

• **DOs and DON'Ts for PAPER 1 READING and WRITING**

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| <b>DO</b>    | make sure you are familiar with the various test formats in Paper 1 through practice tests and past papers.   |
| <b>DO</b>    | check with your teacher that you have covered the core Preliminary topics in class.   |
| <b>DO</b>    | make sure that you read as widely as possible in English so that you get regular exposure to authentic reading texts of different types (factual, narrative and opinion-based). |
| <b>DO</b>    | develop a range of reading skills, including skimming and scanning.   |
| <b>DO</b>    | keep a vocabulary notebook organised by topic.  |
| <b>DO</b>    | read the instructions for each part carefully.  |
| <b>DO</b>    | study any examples given (Reading Part 1 and Part 5; Writing Part 1).   |
| <b>DO</b>    | read each text carefully before attempting the questions, especially for Reading Part 4.  |
| <b>DO</b>    | consider all multiple-choice options before choosing your answer.   |
| <b>DO</b>    | check your answers and transfer them accurately to the answer sheet.  |
| <b>DO</b>    | be ambitious and use a range of language in Writing Part 3.   |
| <b>DO</b>    | make sure that you mark the correct box for your choice of question in Writing Part 3.  |
| <b>DO</b>    | use the time well, leaving yourself enough time for Writing Part 3, which carries 15 marks.   |
| <b>DO</b>    | approach the test calmly and confidently.   |
| <b>DON'T</b> | leave any answers blank, even if you are unsure of the answer.  |
| <b>DON'T</b> | use a pen on the answer sheet. You should use a pencil.   |
| <b>DON'T</b> | panic if there is a word in a text that you don't understand. It is usually possible to guess the meaning from the context.   |
| <b>DON'T</b> | write more than three words to fill a space in Writing Part 1.  |
| <b>DON'T</b> | write much more than 45 words in Writing Part 2, as this may affect the clarity of your answer.   |
| <b>DON'T</b> | answer both questions in Writing Part 3. You must choose between the letter and the story.  |
| <b>DON'T</b> | spend time making a full rough copy for Writing Part 3. There isn't enough time to do this and it isn't necessary.  |
| <b>DON'T</b> | worry too much about minor errors in Writing Part 3, as ambitious language is rewarded.   |

## DOs and DON'Ts for PAPER 2 LISTENING

- DO** read the instructions carefully for each part so you have an idea of the topic.
- DO** look at the question paper material (text and pictures) for each part before the listening text for that part begins, and think about what kind of information you have to listen for.
- DO** mark/write your answers on the question paper as you listen.
- DO** answer as much as you can when you hear the recording for the first time.
- DO** check your answers and listen for any missing answers when you hear the recording for the second time.
- DO** answer all the questions even if you are not sure of the answer. You have probably understood more than you think you have.
- DO** check that the options you choose in Part 2 really do answer the question or finish the sentence.
- DO** write **only** one or two words or a number in Part 3.
- DO** think about what kind of words to listen for in Part 3.
- DO** remember that you are told which speaker is which in Part 4.
- DO** transfer your answers to the answer sheet **only** when you are told to do so at the end of the test.
- DON'T** worry too much if you don't hear the answer to a question the first time. You will hear everything twice.
- DON'T** panic if you don't understand everything while listening, as some parts of the listening may not be tested.
- DON'T** change your answers when you are transferring them to the answer sheet, because what you thought was right while you were listening was probably right!
- DON'T** use a pen on the answer sheet. You should use a pencil.

- **DOs and DON'Ts for PAPER 3 SPEAKING**

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| <b>DO</b>    | practise your spoken English as much as possible before the test, both in and out of class.  |
| <b>DO</b>    | listen carefully to the examiner's questions.  |
| <b>DO</b>    | ask the examiner for clarification if necessary.   |
| <b>DO</b>    | speak clearly so that both examiners can hear you.   |
| <b>DO</b>    | remember that the examiners are sympathetic listeners and want you to give your best possible performance.   |
| <b>DO</b>    | answer the examiner's questions clearly and try to give extended answers to open-ended questions in Part 1.  |
| <b>DO</b>    | talk to your partner and not the examiner in Parts 2 and 4.  |
| <b>DO</b>    | show interest in what your partner is saying and ask your partner questions in Parts 2 and 4.  |
| <b>DO</b>    | listen to and look at your partner and give your partner a chance to speak in Parts 2 and 4.   |
| <b>DO</b>    | concentrate on the actual content of the photo and describe the photo thoroughly in Part 3.  |
| <b>DO</b>    | make sure you have some phrases to get around the problem of words you don't know in Part 3.   |
| <b>DO</b>    | try to relax and enjoy the test.   |
| <b>DON'T</b> | worry too much about making grammatical mistakes.  |
| <b>DON'T</b> | worry if you think your partner in the test is not as good as you, or much better at speaking English than you. The examiners look at each candidate's performance individually. |
| <b>DON'T</b> | let exam nerves prevent you from speaking. Examiners can't give marks to silent candidates.  |
| <b>DON'T</b> | worry too much if you don't know a word.   |
| <b>DON'T</b> | speak for too long without involving your partner in Parts 2 and 4.  |
| <b>DON'T</b> | talk to the examiner rather than your partner in Parts 2 and 4.  |
| <b>DON'T</b> | try to talk about things/ideas outside the photo in Part 3.  |
| <b>DON'T</b> | stop talking if you come to a word you do not know in Part 3.  |