



PROFICIENCY EXAM STRATEGIES

Workshop 4 by the ILC

restatements

$$15 \times 1 = 15$$

reading

$$30 \times 1.5 = 45 \text{ (3 texts)}$$

writing

$$1 \times 20 = 20$$

listening


$$10 \times 2 = 20$$


restatements



How are restatement questions different from rewrite questions?

restatements

 **restatement questions test both grammar & vocabulary in the same question.**

 **restatement questions require you to recognize and understand grammar & vocabulary, but you *do not have to produce them correctly yourself.***

restatements

Example 1:

The detective believed that I had committed the murder because he thought I had a motive.

What grammar forms are in this sentence?

noun clauses, past perfect tense, past simple tense

How does recognizing these help us understand the sentence?

- **we can put the ideas in time order**
- **we can understand which parts go together**

restatements

The detective believed that I had committed the murder because he thought I had a motive.

- A. The detective thought that I could murder soon as he believed I had a reason to kill.
- B. I was convicted of the murder because of false evidence produced by the detective.
- C. I was able to convince the detective that I didn't have a motive to kill the victim.
- D. The detective's belief that I was the murderer resulted from his idea that I had a reason.

restatements

The detective believed that I had committed the murder because he thought I had a motive.

- A. The detective thought that I could murder soon as he believed I had a reason to kill. ✗
- B. I was convicted of the murder because of false evidence produced by the detective. ✗
- C. I was able to convince the detective that I didn't have a motive to kill the victim. ✗
- D. The detective's belief that I was the murderer resulted from his idea that I had a reason. ✓

restatements

Example 2:

Making predictions about the future is not something I'm very good at.

What grammar forms are in this sentence?

gerund subject, present simple tense, reduced relative clause

How does recognizing these help us understand the sentence?

- **we can see the connection between the different phrases**
- **We can understand the time frame (present) of this sentence**

restatements

Making predictions about the future is not something I'm very good at.

- A. I've always been bad at explaining my predictions about the future.
- B. I'm rather bad at foreseeing what might happen in the days to come.
- C. I wish I were a little better at predicting my future career.
- D. I believe the future is likely to bring some unfavorable consequences.

restatements

Making predictions about the future is not something I'm very good at.

- A. I've always been bad at explaining my predictions about the future. ❌
- B. I'm rather bad at foreseeing what might happen in **the days to come**. ✓ *(This is also testing vocabulary)*
- C. I wish I were a little better at predicting my future career. ❌
- D. I believe the future is likely to bring some unfavorable consequences. ❌

restatements

Example 3:

The prevalence of obesity is a threat to public health because excess body fat leads to a wide variety of diseases.

Which are the possibly difficult words in this sentence?
prevalence, threat, excess

Which of these are synonyms of those words?
risk, unaware, surplus, frequent occurrence, urgent, disregard

restatements

Example 3:

The prevalence of obesity is a threat to public health because excess body fat leads to a wide variety of diseases.

Which are the possibly difficult words in this sentence?
prevalence, threat, excess

Which of these are synonyms of those words?
risk, unaware, surplus, frequent occurrence, urgent, disregard

restatements

The prevalence of obesity is a threat to public health because excess body fat leads to a wide variety of diseases.

- A. The risks associated with obesity are hardly understood by the public, who don't realize that surplus body fat causes diseases.
- B. Extra body fat is known to cause many diseases, but obese people continue to disregard this fact.
- C. Public health is threatened by the frequent occurrence of obesity as surplus body fat brings about various diseases.
- D. A large number of diseases are caused by excess body fat, so overweight people must find a way to lose weight.




restatements

The prevalence of obesity is a threat to public health because excess body fat leads to a wide variety of diseases.

- A. The risks associated with obesity are hardly understood by the public, who don't realize that surplus body fat causes diseases. ✗
- B. Extra body fat is known to cause many diseases, but obese people continue to disregard this fact. ✗
- C. Public health is threatened by the frequent occurrence of obesity as surplus body fat brings about various diseases. ✓
- D. A large number of diseases are caused by excess body fat, so overweight people must find a way to lose weight. ✗

restatements

How to practice grammar for restatements:

1.  Analyze restatement sentences to find the grammar forms that are used. (*the main sentences & the choices!*)
2.  For the grammar forms you recognize, make sure you understand what meaning and function they have.
3.  For grammar forms that are unfamiliar, research them to find their meaning and function.

restatements

Example: Used to / Would





Sample Sentence: *Before mobile phones, people **used to** memorize or write down phone numbers, and nobody **would** worry about losing their phone because it was always at home.*

Function: describing past habits

Key: Recognizing the grammar form and knowing what it is used for is enough to solve restatements.

restatements

How to practice vocabulary for restatements:

1.   Learn words with their synonyms/antonyms
To implement: realize, bring about, make happen (s)
Effective: ineffective, unproductive, useless (a)
2.   Learn whole word families
Protect - protection - protected - protective
3. Read!



**How is exam reading
different from reading for
pleasure?**

reading



Exam reading is more like solving a puzzle or completing a level on a video game.

- *Don't read everything*
- *Use skim and scan techniques*



Use the same analytic skills that you use for restatement questions.

reading



Use the keywords to find the right part of the text to find the answer. Don't waste time reading the text without a question in mind.

Generally, the questions and the text follow the same order.

There will be at least one question that uses information from the whole text. Save these for the end, as you may be able to answer them without looking at the text again.

reading



Example questions to save for the end:

1. The text mainly discusses -----.

This is question ONE but save it until the end.

(Just don't forget to go back and answer it!)

- A) ways to improve both your mental and physical health
- B) methods to help you work for longer periods of time and increase your productivity
- C) why your body needs breaks and how to take effective breaks
- D) which types of breaks are appropriate for which types of workers

10. The text mentions all of the following **EXCEPT** -----.

This is the final question. You may be able to answer it without looking at the text again.

- A) how long-term clinical tests are done
- B) the names of vitamins that protect from coronavirus
- C) how folic acid supplements affect women's health
- D) the type of foods in a healthy diet

reading



Don't worry when you see unfamiliar words.

You are not expected to know every word. Use the context and common sense to guess meaning from the context. It's possible you don't even need to know the unfamiliar words to answer the question because you understand enough around it.



Be familiar with the different types of questions and how to approach each type.

- ➡ • *Main idea (of a paragraph or full text)*
- ➡ • *Inference = understanding something that is not specifically stated*
- ➡ • *Vocabulary in context*
- *Reference words in context*
- *Finding details*
- ➡ • *Determining what information is false or not given*

reading



Main idea questions

1. What is the main idea of **paragraph 1**?

A) The popularity of vitamin and mineral supplements has been increasing.

B) People who have health problems should take vitamin and mineral supplements.

C) Vitamin and mineral supplement may have adverse effects if the consumer doesn't have a health issue.

D) Taking vitamin pills regularly helps you to have a healthy life.

Do You Need to Take Vitamins?

1 Vitamin and mineral supplements, or pills, have been very popular for a long time. People who take these supplements probably feel like they're leading a healthier lifestyle. It's true that vitamin and mineral pills may have important health benefits for some people who have certain health problems or needs. However, a number of research studies suggest that supplements aren't always beneficial. Taking certain vitamin and mineral pills regularly when you don't have any health problems may even do more harm than good.

reading



Main idea questions

1. What is the main idea of **paragraph 1**?

A) The popularity of vitamin and mineral supplements has been increasing. ❌

B) People who have health problems should take vitamin and mineral supplements. ❌

C) Vitamin and mineral supplement may have adverse effects if the consumer doesn't have a health issue. ✓

D) Taking vitamin pills regularly helps you to have a healthy life. ❌

Do You Need to Take Vitamins?

1 Vitamin and mineral supplements, or pills, have been very popular for a long time. People who take these supplements probably feel like they're leading a healthier lifestyle. It's true that vitamin and mineral pills may have important health benefits for some people who have certain health problems or needs. However, a number of research studies suggest that supplements aren't always beneficial. Taking certain vitamin and mineral pills regularly when you don't have any health problems may even do more harm than good.

reading



Inference questions

1. Paragraph 5 implies that ----.

A) companies should have clear rules that make employees rest at specific times

B) one hour of intense work followed by a break is an effective work cycle for most people

C) by lengthening the time between your breaks, you can make your thought process more continuous

D) employees could produce more great ideas if they took more breaks

The Best Way to Stay on Schedule

5 When it comes to productivity and concentration, people have different capacities. Management should encourage employees to discover individually effective break routines, Dr. Levine says. However, he does give some general guidelines: Try working in intense 15-minute cycles that are repeated throughout the day. This generally works because “the thought process is not designed to be continuous,” he says. “Long hours don’t mean good work; highly efficient, productive work is more valuable.” Dr. Levine says more frequent breaks encourage those moments of creativity and notes that Albert Einstein is thought to have conceived the theory of relativity while riding his bicycle.

reading



Inference questions

7. Paragraph 5 implies that ----.

A) companies should have clear rules that make employees rest at specific times ✗

B) one hour of intense work followed by a break is an effective work cycle for most people ✗

C) by lengthening the time between your breaks, you can make your thought process more continuous ✗

D) employees could produce more great ideas if they took more breaks ✓

The Best Way to Stay on Schedule

5 When it comes to productivity and concentration, people have different capacities. Management should encourage employees to discover individually effective break routines, Dr. Levine says. However, he does give some general guidelines: Try working in intense 15-minute cycles that are repeated throughout the day. This generally works because “the thought process is not designed to be continuous,” he says. “Long hours don’t mean good work; highly efficient, productive work is more valuable.” Dr. Levine says more frequent breaks encourage those moments of creativity and notes that Albert Einstein is thought to have conceived the theory of relativity while riding his bicycle.

reading

Mentally replace the word with a blank space and read around it to see what it logically means to you.



Vocabulary in context

5. The word **sedentary** in **paragraph 4** could best be replaced by ----.

- A) inactive
- B) inconvenient
- C) unaware
- D) unproductive

The Best Way to Stay on Schedule

4 Additionally, workers don't take enough breaks, especially breaks involving movement, says James A. Levine, a professor of medicine at the Mayo Clinic. He has done studies showing that workers who remain throughout the day are damaging their health. "The design of the human being is to move around," says Dr. Levine, who is also a supporter of standing, and even walking, while participating in meetings and doing office work.

reading



Finding missing/false info

3. According to **paragraph 2**, which one of the following is **FALSE** about long-term clinical tests?

- A) People taking part in tests have some common characteristics.
- B) In tests, participants are put into two subgroups.
- C) All the participants in tests receive vitamin or mineral pills in different amounts.
- D) Participants in the tests don't know whether they are given vitamins or not.

Do You Need to Take Vitamins?

2 A lot of research has been conducted to see the effects of taking vitamin or mineral supplements. Researchers usually set up long-term clinical tests in order to get “accurate” results. In this way, they are able to see the effects of the supplements clearly. For these tests, they find a group of people of similar age, location and lifestyle. Then, they divide this group into two subgroups. One group receives a vitamin or mineral pill that is tested while the other group receives an ineffective pill that usually consists of only sugar. During the study, neither the participants nor the researchers know which group is taking vitamin or mineral pills or ineffective pills.

reading



Finding missing/false info

3. According to **paragraph 2**, which one of the following is **FALSE** about long-term clinical tests?

- A) People taking part in tests have some common characteristics.
- B) In tests, participants are put into two subgroups.
- C) All the participants in tests receive vitamin or mineral pills in different amounts.
- D) Participants in the tests don't know whether they are given vitamins or not.

Do You Need to Take Vitamins?

2 A lot of research has been conducted to see the effects of taking vitamin or mineral supplements. Researchers usually set up long-term clinical tests in order to get “accurate” results. In this way, they are able to see the effects of the supplements clearly. For these tests, they find a group of people of similar age, location and lifestyle. Then, they divide this group into two subgroups. One group receives a vitamin or mineral pill that is tested while the other group receives an ineffective pill that usually consists of only sugar. During the study, neither the participants nor the researchers know which group is taking vitamin or mineral pills or ineffective pills.

part 1 time management



Part 1 has 45 questions in 120 minutes = 2.5 minutes per question. If you can do each restatement in 2 mins, that leaves you 3 mins for each reading question.



Don't ever leave an answer blank. If you don't know, try to eliminate two answers you know are wrong and then 50/50 guess.



Don't wait until the exam is over to fill in your optical sheet. You must have all the answers on the optical sheet BEFORE the end of the exam.

writing



where in an essay are each of these phrases used? what type of essay are they used for?

The two main consequences of ...

Another reason why ...

writing



where in an essay are each of these phrases used? what type of essay are they used for?

The two main consequences of ...

Effects Essay Thesis Statement

Another reason why ...

Causes Essay 2nd Body Topic Sentence

writing



strategy 1:

Be able to write the standard sentences like thesis statement and topic sentence easily. Be very familiar with cause/effect sentence forms.

Doing these basics quickly will let you spend more time on the ideas in the body paragraphs, which is how you can get higher points.



do these sentences have the same general meaning?

Inflation affects poorer people more dramatically than wealthy ones.

If someone is poor, they will suffer more from inflation than a richer person.

The richer someone is, the less they feel the effects of inflation.

Having limited income, poor people experience inflation harshly.



strategy 2:

- *Have some ready-to-use grammar structures in your mind that you can use in your paragraphs, such as:*
 - if clauses*
 - noun clauses*
 - participle clauses*
 - (reduced) relative clauses*
 - double comparatives*
 - passive voice*
- *You don't have to know all, but get good at a few.*
- *Don't insist on translating a Turkish sentence exactly. Instead, try to write your idea using the English grammar you know.*



compare these texts:

Animals and humans both need food to live. Bodies need steady food to work properly. First, the food has to be broken down. This is called digestion. This lets the food dissolve in the blood. Then it can travel around the body.

Like all animals, human beings need food in order to live because every part of the body needs a steady supply of food so that it can work properly, but first the food has to be broken down through a process called digestion so that it can dissolve in the blood and travel around the body.

writing



compare these texts:

Animals and humans both need food to live. Bodies need steady food to work properly. First, the food has to be broken down. This is called digestion. This lets the food dissolve in the blood. Then it can travel around the body.

All simple sentences. This is boring to read and doesn't show much writing skill.

Like all animals, human beings need food in order to live because every part of the body needs a steady supply of food so that it can work properly, but first the food has to be broken down through a process called digestion so that it can dissolve in the blood and travel around the body.

One long sentence with 6 phrases. It is too complex and difficult to read.

writing



strategy 3:

Balance simple and complex sentences! For example, use a shorter reader-friendly sentence right after a longer complex one. Longer sentences shouldn't be more than three phrases.



what do you think of these?

One effect of inflation is people are less healthy. Their lives are harder so they get illnesses easily. They can have heart disease, cancer, diabetes, and other illnesses. Therefore, more people will die, especially older ones. It's also a sad situation for children.

One effect of inflation is that people are less healthy. When food gets more expensive, people eat less meat and fresh vegetables. Instead, they eat more of the cheaper foods like bread and rice. Therefore, they don't get the nutrients they need.



what do you think of these?

One effect of inflation is people are less healthy. Their lives are harder so they get illnesses easily. They can have heart disease, cancer, diabetes, and other illnesses. Therefore, more people will die, especially older ones. It's also a sad situation for children.

**Logical connections are weak, and the ideas are not explained.
(But the grammar is 100% correct!)**

One effect of inflation is that people are less healthy. When food gets more expensive, people eat less meat and fresh vegetables. Instead, they eat more of the cheaper foods like bread and rice. Therefore, they don't get the nutrients they need.

Logical connection is strong, and the ideas are explained clearly.



strategy 4:







Perfect writing with weak ideas will still score low. Take time to think of strong ideas.

You need 4 strong ideas (2 for each body), and they should all be different so you don't repeat.

Be honest with yourself! If your idea has a weak logical connection to the topic, think of another one.

writing

How to practice for the essay writing:

1.   Practice *JUST* brainstorming. Do brainstorming for 5 topics and write the essay for one of them. (See previous workshop materials on the ILC website.)
2.   Practice doing your writing in one hour and with no assistance, just like it will be during the exam.
3.   Have a friend read your essay and give you *HONEST* feedback on your ideas. (And you can do the same for your friend.)

listening

Keep calm and carry on!

The listening is the final part of the exam. You may feel restless or tired after writing the essay.

Drink some water, take deep breaths to get oxygen to your brain, and get your pencil ready...

listening



strategy 1: numbers

Be prepared to hear different types of numbers.

*If you have problems understanding numbers when listening,
practice with englishnumber.com.*

listening



strategy 2: predicting

Use the information given on the note-taking sheet to predict what you will hear.

If there are unfamiliar words on the note-taking sheet, say them quietly to yourself so that when you hear them in the exam, they will sound more familiar.

listening



strategy 3: note-taking

While taking notes, do not erase! The notes do not need to be neat or readable by anyone but you. Use whatever shorthand may help you, even quick pictures.

Don't waste time writing out long words, shorten them in a way that you will understand. Don't worry about spelling.

If there is a phrase that is used often, create an acronym for it. For example, "London Children's Hospital" can be "LCH".

listening

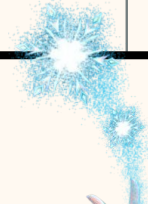


strategy 4: let it go

If you miss something, let it go. You want to keep up with what is coming next.

Sometimes information is repeated/restated, so you can get it then or check what you heard before. When information is repeated, it is likely that it will be asked about.

Some questions will be easier and some will be harder. Most people don't get them all. Don't expect perfection.



scoring

part 1: maximum 60

15 from 15 restatement

45 from 30 reading

30/60 grants entry into part 2

part 2: maximum 40

20 from 10 listening

20 writing

20/40 is needed to pass part 2

example 1: 55 (1) + 15 (2) = 70

does not pass WHY?

Part 2 score is too low

example 2: 35 (1) + 21 (2) = 56

does not pass WHY?

Total score is too low

example 3: 39 (1) + 21 (2) = 60

Congratulations!

In brief, you only need 50% from each part to pass **that part**, but you need **10 more points from anywhere** to pass **OVERALL**.



We wish you all the very best on your exams!



Please take ONE MINUTE to give us feedback on the workshop.