: methods of communication

Para 1: many things changed: mobile phones, internet (skype), also television, fax gone

Para 2: my reaction – positive: faster, easier

Conclusion: change for the better

Section 9 (Levels 4-5)

Tip 44 Encourage students to turn the task content points into questions

Sometimes it is easier to answer a question than it is to write about a statement. To help students analyze the task, suggest that they **rewrite the prompt as a question or questions**. This may **give them a more direct understanding of the topic** and **a clearer idea of the points they need to cover**.

48. A) You are asked to write a short article for an environmental website, entitled,

Explorers – “brave or foolish?”

Are explorers brave or foolish?

48. A)

Write an article for a college magazine about the way in which design affects our everyday lives, including some examples. Include your views on the form and function of design and why design is important.

How does design affect our daily lives?
Why is design important?
Do I think form or function is more important in design?

48. B)

Write an essay about your views on the way in which employment conditions may change in your lifetime. How will technological advances influence these changes and how do you see your own professional life developing?

How will employment conditions change in my lifetime?
How will technological advances influence these changes?
What will happen in my professional life in relation to these changes?

Speaking

Sections 10-13

Section 10: Sustained monologue

Section 11: Discussion

Section 12: Describe picture

Section 13: Role play

Sections 10-13 (All levels)

Tip 45 Draw students' attention to the timing of the spoken part of the test

Knowledge of the test timing can enable test takers to manage their language production more effectively because they **know how long they have to speak at each stage**.

In terms of timing, they need to know:

- how long the **overall test** lasts
- how long **each section** of the test lasts
- approximately how long to speak during **conversation or discussion**
- how long each **monologue** should last (levels 2-5, sections 10 and 12)

Whilst preparing, give your students plenty of practice in speaking for a suitable length of time for each activity. This will encourage appropriate, well-paced responses during the actual test.

Sections 10-13 (All levels)

Tip 46 Draw students' attention to the format of the spoken part of the test

Knowledge of the test format can enable test takers to manage their language production more effectively because they **know what to expect at each stage**.

In terms of format they need to know:

- **how many parts** there are to the test
- the **objectives** of each part
- the **instructions** for each part
- the **task types** for each part and the **type of language** they are expected to produce

Whilst preparing, give your students plenty of practice in addressing each section of the test and participating in the activities. This will encourage a calm, confident approach during the actual test.

Sections 10-13 (All levels)

Tip 47 Make sure your students get off to a good start

Ensure that your students are **prepared for the greeting** that takes place before the test begins. This involves the examiner stating their own name and then asking the test taker for his or her name.

Train students to **deliver this information in a clear, natural way** and to **look at the examiner** as they are speaking. This will help them feel confident and signal that they are ready for the test to begin.

Examiner: "Good afternoon,
my name's Shelley Nordoba.
Could you tell me your
name, please?"

Test taker: "Good afternoon,
my name's"

Remind your students that the first speaking section, Section 10, begins immediately after the greeting.

Section 10 (All levels)

Tip 48 Expose students to a wide range of personal topics

In this part, test takers have to talk about or answer questions on a number of familiar topics. To do this effectively, they need to **build their repertoire of topics and topic-based vocabulary** so that they have a ready resource to call upon at the time of the test.

Now I'd like you to speak on your own for about 1 minute.

Main prompt 1:	<ul style="list-style-type: none">• Tell me about a film that you've seen recently and why you enjoyed/didn't enjoy it.
Follow-up prompts:	<ul style="list-style-type: none">• How often do you go to the cinema?• What kinds of films do you prefer?• Who is your favourite actor? Why?• What did you like most about the last film that you saw?

Encourage your students to **keep a record of relevant vocabulary** and offer activities that enable them to build their vocabulary repertoire.

Section 10 (All levels)

Tip 49 Encourage students to give reasons for their answers

Examiners need a satisfactory sample of language to assess. This means that test takers need to **provide answers that consist of more than just a few words**. One approach your students can use is to **give a reason for an answer**.

Giving reasons for a response can reveal the test taker's language strengths in grammatical structures and vocabulary as well as spoken coherence.

Main prompt 4:	<ul style="list-style-type: none">• Can you tell me something about which clothes are in fashion at the moment?
Follow-up prompts	<ul style="list-style-type: none">• Where do you like to buy your clothes?• How important is it to you to be fashionable?• Which clothes do you think will be fashionable next year?• Why do you think fashions change from year to year and from generation to generation?

Responses can be extended, giving reasons for answers to questions: "I buy my clothes in the market because it's much cheaper there, I meet my friends and we shop together. Also the market has a lot of the clothes I like."

Section 10 (Levels 2-5)

Tip 50 Develop strategies that help students give relevant answers

Explain that listening is an important aspect of the spoken part of the test. Train your students to **listen carefully to the examiner's questions** and **think about the topic** and what they are being asked, before giving an answer.

At the lower levels, suggest they **pick out some key words**:

Examiner: "What **time** do you **finish work?**"

At the higher levels, encourage students to **re-phrase the question** in their own words:

Examiner: "What career advice would you have liked to receive?"

Test taker: The examiner is asking me about advice that I didn't get, but that I think would have helped me choose a job if I had received it

Section II (Levels 2-5)

Tip 51 Teach students the difference between a personal and a general topic

The shift from personal to general topics can be difficult for test takers because they need to have a point of view about the general question or topic presented by the examiner.

Encourage your students to think critically about a range of topics and to **make the topic the focus or subject of the sentence**, rather than themselves.

Equip students with a range of introductory phrases that will steer them towards abstract arguments and away from areas such as their likes and dislikes, personal habits and preferences:

I think / believe / feel that

I'm convinced that / sure that

It seems to me that

As I see it

From my point of view

Now, we are going to discuss something together. The question is:
"Will the ever increasing use of technology make societies less "human" in the future?"
What do you think?

Test taker: "No, from my point of view I think technology will make us more human because we can communicate so easily now and this will get better and better"

Section II (Levels 2-5)

Tip 52 Teach students to analyze the question

Tell your students to **listen carefully to the examiner's question** and decide what approach to take when they answer. If they **understand the focus of the question**, they are more likely to **produce a relevant answer** and to **employ appropriate structures and language functions**.

Now, we are going to discuss something together. The question is:
“Is it better to shop in markets or in supermarkets?”
What do you think?

Test taker: I need to compare these two types of place to shop

Now, we are going to discuss something together. The question is:
“Should communities continue to celebrate traditional festivals or replace them with more modern ones?”
What do you think?

Test taker: I need to argue for traditional or modern festivals and to look at the pros and cons of each

Now, we are going to discuss something together. The question is:
“Is it more important for society to have scientists than artists?”
What do you think?

Test taker: I need to consider the usefulness of scientists versus artists and to review past achievements of both

Now, we are going to discuss something together. The question is:
“Does intelligence ensure a financially stable future?”
What do you think?

Test taker: I need to speculate on the extent to which the two areas are related

Section 12 (Levels A1-I)

Tip 53 Draw students' attention to the instructions and their implications

In this section, test takers have to talk about a picture that the examiner presents to them. After introducing the picture, the examiner says:

Please tell me what you can see and what is happening in the picture.

Simple present tense

Present continuous tense

These instructions tell test takers that they **can answer in the present tense** but that they need to **use both the simple present and present continuous tenses**.



Test taker: "It is a street. I can see a man with a bicycle. He is delivering the mail."

Section 12 (Levels A1-I)

Tip 54 Encourage students to use sentences, rather than words

Explain that sentences give the examiner a much better and more accurate impression of a test taker's language level than unconnected words. Your students should aim to **construct simple sentences** with a subject, verb and object. They should also try to **link short sentences**.

In this way they will score higher marks for grammar and for the organization of their ideas.



Test taker: "I can see a café and it's very busy. Also, a boy and a girl are talking."

Section 12 (Levels 2-5)

Tip 55 Train students to interpret the global ideas in pictures

In this section, pictures are used to stimulate a monologue. As test takers describe each picture, they need to consider what it represents.

Tell your students to **start by listening to the overall description** used by the examiner. Then they should quickly **decide on the concepts behind the pictures**.

Now, here are two pictures showing two technological developments. Please tell me what you can see in the pictures.



Test taker: "This picture represents car travel."



Test taker: "This picture represents the mobile phone and its role in modern communication."

Section 12 (Levels 3-5)

Tip 56 Train students to draw connections between the pictures

When there are two pictures to describe, test takers need to **consider any differences or similarities** that there might be between them. If they do this, they will have more to say and also **be well prepared for the second part of the task** when the examiner asks them a speculative question.

Which of these would it be most difficult for you to live without? Why?



Test taker: "Well, we're dependent on both these items but I think I would miss a mobile phone more than a car. I couldn't live without my mobile."



Section 12 (Levels 2-5)

Tip 57 Help students to support a point of view

After they describe what they see in the picture or pictures, test takers will be asked to react to some aspect of the picture (Level 2) or to give an opinion related to the pictures (levels 3-5). In both these cases, test takers have to **support their opinion or reaction**.

Familiarize your students with **linking words of giving and supporting opinions** so they can answer the question quickly and effectively:

I believe / think / feel / would argue that / suggest

because

if..., then ...

whereas / on the other hand

for example / in fact / such as

Please tell me how the people are feeling and what you think is going to happen in a minute.



Test taker: "I think the students will be in trouble in a minute because the teacher is looking at them ..."

Please tell me about the advantages and disadvantages of each type of childcare.



Test taker: "Well, childcare centers have lots of advantages such as ..., but on the other hand, when a child is looked after by one adult she/he might get a lot more attention ..."

Section 13 (All levels)

Tip 58 Train students to make full use of the role play preparation time

In the role play, test takers must make statements, give reasons and ask and answer questions to achieve the goal. Train your students to use the 15 seconds preparation time to **develop some ideas** and **formulate statements and questions based on the test taker's card**.

This will activate vocabulary related to the situation and reduce the level of hesitation when it is time to speak.

Test taker's card

You are at an interview for a job in a shop. The examiner is the manager.

- Greet the manager.
- Explain where you worked in a shop before.
- Say why you like working in shops.
- Say why you want to work in this shop.
- Thank the manager.

Test taker: "I worked in a bicycle shop last year. I like working in shops because I enjoy selling things to people."

Test taker's card

The situation: The examiner is your friend. Together you want to set up a club for local teenagers.

Your goal: Agree on three activities you want to offer.

Test taker: "I'd like to have a sport like basketball, and a club for computer gamers..."

Section 13 (Levels 3-5)

Tip 59

Remind students to note the examiner's role in the role play

Remind your students to **take note of the role the examiner is playing as this will determine how they interact**. This information is given on the role card. If the examiner is the test taker's friend, the interaction will be quite different to a situation where the examiner is a person in authority or a stranger.

At these higher levels, test takers are assessed on how well they can express themselves confidently, clearly and politely in a formal or informal register, appropriate to the situation and people involved.

You are in the office of one of your teachers. Your teacher wants to discuss why you haven't handed in your homework recently. The examiner is your teacher.

The interaction must be polite, and the test taker makes excuses

You are in a shop. You bought an expensive computer from this shop and when you opened the box the screen was smashed. The examiner is the shop assistant.

The interaction must be polite, but the test taker wants to make a complaint

The examiner is your friend. Together you want to set up a club for local teenagers.

The interaction is between equals and both make suggestions

