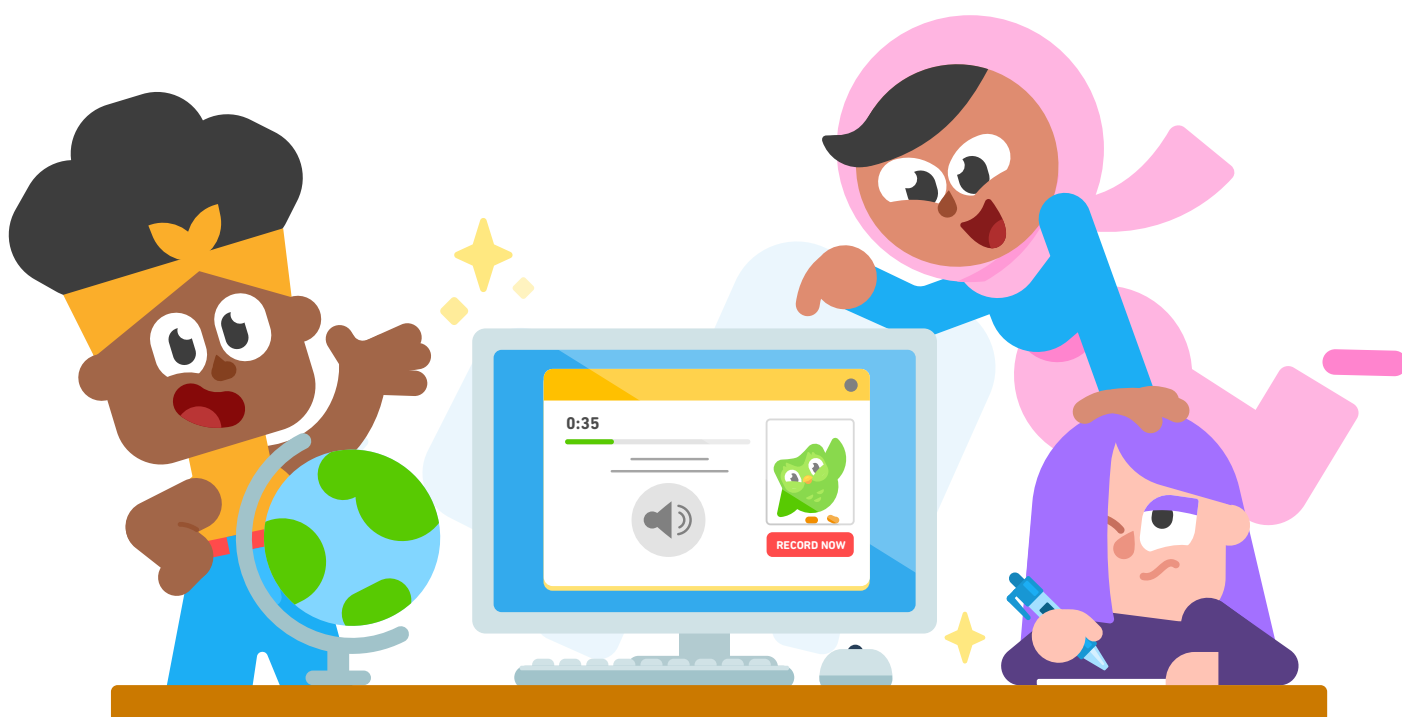




# duolingo english test



## The Handbook

Everything you need to know to achieve  
test readiness for the Duolingo English Test

# Contents

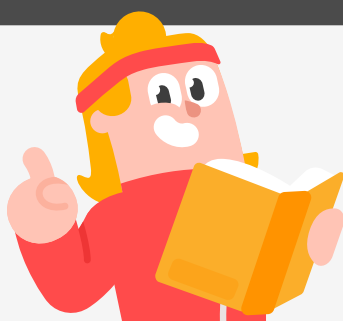
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# Who is this handbook for? •

Anyone who wants to take the Duolingo English Test! This handbook aims to give you all the information you need to achieve 'test readiness'.

## What are the expected learning outcomes?



**This handbook will help you to:**

- Identify the skills required to answer each question type
- Select suitable strategies to answer each question type
- Prioritize language learning for each question type

# How can you use this handbook?

Use this handbook in conjunction with the Sample Questions book, as well as the 45-minute practice test on the Duolingo English Test website.

**This handbook is divided into three parts.**



## Part 1

**Part 1** explains the format of the test. Read this so you know what to expect on the test.

## Part 2

In **Part 2** you can read about the different types of questions. For each question type, familiarize yourself with the overview of the question, read through the tips and strategies, and complete the exercises at the end of each unit. Then practice using questions from the Sample Questions book. All of the audio for the listening questions and recordings of sample responses to the speaking questions can be accessed by scanning QR codes.

## Part 3

**Part 3** addresses test taker challenges, including setting up and getting familiar with the test rules. Learning about the rules, as well as the common mistakes that test takers make, will help ensure you are not disqualified for accidentally breaking a rule.

# The Appendices

The **Appendices** include additional resources to support your language learning as you progress through the material and begin to implement the tips and strategies shared in Part 2. Refer to these as many times as you need to reinforce your understanding of key concepts.

# The Glossary

The **Glossary** at the end provides quick definitions of key terms. Refer to this as you need.

The Duolingo English Test is a computer adaptive test. This means the difficulty of many of the questions keeps on changing based on your performance in the test. Obviously, this is impossible to recreate in a physical document, so once you are familiar with the structure of the test and the different types of questions, if you would like to experience answering all these question types in a similar format to the full test, go to [englishtest.duolingo.com/test/practice](https://englishtest.duolingo.com/test/practice). You can take a 45-minute practice test and receive an unofficial score estimate.

At Duolingo, we recognize the demands and pressures that test takers face when preparing for a high-stakes test. We hope this handbook and all the available resources will help you build confidence as you get ready to take the Duolingo English Test.

**Good luck!**

# Part 1

## TEST FORMAT



In this part, you will learn about the length and structure of the test. You will also learn about computer adaptive testing and how it affects your test experience.

## Test Length

You will need about one hour of uninterrupted time to take the Duolingo English Test.

### Test Structure



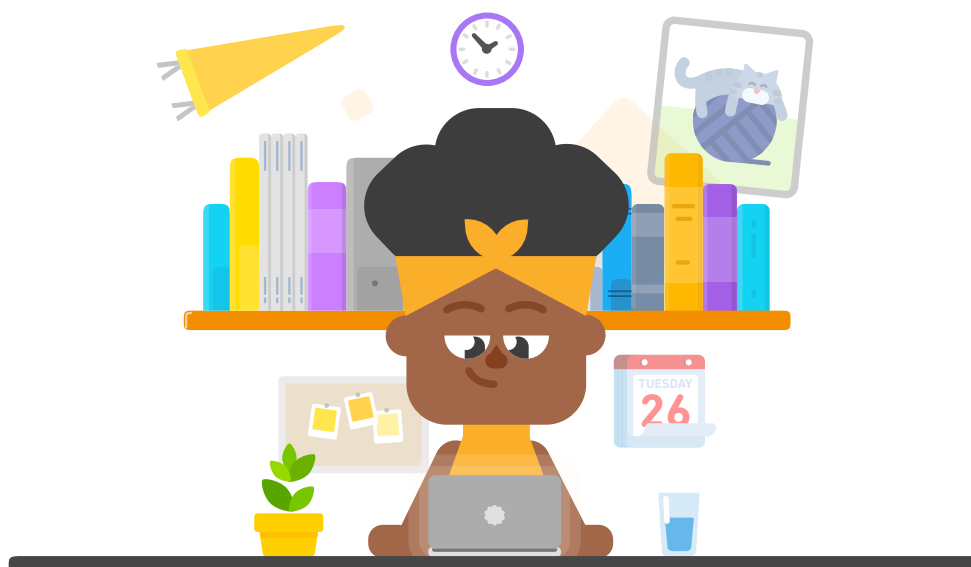
Once you begin the test, you will be guided through three stages:

#### Section 1: Introduction and onboarding ~5 minutes

You will complete a tech check (to confirm your computer's camera, speakers, and microphone are working properly), review the test rules and requirements, submit your ID, and set up your secondary camera.

#### Section 2: Adaptive test ~45 minutes

Unlike other tests, the Duolingo English Test is not divided into distinct sections, each assessing a different skill. You will answer a series of different question types that assess all four language skills i.e. speaking, writing, reading and listening, in this section of the test (see the table below for the sequence of questions). The difficulty level of many of the questions will change based on your performance.



Sequence	Question type	Frequency
1	Read and Select*	1 set of 15-18 words
2	Fill in the Blanks*	1 set of 6-9 sentences
3	In random order: Read and Complete* Read Aloud* Listen and Type*	3-6 3-6 6-9
4	Interactive Reading*	2 sets of 6 questions
5	Interactive Listening*	2 sets of 5-6 questions
6	Write About the Photo	3
7	Interactive Writing	1 set of 2 questions
8	Listen, Then Speak	2
9	Speak About the Photo	1
10	Read, Then Speak	1
11	Writing Sample	1
12	Speaking Sample	1

\*Questions which are adaptive

### Section 3: Writing Sample and Speaking Sample ~10 minutes

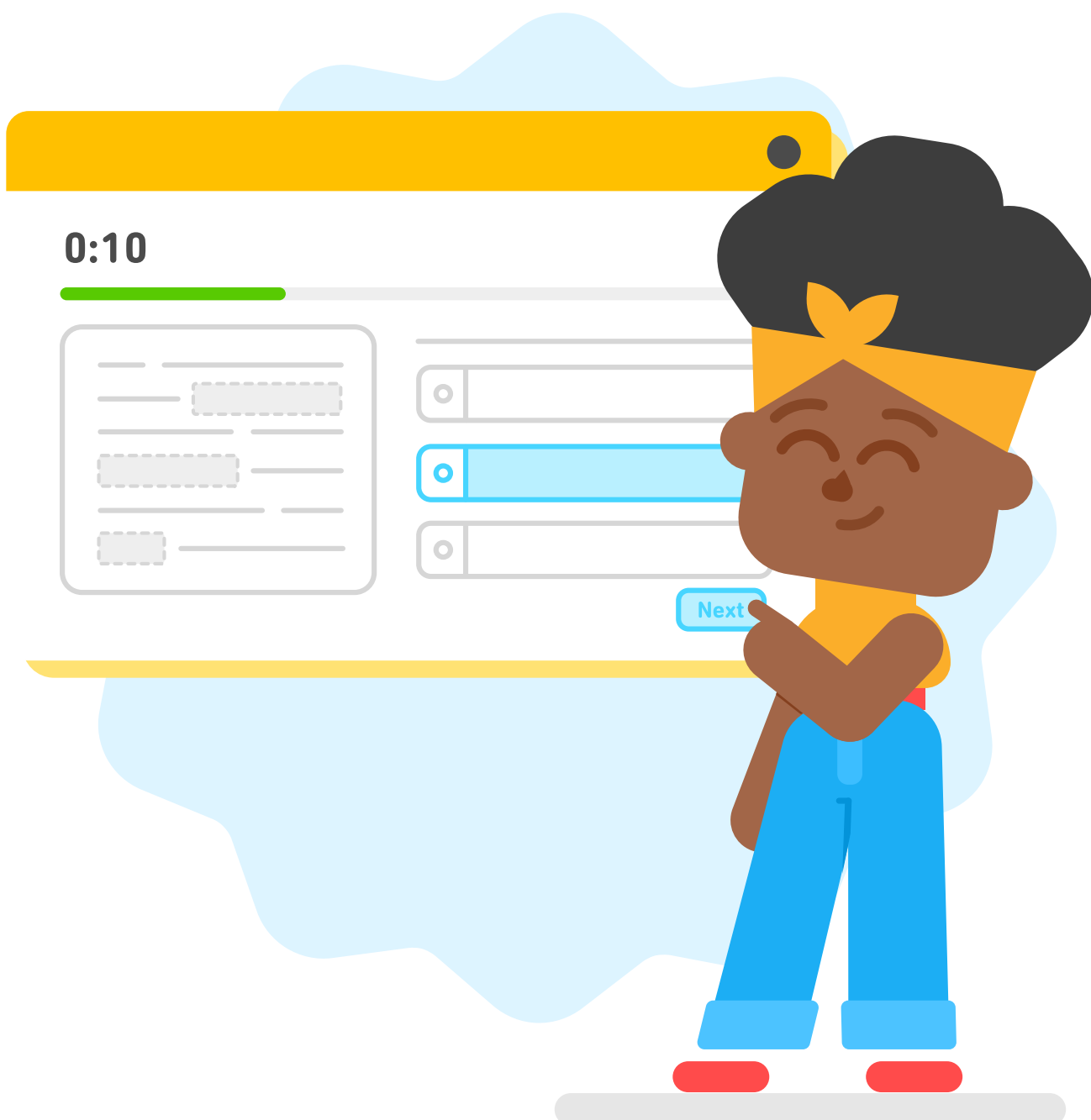
In the final section of the test, you will be given a question (one each for speaking and writing), that you must respond to at length. Institutions that receive your results will also receive your responses to these two questions, as samples of your English writing and speaking abilities.

### About Adaptive Testing

The Duolingo English Test is a computer adaptive test. This means the difficulty of many of the listening and reading questions changes based on your performance in the test. If you answer a question incorrectly, the next one will be easier. If you answer a question correctly, the next one will be more difficult. An AI engine grades the answers, and adapting questions in this way to match your individual skill level creates a more efficient test experience, as the test ends when the AI engine is confident in your score. So, if some questions seem easier or harder than others, not to worry - that is normal! Another feature of adaptive testing is the large question bank, which means that no matter how many times you take the test you are unlikely to encounter the same question twice. This ensures a secure and unique test experience for every test taker.

# Part 2

## QUESTION TYPES

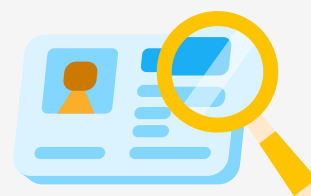




In this part, you will learn about the different types of questions on the Duolingo English Test. There are 14 units, one for each question type.

Each unit begins with an **Overview** of the question type, which will show you:

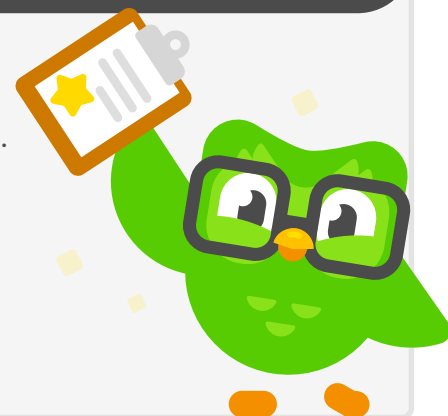
- What the question looks like on the test
- How much time you have to prepare and/or respond
- How many times this question type appears in the test and when
- Whether or not the question selection is adaptive
- Which subscore is affected



This is followed by **Scoring**, with a brief explanation of how the question type is scored, and the assessment criteria for the extended speaking and writing questions. For more information about how questions are scored, please look at our Scoring Guide.

You will also learn some **Tips and Strategies** that will help you answer each question type, including information about:

- The types of images, passages or questions
- The length of passages or minimum word counts for writing, etc.
- How to interact with and respond to the question
- Language learning in relation to this question type
- Using a checklist to help you self-assess (for the extended speaking and writing questions)



Finally, you can **Practice** applying these tips and strategies by completing the exercises that follow, and checking your answers using the **Answer Key**, available at the end of each unit.

In the case of the extended speaking and writing questions, you can listen to/read a few **Sample Answers**, along with an analysis of the response and the DET score range that it fits.


Remember, there are more questions for practice in the Sample Questions book. You can also take the 45-minute practice test for free, as many times as you like, on the Duolingo English Test website.



## READ AND SELECT


### A. Overview of Question Type


How it looks

 0:05 for this question

Is this a real English word?

somether

  
Yes

  
No



### Timing

5 seconds

### Frequency and placement

One set of 15 to 18 words in the first half of the test

### Question selection

Adaptive

### Subscore affected

Reading

## B. Scoring

Answers to this question are scored right or wrong by an AI engine.

## C. Tips and Strategies

In this question you are presented with a series of words, one at a time, that may be real English words or fake words that only appear English-like, but are not real. You need to decide whether each word is real or fake.

### How to interact with and respond to the question

- In this question, you will get 15-18 words in a row. You will have 5 seconds to read each word and decide if it is a real word in English.
- The timer for each word begins as soon as the word appears on the screen along with the question - "Is this a real English word?"
- Select Yes if it is a real English word. Select No if it is not a real English word.
- After you click Yes or No, the next word will appear.
- There could be any number of real words in this question.
- Read carefully. Some words look real, but have small differences from real English words.
- Only select Yes if you know and feel confident the word is real.



### Language Improvement Tips for Test Readiness

- Paying attention to spellings is key when deciding whether a word is real or not.
- Knowing which affixes and root words go together will help you distinguish between words that are real and those that are not (see **Appendix A**).
- The words in this question use American and British spelling, so it would help to know the spelling conventions for both for e.g., number of 'l's (traveling vs. travelling), 're' / 'er' (centre vs. center), and 'or' / 'our' (color vs. colour), etc.
- Build your vocabulary using strategies like familiarizing yourself with a variety of vocabulary lists (with antonyms, synonyms, phrasal verbs, collocates, and other word groups), using flashcards, playing word games, etc.

## D. Practice

### Read and Select 1

Is this a real English word? Yes/No

likes	well	cook
wanture	docuse	birthday
table	some	from
fourteen	hobar	same
done	thirther	wattered
back	red	girls



## Read and Select 2

Is this a real English word? Yes/No

twall	sast	holiday
older	eighten	soup
thater	birts	outher
coothes	younger	atend
white	okend	belan
monket	teall	party

## Read and Select 3

Is this a real English word? Yes/No

consultation	disruptive	nomain
leadine	conclusively	blunt
reckless	offspring	trousers
immune	strive	computably
intolerable	thereafter	sinfection
redeed	scramble	burial

## Read and Select 4

Is this a real English word? Yes/No

relia	regrain	totalitarian
crapil	feasured	scattered
heinous	consea	nest
interpt	merout	remorse
underway	outles	complimentary
vivality	strategically	drair

## Read and Select 5

Is this a real English word? Yes/No

alabaster	sprogle	additive
quarnish	lozenge	crambulation
blibbent	snibber	swarthy
pensive	vantory	frimble
skenter	pristine	wamble
galpation	tarkle	zealous

## Read and Select 6

Is this a real English word? Yes/No

scrobulate	grivious	spindorble
fustigate	obfuscate	garfulate
quaint	klistar	prevaricate
flompage	plindle	ender
burble	wendle	eloquent
topling	burlish	nivulate



## E. Answer Key

### Read and Select 1

**Is this a real English word? Yes**

likes table fourteen done back well some red cook birthday from same girls

### Read and Select 2

**Is this a real English word? Yes**

older white younger holiday soup party

### Read and Select 3

**Is this a real English word? Yes**

consultation reckless immune intolerable disruptive conclusively offspring strive thereafter scramble  
blunt trousers computably burial

### Read and Select 4

**Is this a real English word? Yes**

heinous strategically underway totalitarian scattered nest remorse complimentary

### Read and Select 5

**Is this a real English word? Yes**

alabaster pensive lozenge pristine additive swarthy zealous

### Read and Select 6

**Is this a real English word? Yes**

fustigate quaint burble obfuscate prevaricate eloquent






## FILL IN THE BLANKS


### A. Overview of Question Type


How it looks

 0:05 for this question

Is this a real English word?

somether

  
Yes

  
No





**Timing**

20 seconds

**Frequency and placement**

One set of 6 to 9 sentences in the first half of the test

**Question selection**

Adaptive

**Subscores affected**

Reading

**B. Scoring**

Answers to this question are scored right or wrong by an AI engine.

**C. Tips and Strategies**

In this question, you will read a sentence with one 'unfinished' word i.e. a word with several letters missing. You must fill in the missing letters to complete the word.

**How to interact with and respond to the question**

- Fill in the Blanks asks you to "Complete the sentence with the correct word."
- The directions for this question will appear when the timer begins.
- In this question, you will get 6-9 sentences in a row. You will have 20 seconds to correctly complete each word.
- Use the backspace or delete button to go back one space and delete a letter.
- Read the whole sentence before focusing on the unfinished word.
- The sentences may be up to 20 words long.
- There will be only one unfinished word in each sentence, and it may appear anywhere in the sentence.
- The first few letters of the unfinished word will always be shown.
- The unfinished word may refer or relate to other words in the rest of the sentence in a variety of ways. The unfinished word may be a connected idea, concept, or explanation. It could also be a synonym, antonym or collocate of another word elsewhere in the sentence. Read the other words in the sentence carefully for clues.

### Language improvement tips for test readiness

- Identifying the tense of the sentence or clause may help you guess the unfinished word.
- Similarly, being able to identify what part of speech the unfinished word is likely to be, could give you another clue about the missing letters.
- Focus on words immediately before and after the unfinished word and use your grammatical knowledge to guess the answer (for e.g. if the unfinished word is before a noun, it may be an adjective; if it's after a verb, it may be an adverb, etc.)
- Knowing which affixes and root words go together will give you more clues about the unfinished word (see **Appendix A**).
- You may use American or British spelling conventions to complete the unfinished words in this question. (For e.g., if the unfinished word is 'summ \_ \_ \_ \_', both 'summarize' and 'summarise' will be accepted.)
- Improve your productive vocabulary using strategies like familiarizing yourself with a variety of vocabulary lists (with antonyms, synonyms, phrasal verbs, collocates, and other word groups), using flashcards, playing word games, etc.
- The easiest way to build your vocabulary is when you encounter words in context, so develop a reading habit.
- Doing crossword puzzles will also help you practice the skills necessary to answer this question type.

## D. Practice

### Fill in the Blanks

1. I lost my key and cannot op \_ \_ the door.
2. Please, turn off the li \_ \_ \_ when you leave the room.
3. The scientist made a significant disc \_ \_ \_ \_ \_ in the field of biology.
4. The instructions were ambi \_ \_ \_ \_ \_ , leading to confusion.
5. It is essential to have a bala \_ \_ \_ \_ diet for good health.
6. The diplomat's speech focused on fostering intern \_ \_ \_ \_ \_ \_ cooperation.

## E. Answer Key

### Fill in the Blanks


1. I lost my key and cannot **open** the door.
2. Please, turn off the **light** when you leave the room.
3. The scientist made a significant **discovery** in the field of biology.
4. The instructions were **ambiguous**, leading to confusion.
5. It is essential to have a **balanced** diet for good health.
6. The diplomat's speech focused on fostering **international** cooperation.



## READ AND COMPLETE

### A. Overview of Question Type

How it looks

 3:00 for this question

Complete the text with the correct words

The Design of a Thermometer

The design of the modern thermometer has evolved throughout the centuries. The f i l l known  
 t h e r m was i n v e in 1593. This b a thermometer u s water  
 a air t measure v a r i a in t e m p e . The f i modern  
 t h e r m was i n v e in 1714. This thermometer introduced two  
 features, mercury and a standardized scale, which are still used in thermometers today.

CONTINUE

#### Timing

3 minutes

#### Frequency and placement

3 to 6 passages in the first half of the test

#### Question selection

Adaptive

#### Subscore affected

Reading

### B. Scoring

Answers to this question are scored right or wrong by an AI engine.

### C. Tips and Strategies

In this question, you are presented with a short passage. The first and last sentences are fully intact, while some words in the sentences in between are unfinished i.e. letters in these words are missing. You must type in the missing letters to complete the unfinished words in the passage.

#### Types of texts

The passages include a range of different text types including fiction, news articles, and textbook passages.

### How to interact with and respond to the question

- Look at the title of the text, if there is one, to understand what the text is about.
- You have 3 minutes to complete all the unfinished words in a passage.
- Read the entire passage before focusing on each individual word.
- Identify the context of the passage with the help of the first and last sentences, and use context clues to help you complete the unfinished words.
- The first part of the unfinished word is always shown; use the spelling of the beginning of the word to help you guess the missing letters.
- Unfinished words will never include contractions or hyphenated words.
- For words that you are having trouble answering, fill in the missing letters even if you are not sure, and return to them after you have completed the rest of the passage. You can expect a virtuous cycle - the more words you have already answered, the deeper your understanding of the sentence structure, and the easier it will be to guess the remaining words.
- Sometimes the answer word or other forms of it may be used elsewhere in the title or passage, so if you see a difficult word with a blank, check elsewhere in the passage first.
- The same word may be repeated in a single passage as an unfinished word with missing letters. If the word clearly fits, do not worry that it might be a trick.
- Reread the passage after you have completed all the words to check that it makes sense.

### Language Improvement Tips for Test Readiness

- Identifying the tense of the sentence or clause may help you guess the unfinished words.
- Similarly, identifying what part of speech the unfinished word is likely to be, might give you another clue about the missing letters.
- Focus on words immediately before and after the unfinished words and use your grammatical knowledge to guess the answer (e.g. if the unfinished word is before the name of a place, it may be a preposition, if it is between two nouns, it may be a conjunction, etc.);
- Knowing which affixes and root words go together will give you more clues about the unfinished words (see **Appendix A**).
- The unfinished words in these passages use American spellings only. Being familiar with the common differences between American and British spelling conventions, for e.g., number of 'l's (traveling vs. travelling), 're' / 'er' (centre vs. center), and 'or' / 'our' (color vs. colour), etc., will help you guess the missing letters of the unfinished words accurately.

- Practice for this question each time you read. Before you turn the page in a book, pause to guess what the next word will be. Turn the page and check your answer.
- Doing crossword puzzles will also help you practice the skills necessary to answer this question type.

## D. Practice

### 1. Daily Weather Report

Today's weather report predicts sunny skies with a gentle breeze. The tempe\_\_\_\_\_ will b\_\_\_\_\_ warm, reac\_\_\_\_\_ about 75 degrees Fahrenheit. It i\_\_\_\_\_ a gr\_\_\_\_\_ day t\_\_\_\_\_ enjoy out\_\_\_\_\_ activities li\_\_\_\_\_ picnics o\_\_\_\_\_ a stroll i\_\_\_\_\_ the pa\_\_\_\_. Remember t\_\_\_\_\_ wear suns\_\_\_\_\_ and st\_\_\_\_\_ hydrated. The weather is expected to remain pleasant throughout the day, making it perfect for spending time with family and friends outdoors.

### 2. Healthy Eating Habits

Eating healthy means choosing a variety of foods that provide essential nutrients. This means fru\_\_\_\_, vege\_\_\_\_\_, whole gra\_\_\_\_, and lean prot\_\_\_\_\_ are the better choices. Avoiding t\_\_\_\_\_ many sug\_\_\_\_\_ snacks a\_\_\_\_\_ drinks i\_\_\_\_\_ very impo\_\_\_\_\_ for maint\_\_\_\_\_ good hea\_\_\_\_. Developing healthy eating habits from a young age helps ensure a strong and energetic life.

### 3. A Planet's Journey

Planets travel around the sun. This jou\_\_\_\_\_ is cal\_\_\_\_\_ an or\_\_\_\_. Planets li\_\_\_\_\_ Earth orbit t\_\_\_\_\_ sun, and i\_\_\_\_\_ takes ab\_\_\_\_\_ one ye\_\_\_\_\_ to comp\_\_\_\_\_ the tr\_\_\_\_. During t\_\_\_\_\_ journey, diff\_\_\_\_\_ parts o\_\_\_\_\_ the Earth face t\_\_\_\_\_ sun, cau\_\_\_\_\_ seasons. Understanding these orbits helps scientists predict weather changes and plan for the different seasons we experience.

### 4. Springdale Annual Picnic

Every year, Springdale town holds an annual picnic, bringing families together for a day of fun and laughter. People pack pic\_\_\_\_\_ baskets with sand\_\_\_\_\_, fruits, a\_\_\_\_\_ snacks. There are ga\_\_\_\_\_ like treasure hu\_\_\_\_\_ and three-legged races f\_\_\_\_\_ the chil\_\_\_\_\_. The high\_\_\_\_\_ is the pie-eating con\_\_\_\_\_, where parti\_\_\_\_\_ compete t\_\_\_\_\_ see w\_\_\_\_\_ can eat a p\_\_\_\_\_ the fas\_\_\_\_\_. The annual picnic fosters a sense of community and creates lasting memories for the townspeople.

### 5. The Mysterious Island

In the heart of the Indian Ocean, there lay an undiscovered island. The is\_\_\_\_\_ was uninhabited, and it was said to be home to buried treasures. A group of adventurers, captivated by the isolated setting of the island, decided to explore its secrets. They found themselves in a world filled with mystery and hidden riches.

### 6. The Forgotten Souls – A Synopsis

Writer Gamini Silva has aptly titled his book *The Forgotten Souls*. It is about a pair of siblings, a brother and a sister, orphaned in the Sri Lankan civil war. This is a beautifully written story about how these children, unwanted by the rebels or the government, find hope in the face of abandonment. It is no surprise that this novel made it to the New York Times bestseller list.

## E. Answer Key

### 1. Daily Weather Report

Today's weather report predicts sunny skies with a gentle breeze. The temperature will be warm, reaching about 75 degrees Fahrenheit. It's a great day to enjoy outdoor activities like picnics or a stroll in the park. Remember to wear sunscreen and stay hydrated. The weather is expected to remain pleasant throughout the day, making it perfect for spending time with family and friends outdoors.

### 2. Healthy Eating Habits

Eating healthy means choosing a variety of foods that provide essential nutrients. This means fruits, vegetables, whole grains, and lean proteins are the better choices. Avoiding too many sugary snacks and drinks is very important for maintaining good health. Developing healthy eating habits from a young age helps ensure a strong and energetic life.

### 3. A Planet's Journey

Planets travel around the sun. This journey is called an orbit. Planets like Earth orbit the sun, and it takes about one year to complete the trip. During the journey, different parts of the Earth face the sun, causing seasons like summer, winter, spring, and fall. Understanding these orbits helps scientists predict weather changes and plan for the different seasons we experience.

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Every year, Springdale town holds an annual picnic, bringing families together for a day of fun and laughter. People pack picnic baskets with sandwiches, fruits, and snacks. There are games like treasure hunts and three-legged races for the children. The highlight is the pie-eating contest, where participants compete to see who can eat a pie the fastest. The annual picnic fosters a sense of community and creates lasting memories for the townspeople.

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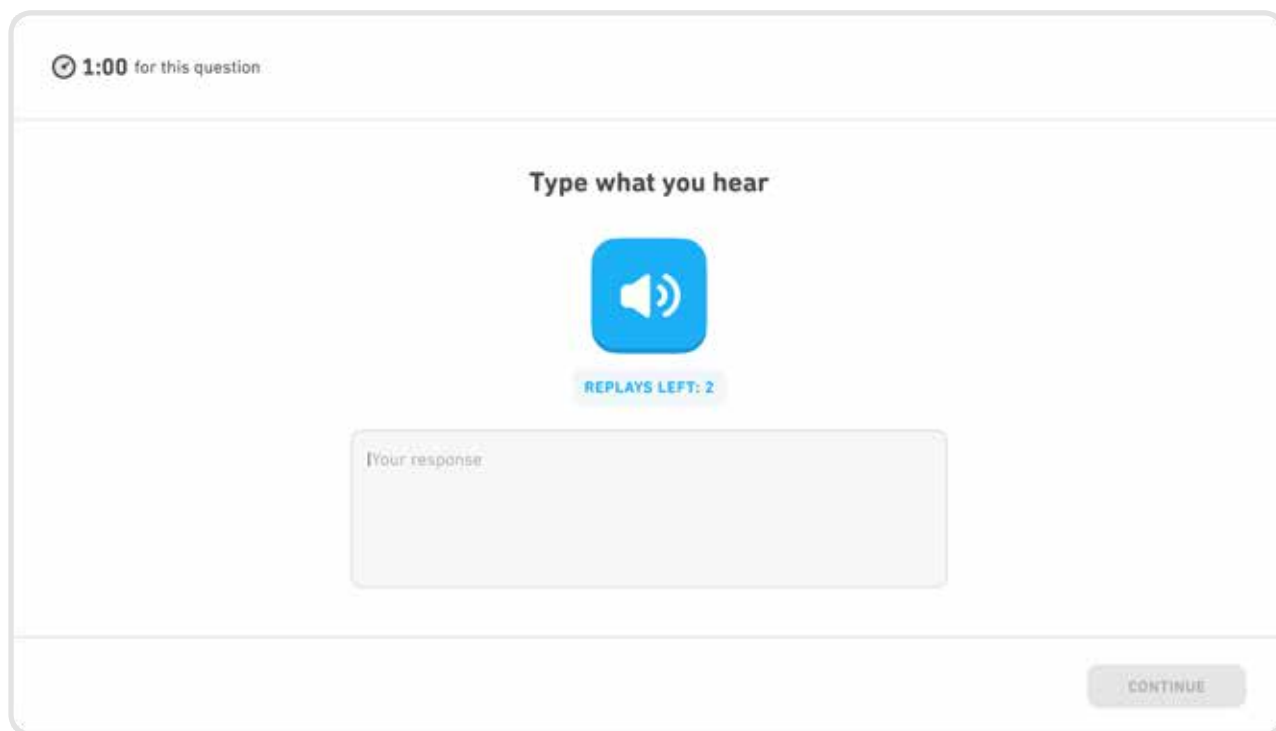




## LISTEN AND TYPE

### A. Overview of Question Type

How it looks



The screenshot shows the Duolingo 'Listen and Type' interface. At the top left, a timer icon indicates '1:00 for this question'. The main instruction 'Type what you hear' is centered. Below it is a blue square audio player icon with a white speaker symbol. Under the icon, a small blue box says 'REPLAYS LEFT: 2'. Below that is a large, empty text input field with the placeholder text 'Your response'. At the bottom right, there is a grey 'CONTINUE' button.

#### Timing

1 minute

#### Frequency and placement

6-9 times in the first half of the test

#### Question selection

Adaptive

#### Subscore affected

Listening

### B. Scoring

Answers to this question are graded by an AI engine using procedures which compare your responses to correct responses, evaluate the similarities and differences, and score them on a scale from 0 to 1. The closer the answer is to the correct answer, the higher the score.

### C. Tips and Strategies

In this question, you listen to a person speaking a sentence, and then type what you hear. You can replay the audio two times i.e. you can listen to the audio a total of three times.



This question type tests your ability to segment connected speech and to remember it long enough to accurately reproduce it, both critical abilities for spoken language understanding.

### How to interact with and respond to the question

- Be ready for this question. The audio starts immediately. The Listen and Type question will appear in the first half of the test in a random order along with Read and Complete and Read Aloud. Since you cannot know exactly when this particular question type will appear, be prepared for the audio.
- Wait until the audio finishes playing before you start typing.
- The first time you listen, focus on the overall meaning of the message - this will help you remember more than if you try to remember every word - and write down as many words as you can.
- Replay, and this time type in any missing words, correct any errors, and add punctuation as necessary.
- On the final replay, follow what you wrote as you listen and check your answer.
- Do not add or omit any words, however small.
- Use all the time available, and both replays.
- Use your knowledge of grammar to check if your answer makes sense. If it does not, you might have missed a word or a tense marker.



### Language improvement tips for test readiness

- Knowledge of connected speech will help to clearly identify individual words.
- Knowledge of sentence stress is important so that function words, which are usually unstressed, are not missed.
- Use your grammatical knowledge to confirm or review word forms as you type.
- Remember to use appropriate punctuation. At the very least, you will always begin sentences with capital letters and conclude them with either a full-stop/period or question mark.
- Both American and British spellings are acceptable.
- The speakers have American accents. Practice listening to American speakers so you are familiar with the sounds that are typical of American accents.
- The spoken sentence may be up to 20 words long - practice listening and typing this length of speech.
- For Listen and Type, you will be penalized more for missing a word than mistyping the word. In other words, it is always best to try to answer a question.

## D. Practice

Listen and Type 1



Listen and Type 2



Listen and Type 3



Listen and Type 4



Listen and Type 5



Listen and Type 6



## E. Answer Key


1. Does she work in this city?
2. My friend wrote another book.
3. The company employs people throughout the world.
4. The lawyer is going to define the terms of the contract.
5. The meaning of the words can change depending on their context.
6. Even without seeing you, I would have recognized you by the sound of your voice.




## READ ALOUD

### A. Overview of Question Type


How it looks

 **0:20** for this question

Record yourself saying the statement below



"Precipitation increased proportionally to atmospheric humidity, and hence significantly faster than global climate models predict."

 **RECORD NOW**

#### Timing

20 seconds

#### Frequency and placement

3-6 times in the first half of the test

#### Question selection

Adaptive

#### Subscore affected

Speaking

### B. Scoring

Answers to this question are graded by an AI engine using procedures which compare your responses to correct responses, evaluate the similarities and differences, and score them on a scale from 0 to 1. The closer the answer is to the correct answer, the higher the score.

### C. Tips and Strategies

In this question, you will see a written sentence. You must read this aloud clearly within the time limit.

### How to interact with and respond to the question

- You have 20 seconds, and only one chance to record the statement, so use your time well.
- Use a few seconds to practice the statement before recording, by reading the sentence in your head first. Once you have read it in your head, read it aloud. This rehearsal will help you read more fluently.
- When you are ready to record, click RECORD NOW and start speaking. When you are finished recording, click NEXT. If you do not click NEXT, the test will advance automatically when the timer runs out.
- Concentrate on accurate reading aloud. Do not add, omit, or replace any words.

### Language improvement tips for test readiness

- Look at the punctuation in the statement to help you pace your speaking - briefly pausing at each comma, for instance.
- If the sentence is long, break the sentence into chunks of meaning by using punctuation and grammar for clues.
- Vary your use of stress based on grammatical knowledge and an understanding of the difference between function and content words.
- Speak loudly, at a natural pace, and make sure to enunciate clearly.
- The sentences may be up to 20 words long - practice reading aloud sentences of this length.
- When you speak or read aloud, practice using intonation to effectively convey meaning or attitude.
- Improve your use of connected speech through practice and listening to proficient speakers.
- Use online AI tools to help identify aspects of your pronunciation to work on.



## D. Practice

1. She has a good sense of humor.
2. All students have access to the library.
3. I want to be certain that they have understood me.
4. The plane had already taken off when I reached the airport.
5. I will have gone to the movies by the time you decide what you want to do.
6. Mathematical and computer models are produced, and field research is done to test the models.

## E. Sample Answers

Read Aloud 1\*



Read Aloud 2\*



Read Aloud 3\*



Read Aloud 4\*



Read Aloud 5\*



Read Aloud 6\*



**\*Please note:** These sample answers are just examples. It is okay to speak in any accent on the Duolingo English Test as long as your pronunciation is clear.





## INTERACTIVE READING

### A. Overview of Question Type

#### How it looks

Complete the Sentences

⌚ 8:00 for 6 questions

**PASSAGE**

Control systems are an essential <sup>1</sup> of various ranging from home appliances to industrial operations. These systems <sup>2</sup> different components working together to manage, regulate, and <sup>3</sup> desired conditions in a process or conditions in a process or environment. However, just like any <sup>4</sup> system, control system, control systems are <sup>5</sup> subject to various types of errors. An error in a control system is the <sup>6</sup> between the desired value and the actual value. Reducing errors in control systems is crucial for allowing the system to run efficiently and safely <sup>7</sup> ensuring that the <sup>8</sup> conditions are met with minimal discrepancies.

**Select the best option for each missing word**

- Select a word
- Select a word
- Select a word
- Select a word
- Select a word
- Select a word
- Select a word
- Select a word

CONTINUE

Complete the Passage

⌚ 8:00 for 5 questions

**PASSAGE**

Control systems are an essential part of various applications, ranging from home appliances to industrial operations. These systems contain different components working together to manage, regulate, and maintain desired conditions in a process or environment. However, just like any other system, control systems are also subject to various types of errors. An error in a control system is the difference between the desired value and the actual value. Reducing errors in control systems is crucial for allowing the system to run efficiently and safely while ensuring that the desired conditions are met with minimal discrepancies.

Feedback control is a technique where the system measures the actual value and compares it with the desired value. If there is a difference between these two values, an error signal is generated, prompting the system to adjust

**Select the best sentence to complete the passage**

- ☐ The state machine describes how the system responds to each input and how it transitions from one state to another.
- ☐ PID, or Proportional-Integral-Derivative, is a commonly used control system in engineering to enhance system performance.
- ☐ Input-output equipment are essential parts of digital systems, and it is important to understand how they work.
- ☐ The greater the proportional gain, the stronger the control action will be for a given error.

CONTINUE



## Highlight the Answer (x2)

8:00 for 4 questions

**PASSAGE**

Control systems are an essential part of various applications, ranging from home appliances to industrial operations. These systems contain different components working together to manage, regulate, and maintain desired conditions in a process or environment. However, just like any other system, control systems are also subject to various types of errors. An error in a control system is the difference between the desired value and the actual value. Reducing errors in control systems is crucial for allowing the system to run efficiently and safely while ensuring that the desired conditions are met with minimal discrepancies. Error reduction in control systems can be achieved through various methods, one of which is feedback control. Feedback control is a technique where the system measures the actual value and compares it with the desired value. If there is a difference between these two values, an error signal is generated, prompting the system to adjust itself to correct this discrepancy. This adjustment can involve regulating factors such as temperature, pressure, or flow rate to bring the system back to the desired state. By continuously monitoring and adjusting, feedback

**Highlight text in the passage to answer the question below**

What are some factors that can be regulated in feedback control?

Click and drag to highlight text

CONTINUE

## Identify the Idea

8:00 for 2 questions

**PASSAGE**

Control systems are an essential part of various applications, ranging from home appliances to industrial operations. These systems contain different components working together to manage, regulate, and maintain desired conditions in a process or environment. However, just like any other system, control systems are also subject to various types of errors. An error in a control system is the difference between the desired value and the actual value. Reducing errors in control systems is crucial for allowing the system to run efficiently and safely while ensuring that the desired conditions are met with minimal discrepancies. Error reduction in control systems can be achieved through various methods, one of which is feedback control. Feedback control is a technique where the system measures the actual value and compares it with the desired value. If there is a difference between these two values, an error signal is generated, prompting the system to adjust itself to correct this discrepancy. This adjustment can involve regulating factors such as temperature, pressure, or flow rate to bring the system back to the desired state. By continuously monitoring and adjusting, feedback

**Select the idea that is expressed in the passage**

☐ The controller can adjust the output as needed by using proportional, integral, and derivative parameters to maintain stability and precision of the system.

☐ Feedback control is a technique used to reduce errors in control systems by monitoring and adjusting factors to bring the system back to the desired state.

☐ Engineers must calculate the error, or the difference between the set point and actual temperature, and adjust the heating source accordingly.

☐ Control systems generally function without need for error

CONTINUE

## Title the Passage

8:00 for this question

**PASSAGE**

Control systems are an essential part of various applications, ranging from home appliances to industrial operations. These systems contain different components working together to manage, regulate, and maintain desired conditions in a process or environment. However, just like any other system, control systems are also subject to various types of errors. An error in a control system is the difference between the desired value and the actual value. Reducing errors in control systems is crucial for allowing the system to run efficiently and safely while ensuring that the desired conditions are met with minimal discrepancies. Error reduction in control systems can be achieved through various methods, one of which is feedback control. Feedback control is a technique where the system measures the actual value and compares it with the desired value. If there is a difference between these two values, an error signal is generated, prompting the system to adjust itself to correct this discrepancy. This adjustment can involve regulating factors such as temperature, pressure, or flow rate to bring the system back to the desired state. By continuously monitoring and adjusting, feedback

**Select the best title for the passage**

☐ Analog and Digital Systems

☐ Power Supplies and Simple Circuits

☐ The Economics of Electric Power

☐ Electric Motor and Drive Systems

☐ Reducing Errors in Control Systems

CONTINUE



**Timing**

7-8 minutes for six tasks

**Frequency and placement**Twice, in the middle of the test, before  
Interactive Listening**Question selection**

Adaptive

**Subscore affected**

Reading

**B. Scoring**

Answers to this question are scored right or wrong by an AI engine. For the 'Highlight the Answer' task, responses are compared to correct responses and scored on a scale from 0 to 1. The closer the answer is to the correct answer, the higher the score.

**C. Tips and Strategies**

This question is interactive in the sense that as the test progresses, different portions of the text are presented to you. You will interact with each portion of the text by responding to a series of tasks - Complete the Sentences, Complete the Passage, Highlight the Answer, Identify the Idea, Title the Passage.

**Types of texts**

Each Interactive Reading passage is about 70-140 words long depending on the level of difficulty. There are two types of passages - narrative or expository; you will receive one of each kind.

**How to interact with and respond to the question**

Since you have a total of 7-8 minutes, allow yourself roughly one minute per task.

**Complete the Sentences**

The first task shows the first half of the text with five to ten words missing; you must select the word that best fits each gap or blank space.

- You can fill in the words in any order. First fill in the blanks of the ones you know, then return to the ones you do not.
- You will not be able to click NEXT until you have selected a response for each blank.
- Read the entire sentence and use context clues to help you determine the best word choice.
- If you have time, read the passage after you have completed all of the sentences, as a way to double check your choices.



### Complete the Passage

Next, you will be shown the remainder of the text with one sentence missing in the middle; you must select the sentence that best completes the passage from among several options.

- If you hover over each option, you will be able to see it in context in the passage.
- The first part of the passage will be familiar to you from the Complete the Sentences task. The new bit will be the second half of the passage and you should read this carefully.
- Read the sentences before and after the blank to confirm that the subject of the sentences is consistent.
- Looking closely at the sentence structures immediately before and after the missing sentence may give you another clue to the answer, as grammatical structures are unlikely to be repeated in consecutive sentences.
- Pay attention to pronouns. These should refer to something meaningful elsewhere in the passage.

### Highlight the Answer

With the text now complete, you will be shown two questions and asked to highlight the answer to each within the passage.

- Once you highlight the text, it will appear in the box below the question so you can read it in response.
- If you want to change your highlighting, you can click and drag your cursor on the screen again to highlight. Be sure the answer you want is in the box before clicking NEXT.
- Be precise but thorough in your selection. You do not have to highlight a full sentence to answer this question. Highlight the relevant information only. You do not want to highlight too much or too little.
- Pay attention to key words in the question, as these are often repeated in the answer. They may be clues to where in the passage the answer can be found and highlighted.

### Identify the Idea

You will then be asked to select an idea that best represents what you read in the passage from among several options.

- It might help to consider this question when attempting to identify the idea: "What is this passage about?"
- Read and consider all of the options carefully. Some of the options may seem relevant, but make sure to choose the one that best describes the text.
- Once you select your response, the box around it will turn blue.
- When you are unsure of which answer is best, use the process of elimination.

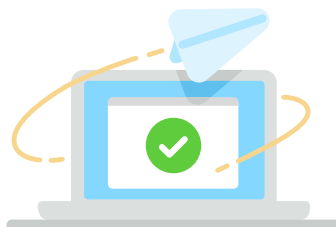
### Title the Passage

Finally, you will be asked to choose the best title for the text from among several options.

- Once you select your response, the box around it will turn blue.
- Read and consider all of the options carefully. All of the options may seem relevant, but make sure to choose the one that best describes the text.
- The title chosen should fit the **WHOLE** passage, not just a part of it.
- Use the information gained from the previous task (Identify the Idea) – because you already have the gist of the passage – and choose a title that best fits the Idea in this passage.

### Language Improvement Tips for Test Readiness

- Use a variety of texts to practice reading sub-skills like prediction and inference - this will help you answer the 'Complete the Sentences' and 'Complete the Passage' task.
- Practice skimming, scanning and reading for gist whenever you read different types of texts - this will help you respond to the 'Highlight the Answer', 'Identify the Idea' and 'Title the Passage' task.



## D. Practice

### Interactive Reading 1

#### 1.1: Complete the Sentences

Transportation systems have been [1\_\_\_\_] linked to natural resources, especially oil, for the past hundred [2\_\_\_\_]. The oil [3\_\_\_\_] has [4\_\_\_\_] a major profit maker for many [5\_\_\_\_] and countries.

Select the best option for each missing word:

1. sometimes / the / only / not / closely
2. years / minutes / decade / miles / hours
3. place / industry / façade / organizations / companies
4. introduced / formed / been / created / established
5. energies / sources / nations / people / corporations



#### 1.2: Complete the Passage

Transportation systems have been closely linked to natural resources, especially oil, for the past hundred years. The oil industry has been a major profit maker for many corporations and countries. [\_\_\_\_\_]

Alternatives to oil sources can be found in both renewable (solar, wind) and nonrenewable (nuclear) sources of energy. Equally as important as alternative sources are conservation and fuel efficiency. As awareness about these issues grows, businesses will begin to incorporate alternative energy sources into their supply chain management plans. We are in the midst of a global energy revolution, and the key question is whether alternative energy sources can help meet our growing demand for energy.

Select the best sentence to fill in the blank in the passage:

- A. The spill contaminated fish, birds, and shellfish and damaged marine life for generations to come.
- B. However, there are significant environmental problems and potential security risks due to the widespread use of oil.
- C. Environmental impact assessments (EIAs) are only intended to maximize benefits of development while minimizing possible ecological damage.
- D. Ineffective energy policies and diminishing natural resources have led the country to begin tapping into their coal reserves.

**1.3: Highlight the Answer**

Transportation systems have been closely linked to natural resources, especially oil, for the past hundred years. The oil industry has been a major profit maker for many corporations and countries. However, there are significant environmental problems and potential security risks due to the widespread use of oil. Alternatives to oil sources can be found in both renewable (solar, wind) and nonrenewable (nuclear) sources of energy. Equally as important as alternative sources are conservation and fuel efficiency. As awareness about these issues grows, businesses will begin to incorporate alternative energy sources into their supply chain management plans. We are in the midst of a global energy revolution, and the key question is whether alternative energy sources can help meet our growing demand for energy.

**Click and drag text to answer the question below:**

What are some examples of alternatives to oil?

**1.4: Highlight the Answer**

**Click and drag text to answer the question below:**

What will businesses begin to do as awareness of issues around oil grows?

**1.5: Identify the Idea**

**Select the idea that is expressed in the passage.**

- A. Current uses of alternative energy include solar power, biomass power, geothermal power, and hydropower as well as wind, and ocean currents.
- B. Oil has been a major source of profit for many corporations and countries, but there are environmental issues and security risks.
- C. In 1940, petroleum use decreased significantly to meet military needs for gasoline for aircraft and other types of mobility.
- D. Fossil fuels are used to generate electricity, because mechanical devices are made to run off electricity instead of steam or water.

**1.6: Title the Passage**

**Select the best title for the passage.**

- A. Managing an Oil Spill
- B. The Rise of the Oil Industry
- C. Alternative Energy Sources
- D. Solar Power Advances



## Interactive Reading 2

### 2.1: Complete the Sentences

Mariza had been a good student at school and had planned to [1\_\_\_\_] further. She had always [2\_\_\_\_] to go to college. She was 34 now, and [3\_\_\_\_] a successful career [4\_\_\_\_] a fashion designer, but she had never had the [5\_\_\_\_] to go.

**Select the best option for each missing word:**

1. study / work / go / pursue / try
2. waited / wanted / thought / started / considered
3. followed / took / ran / had / with
4. in / of / for / as / by
5. chance / luck / company / success / part

### 2.2: Complete the Passage

Mariza had been a good student at school and had planned to study further. She had always wanted to go to college. She was 34 now, and had a successful career as a fashion designer, but she had never had the chance to go.

[\_\_\_\_\_]

She was thrilled when she received her acceptance letter. She spent several months deciding which classes she would take. She thought the classes would be difficult because she had been out of school for several years, but she was pleasantly surprised when she received high marks on her assignments. She was glad she decided to go back to school.

**Select the best sentence to fill in the blank in the passage:**

- A. When Mariza was 18 she decided she wanted to go away to college.
- B. She decided that she might as well do the course abroad.
- C. Now she finally had the time in her life to go to college.
- D. After she graduated, Mariza went back to Brazil for the summer.

### 2.3: Highlight the Answer

Mariza had been a good student at school and had planned to study further. She had always wanted to go to college. She was 34 now, and had a successful career as a fashion designer, but she had never had the chance to go. Now she finally had the time in her life to go to college. She was thrilled when she received her acceptance letter. She spent several months deciding which classes she would take. She thought the classes would be difficult because she had been out of school for several years, but she was pleasantly surprised when she received high marks on her assignments. She was glad she decided to go back to school.

**Click and drag text to answer the question below:**

Why had Mariza not been able to go to college before?

### 2.4: Highlight the Answer

**Click and drag text to answer the question below:**

What did Mariza do after she received her acceptance letter?

### 2.5: Identify the Idea

**Select the idea that is expressed in the passage.**

- A. Mariza had always wanted to go to college and was thrilled when she received her acceptance letter.
- B. Mariza felt inferior to the other girls her age and she did not feel like she was worth anything.
- C. Mariza decided to study English at the university, but she did not know how to take the SAT test.
- D. Mariza was worried about being able to survive the semester at this small college.

### 2.6: Title the Passage

**Select the best title for the passage.**

- A. Mariza Goes to College
- B. Mariza's English Test
- C. Mariza's Hardest Class
- D. Mariza the Admissions Counselor



## Interactive Reading 3

### 3.1: Complete the Sentences

Unmanned aerial vehicles (UAVs) have not yet been [1\_\_\_\_] used in the business [2\_\_\_\_], but may soon be. However, new technology will likely usher in the first wave of business UAVs. Already, [3\_\_\_\_] are using inexpensive battery operated UAVs to deliver packages. UAVs have also been [4\_\_\_\_] to deliver aid in emergency [5\_\_\_\_] and to collect environmental data.

#### Select the best option for each missing word:

1. widely / further / heard / to / recently
2. quarter / world / years / fields / expansion
3. students / celebrities / companies / citizens / public
4. made / implemented / hired / proven / used
5. order / category / situations / work / units

### 3.2: Complete the Passage

Unmanned aerial vehicles (UAVs) have not yet been widely used in the business world, but may soon be. However, new technology will likely usher in the first wave of business UAVs. Already, companies are using inexpensive battery operated UAVs to deliver packages. UAVs have also been used to deliver aid in emergency situations and to collect environmental data.

[ \_\_\_\_\_ ]

There are already businesses that specialize in the sale and operation of UAVs. These businesses sell the equipment and provide instruction for its safe use. Other businesses are developing their own drones for their own customized purposes.

#### Select the best sentence to fill in the blank in the passage:

- A. Drone technologies have been available, but their potential applications have not been well understood.
- B. These vehicles are used to inspect buildings that are too dangerous for human hands.
- C. They may also be used to perform data collection or to survey forested areas for signs of fires.
- D. Avionics refers to the science and technology of air, space, and ground vehicles.

**3.3: Highlight the Answer**

Unmanned aerial vehicles (UAVs) have not yet been widely used in the business world, but may soon be. However, new technology will likely usher in the first wave of business UAVs. Already, companies are using inexpensive battery operated UAVs to deliver packages. UAVs have also been used to deliver aid in emergency situations and to collect environmental data. They may also be used to perform data collection or to survey forested areas for signs of fires. There are already businesses that specialize in the sale and operation of UAVs. These businesses sell the equipment and provide instruction for its safe use. Other businesses are developing their own drones for their own customized purposes.

**Click and drag text to answer the question below:**

How often are unmanned aerial vehicles used today?

**3.4: Highlight the Answer**

**Click and drag text to answer the question below:**

What does a business that specializes in UAVs do?

**3.5: Identify the Idea**

**Select the idea that is expressed in the passage.**

- A. UAVs are unmanned vehicles that can be used for applications such as delivering packages or collecting data.
- B. Commercial drones are likely to become the next big tech investment, with many firms racing to be the primary provider.
- C. Computer models can also be used to help robots plan surgeries and deliver packages while avoiding obstacles.
- D. UAVs are currently being evaluated and reviewed for potential regulation in order to avoid and punish misuse.

**3.6: Title the Passage**

**Select the best title for the passage.**

- A. The Commercial History of the Airplane
- B. The Business Use of Unmanned Aerial Vehicles
- C. Experiments in Aerodynamics and Flight
- D. Investments in Drone Technology





## E. Answer Key

### Interactive Reading 1

#### 1.1 Complete the Sentences

1. closely
2. years
3. industry
4. been
5. corporations

#### 1.2 Complete the Passages

B. However, there are significant environmental problems and potential security risks due to the widespread use of oil.

#### 1.3 Highlight the Answer

renewable (solar, wind) and nonrenewable (nuclear) sources of energy

#### 1.4 Highlight the Answer

incorporate alternative energy sources into their supply chain management plans

#### 1.5 Identify the Idea

B. Oil has been a major source of profit for many corporations and countries, but there are environmental issues and security risks.

#### 1.6 Title the Passage

C. Alternative Energy Sources

### Interactive Reading 2

#### 2.1 Complete the Sentences

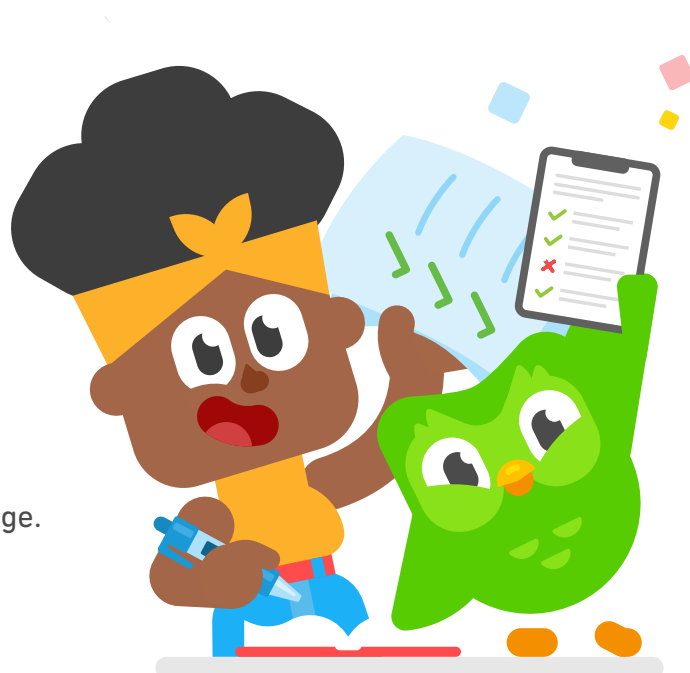
1. study
2. wanted
3. had
4. as
5. chance

#### 2.2 Complete the Passages

C. Now she finally had the time in her life to go to college.

#### 2.3 Highlight the Answer

she had never had the chance to go



**2.4 Highlight the Answer**

She spent several months deciding which classes she would take.

**2.5 Identify the Idea**

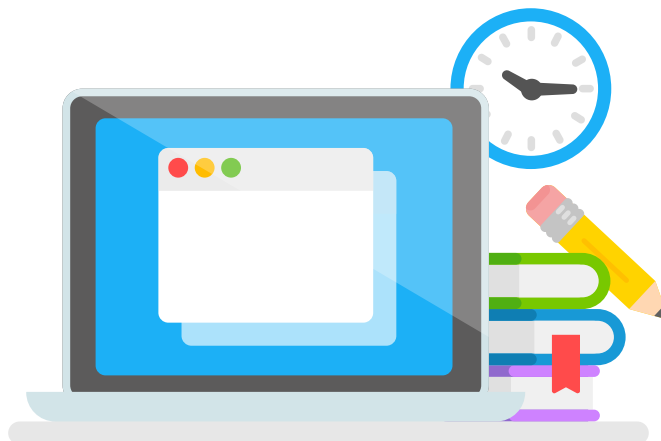
A. Mariza had always wanted to go to college and was thrilled when she received her acceptance letter.

**2.6 Title the Passage**

A. Mariza Goes to College

**Interactive Reading 3****3.1 Complete the Sentences**

1. widely
2. world
3. companies
4. used
5. situations

**3.2 Complete the Passages**

C. They may also be used to perform data collection or to survey forested areas for signs of fires.

**3.3 Highlight the Answer**

Unmanned aerial vehicles (UAVs) have not yet been widely used in the business world

**3.4 Highlight the Answer**

sell the equipment and provide instruction for its safe use.

**3.5 Identify the Idea**

A. UAVs are unmanned vehicles that can be used for applications such as delivering packages or collecting data.

**3.6 Title the Passage**


A. The Business Use of Unmanned Aerial Vehicles

## INTERACTIVE LISTENING


### A. Overview of Question Type


How it looks

#### Listen and Respond

 **4:00** for 6 questions

Participate in a conversation about this scenario





Number of plays: 0

Select the best response

☐ Have you ever considered taking up a new hobby, like painting or dancing, while you're studying abroad?

☐ I'm not sure about studying abroad, but I want to travel to space someday. What are your thoughts?

☐ Oh, that's interesting! They're both popular destinations, you know?

CONTINUE

#### Timing

4 minutes

#### Frequency and placement

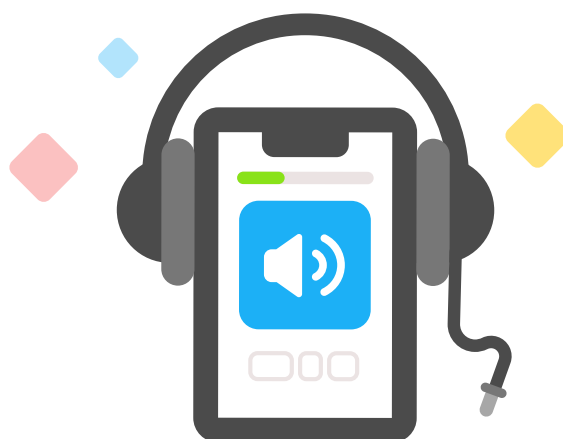
Twice, in the middle of the test,  
after Interactive Reading

#### Question selection


Adaptive

#### Subscore affected

Listening



## Summarize the Conversation

 **1:15** to write

Write a summary of the conversation you just had

Your response

CONTINUE

### Timing

75 seconds

### Subscore affected

Writing

## B. Scoring

Answers to this question are scored by an AI engine. Answers to the Listen and Respond task are scored right or wrong, and answers to the Summarize the Conversation task are assessed on different aspects of writing including content, discourse coherence, lexis, and grammar.

## C. Tips and Strategies

This question is interactive in the sense that it requires you to participate in a conversation.

### Types of interactions

The interactions may be either:

- student–student conversations that focus on requests, advice seeking, and other university-oriented purposes;
- student–professor conversations that focus on similar purposes;
- student–professor conversations that focus on information seeking.

You will receive one student–student and one student–professor conversation.

## How to interact with and respond to the question

### Listen and Respond

You will be shown a scenario that tells you who you are talking with and for what purpose.

Based on this scenario, you will then participate in a conversation which involves listening to a speaker, and selecting the best written response each time it is your turn.

- Pay attention to key words in the scenario, as these are often repeated in the correct answer choice to begin the conversation. They may also be useful clues in eliminating incorrect answer choices.
- Listen carefully! You can only play the audio clips/listen to the speaker once.
- Focus on the meaning of what the speaker says, and hold this information in your mind as you read the possible responses.
- Consider the relationship between the speakers. How would two students talk to each other? How would a teacher and a student converse?
- When you are unsure of which answer is best, use the process of elimination. Focus on three key pieces of information – the subject, the time frame, and the tone or mood of the conversation. Choose the option that fits best with these elements.
- The 'wrong' options are wrong because they do not fit the conversation. They are not wrong because they contain spelling or grammatical errors.
- If the response you select is correct, the box around the text turns green; otherwise, the box turns red, and the correct response is shown. Do not worry if you choose the wrong response. Pay attention to the correct response in order to follow the conversation.
- You can reread the scenario and the previous turns in the conversation by scrolling up. This can be useful if you lose track of the conversation or forget what the scenario was.
- If there is time left at the end of this Listen and Respond section, reread the conversation, trying to remember as much as you can for the summary task next. You will not be able to return to this conversation once you proceed to the summary task.

### Summarize the Conversation

Once the conversation ends, you are required to write a summary of the conversation.

- Do not worry if you did not choose the best answers in the previous task. Focus on summarizing the conversation as accurately and comprehensively as you can.
- You may respond to this question in the first person (since you are roleplaying one of the people in the conversation) or write your summary in the third person.
- You have just 75 seconds to write, so start with the facts of the conversation. Who was speaking? What was the conversation about? What was the outcome? Summarize the rest of the details.
- Paraphrasing is not essential. You can use the same vocabulary that was used in the conversation.
- Write a complete paragraph instead of separate bullet points.
- Leave some time to check the spelling and grammar of your response.

### Language improvement tips for test readiness

Once the conversation ends, you are required to write a summary of the conversation.

- The focus of these conversations includes asking for clarification about lecture content, making requests, asking for information or advice, planning study sessions, and participating in other university-oriented conversations. Learn relevant vocabulary and practice conversations around these scenarios.
- Look carefully at the pronouns in the responses, as they should logically refer to something meaningful earlier in the conversation.
- Knowing how to write in the past tense, and some familiarity with reported speech (see **Appendix B**), will help you answer this question better.
- You might also find it helpful to learn some introductory phrases to start the summary. For e.g. I spoke to my classmate about, I asked my professor for, I requested, etc.

## D. Practice

### Interactive Listening 1

#### Listen and Respond

##### Scenario

You and your classmate are working together on a research paper for your History of the English Language class. You have to finish the paper this week and are meeting to discuss how you can get it done in time.

##### 1. Select the best option to start the conversation:

- A. I can't believe we only have a week left to complete our research paper.
- B. Not too bad. I'm just a little stressed about our research paper.
- C. I know, and we're no closer to finishing than we were when we started.
- D. This project is due in two weeks and we've barely started.

Your classmate:



##### 2. Select the best response:

- A. I can't believe we have to write another paper on time management. That's basically my life.
- B. Yeah, I need to manage my time better so we can finish this research paper on time.
- C. Not too bad. I've been really busy with classes and research and I'm starting to feel overwhelmed.
- D. I've been meaning to ask: How do you manage your time with research and everything else?

Your classmate:



**3. Select the best response:**

- A. Yeah, that could work. But with classes and other obligations it's hard to say how much time we'll actually have each week.
- B. Yeah, that's a good idea. But it's hard when things come up at the last minute or run overtime, like our acting class today.
- C. Yeah, that was supposed to be a short class today but the professor wanted us to stay longer and work on our scenes.
- D. Yeah, let's divide the work today. We can figure out which sections of the research paper we each want to work on.
- E. Yeah, that might work. Or maybe I could skip some of the readings for the project and just focus on the ones that are most important?

**Your classmate:**

**4. Select the best response:**

- A. Okay, let's try to cut back our hours on the project then.
- B. Okay. Then we can write the conclusion together.
- C. Okay, let's start with the literature review then.
- D. We'll have to make sure we use our time as efficiently as possible.
- E. So maybe what we need is a flexible schedule that can change.

**Your classmate:**





### 5. Select the best response:

- A. Me neither. But we're almost done. We can just work hard and finish this project. Then we'll have more time for the other things that we're working on.
- B. Yeah, that might work too. We can meet up in the morning and take a break in the afternoon and do our own thing and then meet up again later in the day.
- C. Okay, that sounds like a good idea. Let's see...we have class from 9-10am so that leaves us with two hours every day that we could use for research.
- D. Yeah, I know. But if we focus on one thing at a time we can get everything done by Friday.

**Your classmate:**



### 6. Select the best response:

- A. Alright great, let's get to work.
- B. Wednesday works for me. See you then!
- C. That sounds great! Welcome aboard!
- D. Nice work! Okay, next question.
- E. Yeah, yeah. I'll hurry up, then.

## Summarize the Conversation

**Summarize the conversation you just had in 75 seconds.**

## Interactive Listening 2

### Listen and Respond

#### Scenario

You are a student in a small liberal arts college and you are considering going to graduate school for English literature. You approach your professor, who has published several books and who you know did their graduate work at a highly respected school, and ask them about their experience in the graduate program.

#### 1. Select the best option to start the conversation:

- A. Professor, I wanted to ask you about your experience getting a master's degree in acting.
- B. Professor, I hope you don't mind me asking, but I wanted to get your opinion on something.
- C. Hi, Professor. I wanted to ask you about your experience getting a master's degree in environmental engineering.
- D. Professor, I really enjoy this class and I've been learning a lot from your personal experiences.
- E. Yeah, I'm considering it. I wanted to know more about your experience. What was graduate school like for you?

#### Your professor:



#### 2. Select the best response:

- A. I'm considering going to graduate school for English literature and I was wondering if you could tell me about your experience in the graduate program at your school.
- B. Well, I'm considering working as an English tutor and I wanted to know whether you think it would be a rewarding experience for me to participate in.
- C. Okay, that's helpful to know. I've been considering going to graduate school for a while, but I ultimately decided that it's not the right time for me.
- D. That sounds great! I'm considering taking some intensive language courses and I wanted to know if you had any advice on what kind of program to look for.
- E. I'm considering working as a writer, maybe for a newspaper or online site. I wanted to know more of your experience as an author since you've written a few books.

**Your professor:**



**3. Select the best response:**

- A. Yeah, I'm actually considering it. But I wanted to ask you about your experience. What was graduate school like for you?
- B. That's true. But it's still a lot of money to spend on tuition when there's no guarantee that I'll become an author afterwards.
- C. That sounds amazing! But was it worth the cost? It's expensive to go to a prestigious graduate school.
- D. I think it is a very competitive and prestigious program. What was it like going through it?

**Your professor:**



**4. Select the best response:**

- A. Did you always know what you wanted to do after graduation?
- B. What do you think are the benefits of getting a master's degree?
- C. That sounds like something I'd enjoy doing. What was the experience like?
- D. Wow. Did you have any trouble finding someone to publish your books?
- E. That's true. But I'm not sure if I can get into a school like that.

**Your professor:**

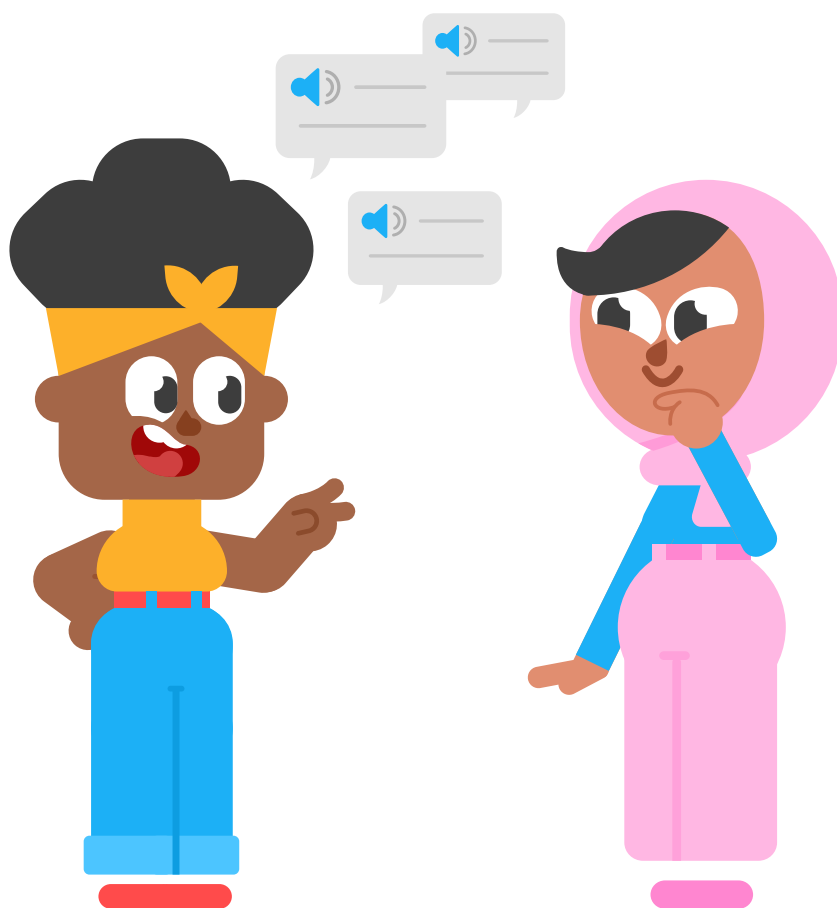


**5. Select the best response:**

- A. No, that's everything. Thank you so much, Professor!
- B. Alright, thank you for your advice, Professor!
- C. Yeah, maybe! Thanks for the advice and see you soon!
- D. Okay great. Thanks for the practice, Professor!
- E. Thanks, I will. And congrats on your new job too!

**Summarize the Conversation**

Summarize the conversation you just had in 75 seconds.



## Interactive Listening 3

### Listen and Respond

#### Scenario

You are unsure about how to accurately complete your research assignment for your English class, and are asking your friend for help. You need to find three sources that support your thesis and you are having trouble finding any.

#### 1. Select the best option to start the conversation:

- A. Hey, do you have a minute? I need help with my English assignment.
- B. Hey, I could use some help with our group project.
- C. Hey, do you have a minute? I need some help with my final presentation.
- D. Hey, could you help me find some sources for my history project?

Your classmate:



#### 2. Select the best response:

- A. Not too great. I'm working on a final presentation for a class, but I'm having trouble finding good visual aids to use in the slides.
- B. I'm not really sure where to start. My professor said we need to use scholarly sources, but I'm not really sure what that means.
- C. Well, I've already found a few articles that might be helpful. Let me show you what I've found so far.
- D. I have to find three sources that support my thesis, but I can't seem to find any that are actually relevant.
- E. Well, the assignment is to write a paper about a specific type of music, but I can't seem to find enough information about it.

Your classmate:



**3. Select the best response:**

- A. It's about how the internet is affecting the way we read and write.
- B. That sounds like a lot more work than just looking up the information.
- C. Yeah, I've been using the library a lot lately. It's been really helpful.
- D. I'm planning to turn it into a journal article and submit it next year.

**Your classmate:**

**4. Select the best response:**

- A. Yeah, that's a good idea. But then I don't really know how to find reliable sources of information.
- B. Not really. I've been searching online for a while and I'm just not finding anything that's helpful.
- C. Yeah, I've been using the library website too, but I'm not finding anything that's really helpful.
- D. I've looked through a few of those too, but nothing is really jumping out at me as being useful.
- E. Yeah, I've looked through it and my notes, but I can't find anything that really helps.

**Your classmate:**

**5. Select the best response:**

- A. Oh, great! I'll check online. Thanks!
- B. Okay, that would be great.
- C. But that doesn't make sense.
- D. Yeah, that's a good idea. Thanks!

**Your classmate:**



**6. Select the best response:**

- A. Yeah, let me see...
- B. Yes! You got it!
- C. Great, will do!
- D. Yeah, that's true. Thanks for the advice.
- E. Hang in there!

**Summarize the Conversation**

Summarize the conversation you just had in 75 seconds.



## E. Answer Key

### Interactive Listening 1

1.1 A. I can't believe we only have a week left to complete our research paper.

1.2 B. Yeah, I need to manage my time better so we can finish this research paper on time.

1.3 D. Yeah, let's divide the work today. We can figure out which sections of the research paper we each want to work on.

1.4 B. Okay. Then we can write the conclusion together.

1.5 D. Yeah, I know. But if we focus on one thing at a time, we can get everything done by Friday.

1.6 A. Alright great, let's get to work.

#### The complete conversation:

**You:** I can't believe we only have a week left to complete our research paper.

**Classmate:** I know, time has really gotten away from me. I've been so busy with my classes and other things that I haven't had as much time to work on this as I wanted to.

**You:** Yeah, I need to manage my time better so we can finish this research paper on time.

**Classmate:** I know what you mean. But we can do it if we work together.

**You:** Yeah, let's divide the work today. We can figure out which sections of the research paper we each want to work on.

**Classmate:** That sounds like a good idea. I'll write the introduction and the literature review if you write the methods and results sections.

**You:** Okay. Then we can write the conclusion together.

**Classmate:** Yeah, that makes sense. But it's still going to be really tough to get it finished on time.

**You:** Yeah, I know. But if we focus on one thing at a time we can get everything done by Friday.

**Classmate:** That sounds like a good plan. Let's try it and see how it goes!

**You:** Alright great, let's get to work.

#### Sample Summary\*:

We had a week to finish our history paper. My classmate and I decided to divide the work. They would write the introduction and literature review, if I wrote the methods and results. We would write the conclusion together. It would be difficult to finish on time, but it was possible if we focused on one section at a time, so we decided to get to work.



## Interactive Listening 2

2.1 B. Professor, I hope you don't mind me asking, but I wanted to get your opinion on something.

2.2 A. I'm considering going to graduate school for English literature and I was wondering if you could tell me about your experience in the graduate program at your school.

2.3 C. That sounds amazing! But was it worth the cost? It's expensive to go to a prestigious graduate school.

2.4 E. That's true. But I'm not sure if I can get into a school like that.

2.5 B. Alright, thank you for your advice, Professor!

### The complete conversation:

**You:** Professor, I hope you don't mind me asking, but I wanted to get your opinion on something.

**Professor:** Of course not. What is it?

**You:** I'm considering going to graduate school for English literature and I was wondering if you could tell me about your experience in the graduate program at your school.

**Professor:** It was a great experience. I was in one of the top programs, I got to work closely with some really amazing scholars, and my advisor was fantastic. We worked on my book project together and they helped me get it published.

**You:** That sounds amazing! But was it worth the cost? It's expensive to go to a prestigious graduate school.

**Professor:** Yeah, it was definitely worth it. The connections I made there have been invaluable throughout my career. Plus, it's always good to have a degree from a prestigious school when you're applying for jobs.

**You:** That's true. But I'm not sure if I can get into a school like that.

**Professor:** You should definitely try! You'll never know if you could have gotten in if you don't even apply.

**You:** Alright, thank you for your advice, Professor!

### Sample Summary\*:

I asked my professor about her experience in graduate school. She said it was great, as she was in a top program with a fantastic advisor. She also assured me that it was worth the expense, because it helped her make important connections and in finding jobs. She said I should try even if I wasn't sure I could get in. I thanked her for the advice.

## Interactive Listening 3

3.1 A. Hey, do you have a minute? I need help with my English assignment.

3.2 D. I have to find three sources that support my thesis, but I can't seem to find any that are actually relevant.

3.3 A. It's about how the internet is affecting the way we read and write.

3.4 B. Not really. I've been searching online for a while and I'm just not finding anything that's helpful.

3.5 D. Yeah, that's a good idea. Thanks!

3.6 C. Great, will do!

### The complete conversation:

**You:** Hey, do you have a minute? I need help with my English assignment.

**Classmate:** Sure. What's up?

**You:** I have to find three sources that support my thesis, but I can't seem to find any that are actually relevant.

**Classmate:** What's your thesis?

**You:** It's about how the internet is affecting the way we read and write.

**Classmate:** Okay, that shouldn't be too hard to find sources for. Do you have any ideas?

**You:** Not really. I've been searching online for a while and I'm just not finding anything that's helpful.

**Classmate:** Well, maybe try looking in the library databases instead of just using a search engine. That might give you some more specific results.

**You:** Yeah, that's a good idea. Thanks!

**Classmate:** No problem! Let me know if you need any more help.

**You:** Great, will do!

### Sample Summary\*:

I asked my classmate for help with my English assignment. I could not find three relevant sources to support my thesis. They said it should not be too difficult to find sources, but I had been searching online and not found anything helpful. They suggested checking library databases for more specific results. That seemed like a good idea to me.

**\*Please note:** These summaries are examples, just to help you get started. They are not the only way to answer these questions.



## WRITE ABOUT THE PHOTO

### A. Overview of Question Type

How it looks

**1:00** for this question

Write a description of the image below for 1 minute

Your response

CONTINUE

#### Timing

1 minute

#### Frequency and placement

3 times in a row, in the second half of the test after Interactive Listening

#### Question selection

Not Adaptive

#### Subscore affected

Writing

### B. Scoring

Answers to this question are assessed on different aspects of writing including Content, Discourse Coherence, Grammar, and Lexis.

### C. Tips and Strategies

In this question you will see an image on the screen, which you must describe.

## Types of images

This writing task asks you to demonstrate your ability to use descriptive language. The pictures shown include depictions of people, animals, and objects in a wide range of contexts.

### How to interact with and respond to the question

- You will be able to see the image as you write your response.
- Quickly identify the main subject(s) in the picture and the most important details – who, what, where – as soon as it appears on the screen.
- Try to go beyond simple labeling and describe the image in detail. Think about how you would describe this picture to someone who cannot see it. What information do they need to visualize in their mind the image you see on your screen?
- We recommend that you try to write at least 30-40 words, or as much as you can with accuracy and relevance.
- You may write using American or British spelling in your response.
- Use the last ten seconds to review and edit as necessary.

### Language Improvement Tips for Test Readiness

- Write formally. Avoid using any slang.
- Since there are no informal writing questions on the test, it is best to write without contractions. (Please note: This only applies to writing questions.)
- Paragraphing is not assessed on this question type.
- Use a structure when responding to this question (see **Appendix C1**). This will save time in thinking about where to start, and also ensure you are able to describe the picture at length.
- Knowledge of adverbial and adjectival phrases will be helpful for this task.
- Learning to use the present simple and continuous tenses will also help, as these are the most common tenses used in completing such descriptive tasks.
- Learn how to increase the grammatical complexity of sentences, for e.g., by using subordinating conjunctions or relative clauses (see **Appendix D**).
- Practice writing at least 30-40 words in 60 seconds.

### Self-Assessment Checklist

Use this checklist to evaluate your writing.

- Did I write at least 30-40 words?
- Did I start by describing the picture in general?
- Did I include enough information to describe the picture in more detail?
- Did I use an appropriate format i.e. no bullet points, and in continuous prose?
- Did I use a variety of adverbs of place and descriptive adjectives?
- Did I vary the grammar in my answer?
- Did I use punctuation correctly?
- Did I combine ideas and create complex sentences?
- Did I use any idiomatic expressions/collocations/phrasal verbs?
- Did I spell all the words correctly?

## D. Practice

### Question 1



### Question 2



### Question 3



### E. Sample Answer

The sample answer\* is followed by an analysis of the response, explaining its positive features.

#### Answer (Question 3):

There are four people in this photo, hiking up a mountain on a bright day. All of them are carrying backpacks. The path uphill is strewn with broken boulders and stones, and it looks like a steep climb. I can see several spiky green trees all around, and snow covered peaks in background, to the left.

#### Response Analysis:

The response achieves the task requirements and is written in an appropriate style. The test taker describes the image clearly and effectively. The response is coherent and cohesive, and information is logically organized - beginning with the subject of the photograph, describing the people and then the surroundings from foreground to background. Adjectival and prepositional phrases are used accurately and appropriately and a range of grammatical structures are used, with no noticeable errors except for a missing article in the final sentence [in (the) background...]. Vocabulary, including collocations and idiomatic language, is accurate, appropriate, and demonstrates a broad range [strewn | steep | a bright day | snow covered peaks].

#### DET Score: 130-150 (C1)

**\*Please note:** This is an open response question type, which means there are many different ways to answer the question. The sample answer is only meant to give an idea of the kind of responses that are scored between 100-160 on the DET score range (at level B2/C1/C2 on the CEFR).



## SPEAK ABOUT THE PHOTO

### A. Overview of Question Type

How it looks

 0:20 to prepare

Prepare to speak about the image below

You will have 90 seconds to speak



 RECORD NOW

#### Timing

Preparation time: 20 seconds

Speaking time: 90 seconds

#### Frequency and placement

Once, in the second half of the test, before the Writing and Speaking samples

#### Question selection

Not Adaptive

#### Subscore affected

Speaking

### B. Scoring

Answers to this question are assessed on different aspects of speaking including Content, Discourse Coherence, Grammar, Lexis, Fluency and Pronunciation.

## C. Tips and Strategies

In this question you will see an image on the screen, which you must describe.

### Types of images

This speaking task asks you to demonstrate your ability to use descriptive language. The pictures shown include depictions of people, animals, and objects in a wide range of contexts.

#### How to interact with and respond to the question

- You will have 20 seconds to look at the photo before the recording begins automatically. Take this time to observe and mentally plan your response before recording your answer.
- You have only one opportunity to record your answer.
- You will be able to look at the image as you speak.
- Quickly identify the main subject(s) in the picture and the most important details – who, what, where – as soon as it appears on the screen.
- Try to go beyond simple labeling and describe the image in detail. Think about how you would describe this picture to someone who cannot see it. What information do they need to visualize in their mind the image on your screen?
- You will have up to 90 seconds to speak, and we recommend that you try to speak for as long as you can.
- Speak formally. Imagine that the person you are describing the photo to is a professor at the university that you are applying to.
- Speak at a natural pace and enunciate clearly.
- Stay calm if you stumble on a word or phrase; take a deep breath and keep going.





### Language improvement tips for test readiness

- Use a structure when responding to this question (see **Appendix C1**) so you do not waste time thinking about how to start or develop your answer. It will also help reduce the use of fillers if you have a roadmap for speaking.
- Knowledge of adverbial and adjectival phrases will be helpful for this task.
- Learning to use the present simple and continuous tenses will also help, as these are the most common tenses used in completing such descriptive tasks.
- Avoid using the same grammar structure over and over again, for example, "There is a..." or "I can see a".
- Try to use different words to describe objects which you do not know the names of in English. Relative clauses can be useful for this. For example, "It's something **that** can be used to..." or "It's a kind of house **which**..."
- Learn how to increase the grammatical complexity of sentences, for e.g., by using subordinating conjunctions or relative clauses (see **Appendix D**).
- Use voice-to-text applications to check your response for clarity or online AI tools to get feedback on your speaking.
- Record and listen to yourself - evaluate your volume, pace, use of fillers, etc. – how natural do you sound?

### Self-assessment checklist

Record yourself speaking. Then play it back and, as you listen, grade yourself using this checklist to evaluate your speaking.

- Did I speak for 90 seconds?
- Did I start by describing the picture in general?
- Did I include enough information to describe the picture in more detail?
- Did I use a variety of adverbs of place and descriptive adjectives?
- Did I use any idiomatic expressions/collocations/phrasal verbs?
- Did I avoid using too many fillers?
- Did I avoid hesitating a lot, or stopping and starting often?
- Did I speak clearly and at a comfortable pace?
- Did I use intonation effectively to convey meaning?
- Did I use stress and pausing effectively to convey meaning?

## D. Practice

### Question 1



### Question 2



### Question 3



## E. Sample Answer

The sample answer\* is followed by an analysis of the response, explaining its positive features.



**Answer**  
**(Question 2)**



### Transcript:

There's a woman working on this piece of art fabric using a very traditional Chinese way of needling. She is putting flowers and birds on this fabric and trying to make a beautiful picture and paint on this silk fabric. She's wearing glasses, which means she really is very good at what she's doing.

### Response Analysis:

The response mostly achieves the task requirements and adequately describes the image. However, the answer is somewhat short and there are some parts of the photo, such as the sewing machine, and the woman herself (her clothes, accessories, her posture, and hair) which are not commented on. The answer is coherent and cohesive. Vocabulary is generally accurate and appropriate to the task [needling | fabric], including collocations [piece of art], phrasal verbs [working on] and idiomatic use of lexis [paint]. The answer includes adjectival phrases [traditional Chinese way] and some more advanced grammatical features such as "which means" to introduce a dependent clause. The grammar is accurate. The flow of speech is natural and fluent. Although there are some short pauses, these are mostly natural. There is little in the way of repetition or self-repair. Words are clearly pronounced and intonation is appropriate. Stress is accurate. A listener could easily understand the description without asking for clarification.

### DET Score: 100-125 (B2)

**\*Please note:** This is an open response question type, which means there are many different ways to answer the question. The sample answer is only meant to give an idea of the kind of responses that are scored between 100-160 on the DET score range (at level B2/C1/C2 on the CEFR).




## INTERACTIVE WRITING

### A. Overview of Question Type

How it looks

#### Step 1

 **5:00** to write

1

**Write about the topic below for 5 minutes**

Describe the last time you did something that challenged you. What did you do? What did you learn from the experience?

Your response


CONTINUE


2


**Write a follow-up response for 3 minutes**



## Step 2

 **3:00** to write

 **Write about the topic below for 5 minutes**  
 Describe the last time you did something that challenged you. What did you do? What did you learn from the experience?

 **Write a follow-up response for 3 minutes**  
 Discuss how this challenging experience required you to develop or use problem-solving skills. Describe the strategies you used and how they helped you approach this task.

Your response:

CONTINUE

### Timing

Preparation: 30 seconds

Step 1: 5 minutes

Step 2: 3 minutes

### Frequency and placement

Once, in the second half of the test,  
after Write About the Photo

### Question selection

Not Adaptive

### Subscore affected

Writing

## B. Scoring

Answers to this question are assessed on different aspects of writing including Content, Discourse Coherence, Grammar, and Lexis.

## C. Tips and Strategies

This two-part question is interactive in the sense that, based on your response to the initial question, you will be presented with a follow-up question encouraging you to expand on your ideas about a theme.

## Types of questions

This task assesses your writing on more than just accurate grammar and vocabulary. You must express ideas clearly and organize them logically. You must write in a way that is engaging to the reader. You will also be assessed on your ability to elaborate on your ideas related to a particular theme or topic.

### The questions may be:

- narrative or
- argumentative.

### How to interact with and respond to the question

#### General guidelines:

- The instructions for this question type will be visible for 30 seconds along with the initial question. Use this time to plan what you will write in response to this question.
- You may write using American or British spelling in your response.
- Use the last minute to check spelling, grammar, and punctuation, and edit as necessary.
- Proofread carefully! Do not click NEXT until you have checked your response and are ready to submit.
- When writing numbers from one to ten spell out the words. Write numbers bigger than ten as a numeral.

#### Step 1: Write about a topic

- When you are on Step 1, you will be able to see the initial question as you write your answer.
- Use the entire 5 minutes to plan, draft, write and check your answer. There is no advantage to finishing this step before the end of the time limit.
- We recommend that you try to write 120-130 words, or at least as much as you can with accuracy and relevance.
- As you brainstorm ideas for the topic at hand, consider different perspectives and alternative explanations, examples to illustrate, other related aspects of the topic - this will help you save some time in the next step.

**Step 2: Write a follow-up response**

- When you are on Step 2 with a follow-up question, you will be able to see the initial question, your initial answer, as well as this follow-up question, as you respond to it.
- There is no preparation time for this step, but you do get 3 minutes to respond to the follow-up question, so you can use some of the time to think about what to write.
- The follow-up question will encourage you to expand on your initial answer in different ways, for example, by considering another aspect of the question, or looking at it from a different perspective.
- You may refer to your initial answer, and there may be an overlap of vocabulary in both answers. Be careful, however, that you do not restate any ideas that you have already discussed in your initial answer. You may touch upon them to expand, but it should not be a repetition of the same idea, opinion, argument, explanation or example. You can reread your initial answer to check if necessary, as it will still be visible on the screen.
- Use the entire 3 minutes to plan, draft, write and check your answer. There is no advantage to finishing this step before the end of the time limit.
- We recommend that you try to write 70-80 words, or at least as much as you can with accuracy and relevance.

**Language improvement tips for test readiness**

- Practice good writing habits: vary your sentence structure and word choice, and express a variety of thoughts with logical transitions.
- Write formally. Avoid using any slang.
- Since there are no informal writing questions on the test, it is best to write without contractions. (Please note: This only applies to writing questions.)
- We recommend organizing your ideas into logical paragraphs.
- Use a structure when responding to this question (see **Appendix C2**). This will save time in thinking about where to start, and also ensure you answer all parts of both the initial question and the follow-up question effectively.
- Learn key grammatical phrases for introducing the topic, transitioning from one point/idea to the next, sharing opinions, agreeing/disagreeing (to various degrees), acknowledging or countering an opposing viewpoint, sharing examples, and concluding.



- You may memorize useful phrases (see **Appendix E**), but you should not memorize entire sentences or essays. Copying or memorizing responses from other sources will result in your test being disqualified.
- Familiarize yourself with a list of common topics\* and practice generating ideas/points related to these topics.
- Use vocabulary lists based on these common topics to learn more words and phrases.
- Learn how to increase the grammatical complexity of sentences, for e.g., by using subordinating conjunctions or relative clauses (see **Appendix D**).

### \*Topics

- **Technology and its Impact on Society** - Questions about the impact of technology on society, such as the role of the internet, artificial intelligence, video games, etc.
- **Personal Growth and Development** - Questions about experiences and challenges faced by individuals, how they contribute to personal growth and development, etc.
- **Cultural Exchange and Understanding** - Questions about cultural traditions, international travel, cultural events, the importance of cultural exchange and understanding, etc.
- **Education and Learning** - Questions about the value of education, educational systems, learning styles, the impact of education on personal and professional development, etc.
- **Social Issues and Responsibilities** - Questions about social concerns such as environmental protection, social justice, volunteer work, individual and collective responsibilities, etc.
- **Career and Professional Development** - Questions about career goals, job satisfaction, professional growth, career aspirations and professional development, etc.
- **Travel and Exploration** - Questions about travel experiences, destinations, the benefits and challenges of traveling, the impact of exploration and broadening horizons, etc.
- **Creativity and Self-Expression** - Questions about art, music, literature, and other creative pursuits, the importance of self-expression and creativity in our lives, etc.
- **Ethics and Morality** - Questions about ethical dilemmas, moral principles, personal values, the significance of ethics and morality in guiding behavior and choices, etc.
- **Community and Interpersonal Relationships** - Questions about friendship, teamwork, community involvement, the value of healthy interpersonal connections within communities, etc.

**\*Please note:** This list is purely demonstrative and is not an exhaustive list. It is only meant to give an idea of the types of topics that can be expected on this test.



### Self-assessment checklist

Use this checklist to evaluate your writing.

- Did I answer all parts of the question/prompt?
- Did I explain the main idea, and support it with details/examples?
- Did I use an appropriate format i.e. no bullet points, and in continuous prose?
- Did I use any transition or linking words?
- Did I avoid repeating many content words?
- Did I vary the grammar in my answer?
- Did I use punctuation correctly?
- Did I combine ideas and create complex sentences?
- Did I use any idiomatic expressions/collocations/phrasal verbs?
- Did I spell all the words correctly?



## D. Practice

### Interactive Writing 1

#### Step 1:

Agree or disagree with the following statement: "Celebrities should not use their influence to sway political opinions." Explain your position.

#### Step 2:

Possible follow-up questions:

- Discuss the role of celebrities in public discourse and their impact on political awareness.
- Analyze the ethical considerations of celebrities influencing political opinions.
- Reflect on specific instances where celebrity involvement in politics has had a notable impact, positively or negatively.

### Interactive Writing 2

#### Step 1:

The internet has drastically changed the way we live. What do you think is the most significant impact of the internet on society?

#### Step 2:

Possible follow-up questions:

- Discuss the most significant impact of the internet on society and how it has transformed daily life.
- Reflect on the positive and negative aspects of the internet's influence on social interactions.
- Analyze how the internet has changed the way information is accessed and disseminated.

### Interactive Writing 3

#### Step 1:

Many people find comfort in music. What do you think are some reasons that people turn to music in times of distress?

#### Step 2:

Possible follow-up prompts:

- Share a personal experience where music played a significant role during a difficult time.
- Discuss the psychological and emotional effects of music in alleviating stress or distress.
- Reflect on the universal appeal of music as a source of comfort across different cultures.

## E. Sample Answer

The sample answer\* is followed by an analysis of the response, explaining its positive features.

### Interactive Writing 1

#### Step 1 (Initial answer):

I disagree with the statement. In fact, celebrities should definitely use their influence to sway political opinions.

The most obvious reason is their platform which allows them to reach a wide audience, so they can bring attention to important social and political issues. When celebrities express opinions, public discourse follows, leading to a more engaged society. For instance, when actor Emma Watson promoted gender equality and women's rights through her HeForShe campaign, her advocacy sparked discussions and inspired people worldwide to join the movement.

Moreover, celebrities can mobilize people to participate in civic activities, such as voting. Political awareness today is crucial, and celebrities can play a vital role in raising awareness and inspiring positive change. Therefore, I strongly believe that celebrities should use their fame to influence political opinions.

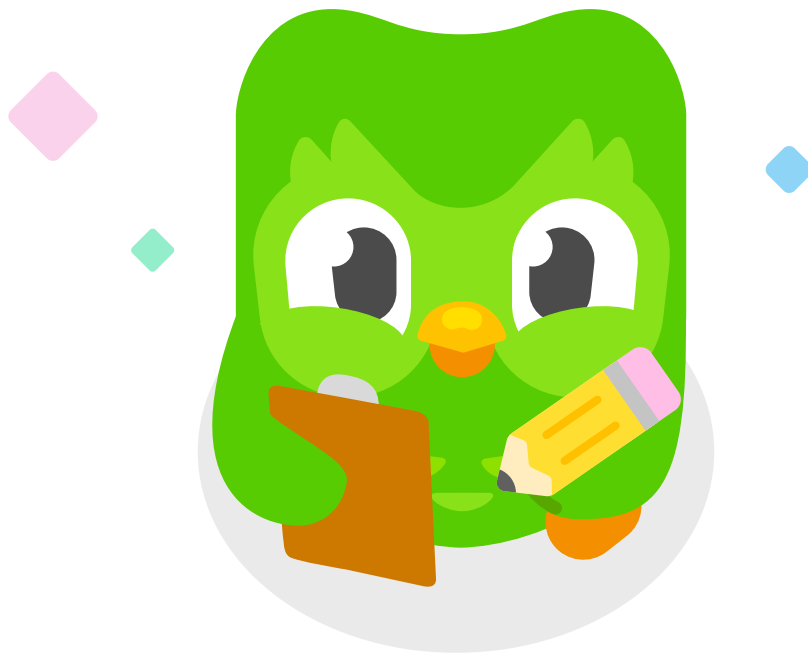
#### Step 2 (Follow-up response):

##### **Analyze the ethical considerations of celebrities influencing political opinions.**

One important ethical consideration of celebrities influencing political opinions is transparency. While celebrities have the right to express their views, they should disclose any conflicts of interest to maintain transparency. They should openly declare any biases or affiliations so the public is not misled. For example, a celebrity may freely endorse his uncle as a political candidate, so long as the public is aware of their relationship. All things considered, celebrities should use their influence responsibly and ethically.

**DET Score: 155-160 (C2)**

\*Please note: This is an open response question type, which means there are many different ways to answer the question. The sample answer is only meant to give an idea of the kind of responses that are scored between 100-160 on the DET score range (at level B2/C1/C2 on the CEFR)."

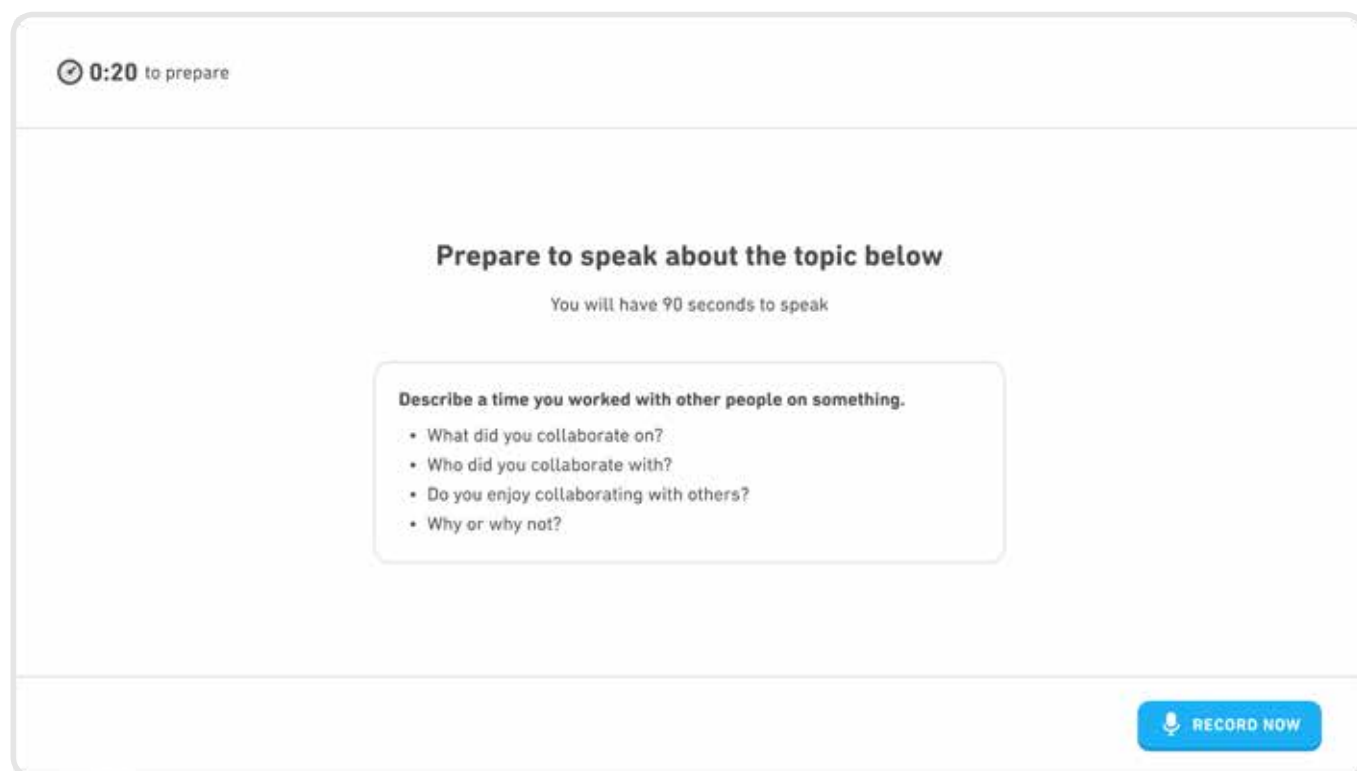




## READ THEN SPEAK

### A. Overview of Question Type

#### How it looks



0:20 to prepare

**Prepare to speak about the topic below**

You will have 90 seconds to speak

**Describe a time you worked with other people on something.**

- What did you collaborate on?
- Who did you collaborate with?
- Do you enjoy collaborating with others?
- Why or why not?

RECORD NOW

#### Timing

Preparation time: 20 seconds

Speaking time: 90 seconds

#### Frequency and placement

Once, in the second half of the test,  
before the Writing and Speaking samples

#### Question selection

Not Adaptive

#### Subscore affected

Speaking

### B. Scoring

Answers to this question are assessed on different aspects of speaking including Content, Discourse Coherence, Grammar, Lexis, Fluency and Pronunciation

### C. Tips and Strategies

In Read, Then Speak you will see a written question. You must talk speak at length in response to the question.

### Types of questions

This task assesses your speaking on more than just accurate grammar and vocabulary. You must also express ideas clearly and speak in a way that is engaging to the listener.

#### The questions ask you to:

- describe something,
- recount an experience,
- or argue a point of view.

#### How to interact with and respond to the question

- Do not watch the timer, as it may distract you from thinking and speaking clearly.
- You will have 20 seconds before the test advances to the recording screen. Use this time to read the question carefully and start thinking about your response.
- We recommend that you try to speak for the entire 90 seconds.
- Practice speaking about a topic in English for 90 seconds before taking the test so you are familiar with the length.
- If you feel nervous, avoid speaking too quickly. This can cause you to make mistakes.
- Answer all parts of the question. This will help you get a higher mark for 'Content'.
- Stay on topic. The question will remain visible, so refer to it as needed.
- Speak naturally and clearly.
- If you find it strange speaking to a computer, imagine that you are recording this message for a professor at the university that you are applying to.

#### Language improvement tips for test readiness

- Use a structure (see **Appendix C2**) so you do not waste time thinking about how to start or develop your answer. It will also help reduce the use of fillers if you have a roadmap for speaking.
- Learn key grammatical phrases for introducing the topic, transitioning from one point/idea to the next, sharing opinions, agreeing/disagreeing (to various degrees), acknowledging or countering an opposing viewpoint, sharing examples, and concluding.
- You may memorize useful phrases (see **Appendix E**), but you should not memorize entire sentences or essays. Copying or memorizing responses from other sources will result in your test being disqualified.

- If you are not sure what to say, use some general phrases to avoid long pauses. You might say, "This is an interesting question. I've never thought about this before, but..."
- Familiarize yourself with a list of common topics\* and practice generating ideas/points related to these topics.
- Use vocabulary lists based on these common topics to learn more words and phrases.
- Learn how to increase the grammatical complexity of sentences, for e.g., by using subordinating conjunctions or relative clauses (see **Appendix D**).
- Use voice-to-text applications to check your response for clarity or online AI tools to get feedback on your speaking.
- Record and listen to yourself - evaluate your volume, pace, use of fillers, etc. – how natural do you sound?

### \*Topics

- **Experiences** - Questions asking you to share experiences from your own life like books read, travel, accomplishments, advice given, teaching, etc.
- **Opinions** - Questions asking for your thoughts, views, stance on issues like transportation, space exploration, technology's impact, etc.
- **Descriptions** - Questions requiring you to describe and compare places, cultures, pace of life, etc.
- **Storytelling** - Questions prompting you to talk about inspirational people, gifts given, ethical dilemmas, memorable events, etc.
- **Explanations** - Questions asking you to explain your reasoning, thought process, values, decisions, etc.
- **Evaluation** - Questions asking you to analyze the pros and cons of social media, globalization, online interactions, diversity, etc.
- **Problem-Solving** - Questions about handling challenging situations, stepping outside your comfort zone, and adapting to change.
- **Prediction** - Questions asking you to envision future changes in technology, communication, education, etc.
- **Importance** - Questions about the significance of healthcare, environment, arts, mutual understanding in society.
- **Influences** - Questions on the impact of family, teachers, television, role models on people's lives and development.

**\*Please note:** This list is purely demonstrative and is not an exhaustive list. It is only meant to give an idea of the types of topics that can be expected on this test.

### Self-assessment checklist

Record yourself speaking. Then play it back and, as you listen, grade yourself using this checklist to evaluate your speaking.

- Did I answer all parts of the question?
- Did I stay on topic?
- Did I avoid repeating many content words?
- Did I use any complex grammatical structures?
- Did I use any idiomatic expressions/collocations/phrasal verbs?
- Did I avoid using too many fillers?
- Did I avoid hesitating a lot, or stopping and starting often?
- Did I speak clearly and at a comfortable pace?
- Did I use intonation effectively to convey meaning?
- Did I use stress and pausing effectively to convey meaning?



## D. Practice

### Question 1

Describe some changes you would like to make in the world, and what steps you would take to bring these changes about.

### Question 2

Talk about a book you read recently. What was the title? What was it about? How did you first hear of it? What did you like or dislike about it?

### Question 3

Discuss the influence of television on young people. What are the potential benefits and risks?

## E. Sample Answer

The sample answer\* is followed by an analysis of the response, explaining its positive features.



**Answer  
(Question 3)**

### Transcript:

I believe that television can have both a positive and negative influence on young people. On the positive side, the TV can be an informative and educational tool. It can help our youth learn about different cultures and ideas, as well as teach them about various subjects, from science to language skills. The biggest risks of the TV's influence on young people are the effect on their mental and physical health. Excessive screen time can lead to low fitness levels and poor physical health.

And to add to that, there are many programs on TV that may promote unrealistic beauty standards or unhealthy behaviors, which affect a youngster's mental health. Basically, the influence of television on young people is a double-edged sword. While it offers educational benefits, there are potential risks to physical and mental health. Young people should be encouraged to develop mindful viewing habits and maintain a healthy balance between screen time and other activities for their overall well-being.

**Response Analysis:**

The response fully achieves the task requirements. It discusses complex ideas, is topically relevant, and is well-developed. The potential benefits and risks of television's influence are discussed, though the test taker discusses the risks more than the benefits. The test taker uses cohesive devices naturally [I believe | On the positive side | And to add to that | Basically] and avoids repetition by using synonyms for 'young people' [youth | youngster]. Ideas are presented in an order which makes it easy for the listener to follow. Vocabulary use, including collocations and idiomatic expressions [unrealistic beauty standards | double-edged sword | mindful viewing habits], is accurate, appropriate, precise and nuanced. A very wide range of complex grammatical structures is used including modals and relative clauses. The test taker speaks highly fluently, and is able to use stress and intonation effectively.

**DET Score: 155-160 (C2)**

**\*Please note:** This is an open response question type, which means there are many different ways to answer the question. The sample answer is only meant to give an idea of the kind of responses that are scored between 100-160 on the DET score range (at level B2/C1/C2 on the CEFR).

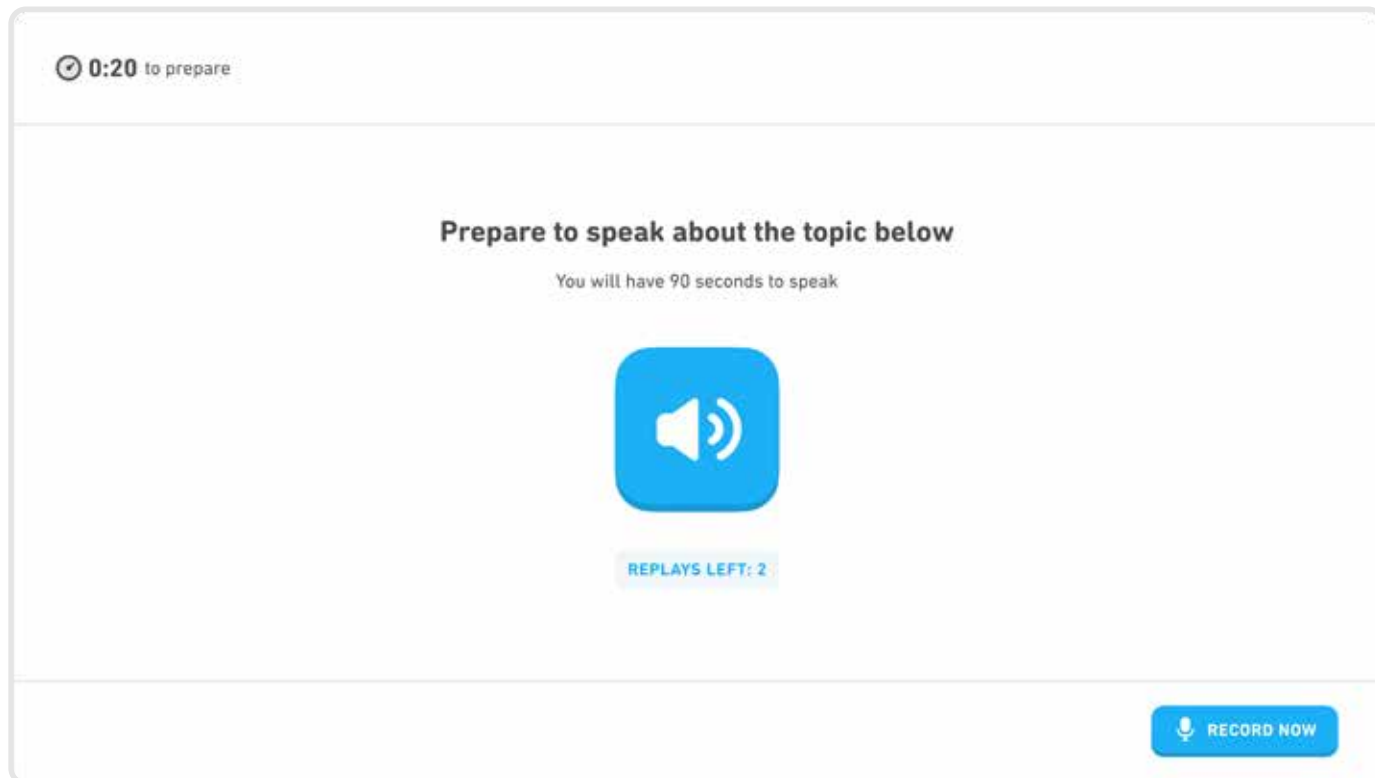




## LISTEN, THEN SPEAK

### A. Overview of Question Type

How it looks



#### Timing

Preparation time: 20 seconds  
Speaking time: 90 seconds

#### Frequency and placement

Twice, in the second half of the test,  
before the Writing and Speaking samples

#### Question selection

Not Adaptive

#### Subscore affected

Speaking

### B. Scoring

Answers to this question are assessed on different aspects of speaking including Content, Discourse Coherence, Grammar, Lexis, Fluency and Pronunciation.

### C. Tips and Strategies

In Listen, Then Speak you will listen to a question then speak in response for up to 90 seconds.

## Types of questions

This task assesses your speaking on more than just accurate grammar and vocabulary. You must also express ideas clearly and speak in a way that is engaging to the listener.

### The questions ask you to:

- describe something,
- recount an experience,
- or argue a point of view.

### How to interact with and respond to the question

- Be ready for this question. The audio starts immediately.
- The directions will appear for 20 seconds before recording begins automatically. During this time, you can replay the audio, up to two times, as necessary. You should also use this time to start thinking about your response.
- Keep the question in mind as you answer. You cannot hear the question again once you start answering.
- Do not watch the timer, as it may distract you from thinking or speaking clearly.
- You will need to speak for a minimum of 30 seconds. Once 30 seconds have gone by, you will see the NEXT button turn blue. You can then come to a natural conclusion and click the button to submit your response.
- We recommend that you try to speak for the entire 90 seconds. Practice speaking about a topic in English for 90 seconds before taking the test, so you are familiar with the length.
- If you are not sure what to say, use some general phrases to avoid long pauses. You might say, "This is an interesting question. I've never thought about this before, but..."
- Answer all parts of the question.
- Speak naturally and clearly.

### Language improvement tips for test readiness

- Pay attention to the wording of the question to identify the tense, and answer accordingly.
- The speakers have American accents. Practice listening to American speakers so you are familiar with the sounds that are typical of American accents.

- Listen to a variety of audio prompts or texts to practice simultaneously listening, remembering and responding.
- Use a structure (see **Appendix C2**) so you do not waste time thinking about how to start or develop your answer. It will also help reduce the use of fillers if you have a roadmap for speaking.
- Learn key grammatical phrases for introducing the topic, transitioning from one point/idea to the next, sharing opinions, agreeing/disagreeing (to various degrees), acknowledging or countering an opposing viewpoint, sharing examples, and concluding.
- You may memorize useful phrases (see **Appendix E**), but you should not memorize entire sentences or essays. Copying or memorizing responses from other sources will result in your test being disqualified.
- Familiarize yourself with a list of common topics\* and practice generating ideas/points related to these topics.
- Use vocabulary lists based on these common topics to learn more words and phrases.
- Learn how to increase the grammatical complexity of sentences, for e.g., by using subordinating conjunctions or relative clauses (see **Appendix D**).
- Use voice-to-text applications to check your response for clarity or online AI tools to get feedback on your speaking.
- Record and listen to yourself - evaluate your volume, pace, use of fillers, etc. – how natural do you sound?

### \*Topics

- **Personal experiences** - Questions that ask you to describe different kinds of experiences and events from your own life, etc.
- **Opinions** - Questions that ask for your perspective or stance on a topic, or to argue a point of view, etc.
- **Explanations** - Questions that require you to explain your reasoning or rationale behind a choice, decision, or an opinion, etc.
- **Storytelling** - Questions that prompt you to describe books, movies, or other kinds of art or experiences that impacted you, etc.
- **Problem-solving** - Questions about challenges you faced and how you overcame them, your attitude towards challenges, learning from a challenging situation, etc.

- **Cultural topics** - Questions related to your culture, customs and traditions, food and cuisine, art, etc.
- **Current issues** - Questions about technology, social media, the environment, advertising, celebrity culture, etc.
- **Education** - Questions regarding school, learning, uniforms, teachers, curriculum, subjects, etc.
- **Lifestyle** - Questions about work-life balance, city vs rural living, hobbies, health and fitness, etc.
- **Values** - Questions about your priorities, ambition vs contentment, happiness, relationships, etc.

**\*Please note:** This list is purely demonstrative and is not an exhaustive list. It is only meant to give an idea of the types of topics that can be expected on this test.

### Self-assessment checklist

Record yourself speaking. Then play it back and, as you listen, grade yourself using this checklist to evaluate your speaking.

- Did I answer all parts of the question?
- Did I stay on topic?
- Did I avoid repeating many content words?
- Did I use any complex grammatical structures?
- Did I use any idiomatic expressions/collocations/phrasal verbs?
- Did I avoid using too many fillers?
- Did I avoid hesitating a lot, or stopping and starting often?
- Did I speak clearly and at a comfortable pace?
- Did I use intonation effectively to convey meaning?
- Did I use stress and pausing effectively to convey meaning?

## D. Practice



### Question 1

What was the best holiday that you have ever been on? Why did you enjoy it so much?



### Question 2

Describe a hobby or interest you have. How did you get into it? What do you enjoy about it?



### Question 3

Mobile phones are often considered a distraction in the classroom. However, there are arguments that they can also be tools for learning. What do you think? Why?

## E. Sample Answer

The sample answer\* is followed by an analysis of the response, explaining its positive features.

### Answer (Question 1):



### Transcript:

The best holiday I had, I think, was the time that I went with my parents to Hainan. We rent an Airbnb apartment near the seaside. We stayed there for a week, I think. We went for beach walks, we had seafood, my dad will get up early in the morning to go to the market to get fresh seafood from the fishermen and we cooked at the apartment. And I remember it's during New Year, so it was quite warm in Hainan and yeah, we just had a very quality family time over there.

### Response Analysis:

The answer mostly achieves the task requirements. It highlights the best holiday, but does not fully explain why the trip was enjoyable. The response is sufficiently developed, and the informal style is appropriate for a question about personal experience. Overall, the response is generally cohesive. The vocabulary is generally accurate and appropriate for the task [quality family time | over there | fresh seafood]. A range of grammatical structures is used accurately. The past tense is used mostly appropriately throughout the answer, with some errors that usually do not impact understanding [rent (rented) | will (would) | it's (it was)].

### DET Score: 100-125 (B2)

**\*Please note:** This is an open response question type, which means there are many different ways to answer the question. The sample answer is only meant to give an idea of the kind of responses that are scored between 100-160 on the DET score range (at level B2/C1/C2 on the CEFR).



## WRITING SAMPLE

### A. Overview of Question Type

#### How it looks



#### Timing

5 minutes

#### Frequency and placement

Once, at the end, immediately before the Speaking sample

#### Question selection

Not Adaptive

#### Subscore affected

Writing

### B. Scoring

Answers to this question are assessed on different aspects of writing including Content, Discourse Coherence, Grammar, and Lexis.

### C. Tips and Strategies

You will read a question and you must write at length in response to the topic shown.

**Note:** Like the Speaking Sample, your Writing Sample will be shared with universities that you apply to. They will be sent the topic that you write about as well as your response. Many universities use the writing sample as a way to get to know you better as a candidate and also to check out your English writing skills. So do your best to showcase your skills to the admissions committee.

### Types of questions

This task assesses your writing on more than just accurate grammar and vocabulary. You must also express ideas clearly and organize them logically. You must write in a way that is engaging to the reader.

#### The questions ask you to:

- describe something,
- recount an experience,
- or argue a point of view.

### How to interact with and respond to the question

- We recommend that you try to write between 120-130 words, or as much as you can with accuracy and relevance.
- You may write using American or British spelling in your response.
- Use the last minute to check spelling, grammar, and punctuation, and edit as necessary.

### Language improvement tips for test readiness

- Practice good writing habits: vary your sentence structure and word choice, and express a variety of thoughts with logical transitions.
- Write formally. Avoid using any slang. Imagine you are answering this essay question in a class at university.
- Since there are no informal writing questions on the test, it is best to write without contractions. (Please note: This only applies to writing questions.)
- We recommend organizing your ideas into logical paragraphs for longer answers.
- Use a structure when responding to this question (see **Appendix C2**). This will save time in thinking about where to start, and also ensure you answer all parts of the question.
- Learn key grammatical phrases for introducing the topic, transitioning from one point/idea to the next, sharing opinions, agreeing/disagreeing (to various degrees), acknowledging or countering an opposing viewpoint, sharing examples, and concluding.
- You may memorize useful phrases (see **Appendix E**), but you should not memorize entire sentences or essays. Copying or memorizing responses from other sources will result in your test being disqualified.
- Familiarize yourself with a list of common topics\* and practice generating ideas/points related to these topics.
- Use vocabulary lists based on these common topics to learn more words and phrases.
- Learn how to increase the grammatical complexity of sentences, for e.g., by using subordinating conjunctions or relative clauses (see **Appendix D**).

### \*Topics

- **Personal Experiences** - Questions asking you to describe personal experiences, memories, achievements, challenges, decisions, etc.
- **Descriptions** - Questions requiring you to describe places, events, cultural traditions, creative works, inventions, meals, fictional characters, etc.
- **Opinions** - Questions asking for your thoughts, views, stance on issues like sports, social media, pets, travel, etc.
- **Explanations** - Questions asking you to explain your reasoning, thought process, values, decisions, preferences, etc.
- **Storytelling** - Questions prompting you to tell stories about impactful people, lessons learned, childhood memories, travel experiences, etc.
- **Evaluation** - Questions asking you to analyze and critique stories, places, educational experiences, inventions, events, etc.
- **Problem-Solving** - Questions about handling challenges, obstacles, conflicts, mistakes, and teamwork, etc.
- **Importance** - Questions about the significance of communication, integrity, cultural understanding, well-being, etc.
- **Influences** - Questions regarding the impact of role models, mentors, childhood memories, and experiences on personal growth and values.
- **Persuasion** - Questions asking you to make a case and use examples to support an opinion or argument, etc.

**\*Please note:** This list is purely demonstrative and is not an exhaustive list. It is only meant to give an idea of the types of topics that can be expected on this test.

### Self-assessment checklist

Use this checklist to evaluate your writing.

- Did I answer all parts of the question/prompt?
- Did I explain the main idea, and support it with details/examples?
- Did I use an appropriate format i.e. no bullet points, and in continuous prose?
- Did I write a clear introduction and conclusion?
- Did I avoid repeating many content words?
- Did I vary the grammar in my answer?
- Did I use punctuation correctly?
- Did I combine ideas and create complex sentences?
- Did I use any idiomatic expressions/collocations/phrasal verbs?
- Did I spell all the words correctly?



## D. Practice

### Question 1

Museums are visited by many people, including tourists, children, students, and community residents.

What do you think are some reasons that people visit museums?

### Question 2

Sports is a required subject in some schools. Overall, do you think this is a good thing or a bad thing?

Explain your opinion.

### Question 3

Describe the geography of the country where you currently live. How does the geography of the country affect its people and its culture? Support your answer with examples and reasons.

## E. Sample Answer

The sample answer\* is followed by an analysis of the response, explaining its positive features.

### Answer (Question 1):

Many people enjoy visiting museums. Tourists, children, students, and community residents visit museums for different reasons. They visit them to have more access to artists' voices, learn more of the culture they are visiting and also learn about other cultures through the different collections that we can find all over the world. Museums let us travel not only through countries but also through time. Visiting other cultures let us open our perspective and undestanding of this world and their habitants, including human beings of all times.

### Response Analysis:

The response achieves the task requirements. The test taker answers the question, giving several reasons. The response is topically relevant, and well developed, but the reasons given could be further extended. The use of linkers [including] and pronouns [they | them] creates cohesion. A broad range of vocabulary is used accurately and appropriately. There is some good use of metaphor [Museums let us travel... through time] and only one spelling mistake in total [undestanding]. The test taker uses a range of grammatical structures. There is some evidence of more complex grammatical structures, such as "not only... but also...". Errors are rare.

### DET Score: 130-150 (C1)

**\*Please note:** This is an open response question type, which means there are many different ways to answer the question. The sample answer is only meant to give an idea of the kind of responses that are scored between 100-160 on the DET score range (at level B2/C1/C2 on the CEFR).

## SPEAKING SAMPLE

### A. Overview of Question Type

#### How it looks



#### Timing

Preparation time: 30 seconds  
Speaking time: 3 minutes

#### Frequency and placement

Once, at the end, immediately  
after the Writing sample

#### Question selection

Not Adaptive

#### Subscore affected

Speaking

### B. Scoring

Answers to this question are assessed on different aspects of speaking including Content, Discourse Coherence, Grammar, Lexis, Fluency and Pronunciation.

### C. Tips and Strategies

You will read a question and you must speak at length about the topic shown.

**Note:** Unlike other questions, a video recording of your response will be shared with universities that you apply to, along with the topic that you speak about. Many universities use the speaking sample as a way to get to know you better as a candidate and also to check out your English speaking skills. So make sure you do your best to showcase your skills to the admissions committee.

### Types of questions

This task assesses your speaking on more than just accurate grammar and vocabulary. You must also express ideas clearly and speak in a way that is engaging to the listener.

#### The questions ask you to:

- describe something,
- recount an experience,
- or argue a point of view.

#### How to interact with and respond to the question

- Do not watch the timer, as it may distract you from thinking and speaking clearly.
- We recommend that you try to speak for the entire 3 minutes.
- Use the 30 seconds preparation time before the recording begins to plan.
- Practice speaking about a topic in English for up to 3 minutes before taking the test so you are familiar with the length.
- If you are not sure what to say, use some general phrases to avoid long pauses. You might say, "This is an interesting question. I've never thought about this before, but..."
- Answer all parts of the question.
- Stay on topic. The question will remain visible, so refer to it as needed.
- Remember that this Speaking Sample will be sent as a video recording, so the recipients of your scores will be able to see you speaking this response. Dress appropriately.

#### Language improvement tips for test readiness

- Use a structure (see **Appendix C2**) so you do not waste time thinking about how to start or develop your answer. It will also help reduce the use of fillers if you have a roadmap for speaking.

- Learn key grammatical phrases for introducing the topic, transitioning from one point/idea to the next, sharing opinions, agreeing/disagreeing (to various degrees), acknowledging or countering an opposing viewpoint, sharing examples, and concluding.
- You may memorize useful phrases (see **Appendix E**), but you should not memorize entire sentences or essays. Copying or memorizing responses from other sources will result in your test being disqualified.
- Familiarize yourself with a list of common topics\* and practice generating ideas/points related to these topics.
- Use vocabulary lists based on these common topics to learn more words and phrases.
- Learn how to increase the grammatical complexity of sentences, for e.g., by using subordinating conjunctions or relative clauses (see **Appendix D**).
- Use voice-to-text applications to check your response for clarity or online AI tools to get feedback on your speaking.
- Record and listen to yourself - evaluate your volume, pace, use of fillers, etc. – how natural do you sound?

#### \*Topics

- **Personal experiences** - Questions asking you to recount events, activities, challenges, decisions, etc. from your own life.
- **Storytelling** - Questions that want you to talk about books, movies, news stories, cultural events, etc. that you've encountered or experienced
- **Explanations** - Questions that require you to explain your opinions, perspectives, thought processes, etc.
- **Descriptions** - Questions asking you to describe people, places, objects, traditions, hobbies, skills, etc.
- **Problem-solving** - Questions about challenges you faced and how you overcame them.
- **Communication** - Questions regarding conversations, teamwork, languages, interpersonal communication and skills, etc.
- **Life lessons** - Questions about lessons learned, mistakes made, fears overcome, adaptations, etc.
- **Influences** - Questions asking about people, art, literature, events that impacted you, etc.
- **Achievements** - Questions regarding your accomplishments, proud moments, personal growth, etc.
- **Speculation** - Hypothetical questions about your stance if faced with certain situations, etc.

**\*Please note:** This list is purely demonstrative and is not an exhaustive list. It is only meant to give an idea of the types of topics that can be expected on this test.

### Self-assessment checklist

Record yourself speaking. Then play it back and, as you listen, grade yourself using this checklist to evaluate your speaking.

- Did I answer all parts of the question?
- Did I stay on topic?
- Did I avoid repeating many content words?
- Did I use any complex grammatical structures?
- Did I use any idiomatic expressions/collocations/phrasal verbs?
- Did I avoid using too many fillers?
- Did I avoid hesitating a lot, or stopping and starting often?
- Did I speak clearly and at a comfortable pace?
- Did I use intonation effectively to convey meaning?
- Did I use stress and pausing effectively to convey meaning?



## D. Practice

### Question 1

Describe your favorite season of the year. What makes that time of year special?

### Question 2

Share about a risk you took that led to growth. What did you learn from the experience?

### Question 3

Do you think studying a foreign language should be required in school? Why or why not? Give reasons and examples to support your opinion.

## E. Sample Answer

The sample answer\* is followed by an analysis of the response, explaining its positive features.



Answer  
(Question 3)



**Transcript:**

I believe that studying a foreign language should be compulsory in school. Firstly, learning a foreign language improves cognitive skills and brain development. It's like exercising the brain, making it more flexible and capable. Studies have shown that people who can speak more than one language often have better problem-solving abilities and improved memory.

Secondly, knowing a second language opens up opportunities for cross-cultural communication and understanding. For example, if you travel to a different state or country, being able to speak the local language can make the experience so much more enriching and enjoyable. It allows you to connect with people on a deeper level and appreciate different customs and traditions.

Learning a foreign language can also be beneficial for future career prospects, especially if one wants to work with an international company or agency. Such employers want people who can speak multiple languages and an awareness of different cultures. Speaking a foreign language is an extra skill that can give you a competitive edge in the job market.

Some people might feel that this is an unnecessary burden for students, especially when there are already many subjects to study. But, the benefits make the challenge of learning an additional language worthwhile.

In my opinion, having to learn a foreign language will help students' personal and intellectual growth, and will bring them more opportunities in the future.

**Response Analysis:**

The response fully achieves the task requirements. The test taker attempts to discuss more complex ideas like the improvement of cognitive skills, opportunities for cross-cultural communication and career-related benefits of learning a foreign language. The answer is fully developed. The main points are stated in a logical order, and though the test taker makes use of simple cohesive devices [Firstly | Secondly | For example | In my opinion], it is easy to follow the information being presented. The vocabulary is generally accurate and appropriate for the task [cross-cultural | enriching | deeper level | competitive edge], and a range of grammatical structures is used. The test taker speaks fluently and naturally.

**DET Score: 155-160 (C2)**

**\*Please note:** This is an open response question type, which means there are many different ways to answer the question. The sample answer is only meant to give an idea of the kind of responses that are scored between 100-160 on the DET score range (at level B2/C1/C2 on the CEFR).

# Part 3

## TEST TAKER CHALLENGES





## PART 3: TEST TAKER CHALLENGES

This part covers common challenges that test takers face, including how best to set up the test space and choose the ideal test time, as well as getting familiar with the Duolingo English Test rules. You will learn about the most commonly broken rules that you should be mindful of when taking the test.

### Setting up your test space

One of the best things about the Duolingo English Test is that it can be taken anywhere as long as you have the necessary setup. This gives you so much more control because you can choose the venue – one that best suits you, and one you are comfortable in. Use this checklist to confirm that your setup meets the requirements:

#### Quiet

- All the windows and doors are closed.
- There are no loud or disturbing background noises.
- There are no non-essential phones, tablets, etc. in the test room.

#### Privacy

- You are alone in the test room.
- You will not be interrupted during the test.

#### Equipment

- The Wi-Fi network or internet connection is strong (at least 2 Mbps download and 1 Mbps upload).
- There are no other programs open/running on the computer (browsers, instant messengers, predictive text, etc.).
- Your laptop is fully charged (or plugged in if not).
- You have checked that your microphone, speakers, and camera are functioning.
- Your computer's camera is front-facing.
- You have a phone with camera, and either a heavy object to lean it against or a phone stand.
- The phone should be fully charged or plugged into a charger throughout the test.

#### Light

- The lights are bright enough that you are clearly visible on your computer's camera.



The place where you choose to take the Duolingo English Test does not have to be your own home. You may choose any location, as long as it fulfills all the criteria in the checklist above. For more information about equipment, check the FAQs on the Duolingo English Test website.



## Keep your ID ready!

You need to have your actual, physical ID ready when taking the test. During the introduction and onboarding section of your test, you will be asked to show this ID. You may not use copies or pictures of the ID. You must be holding up the original ID.

The Duolingo English Test accepts different IDs from test takers depending on their country of origin. Go to <https://englishtest.duolingo.com/ids> to see which IDs are accepted from different countries.

## Using your phone to record your computer

You will need to use your smartphone camera to record your keyboard and computer screen during the test. After the ID check, you will be prompted to set up your phone camera by scanning a QR code. Make sure your phone is fully charged; keep it plugged in during the test if needed. Enable Do Not Disturb and make sure none of your contacts are set to bypass Do Not Disturb, to avoid interruptions to your test. Allow the desktop app access to your phone's camera, then lean your phone against a heavy object to the left or right of your computer. Place your phone far enough away to capture your entire screen and keyboard.

## Deciding when to take the test

Because you can choose when and where you take the test, you should take it when you feel your best mentally and physically.

Here are some tips to ensure you test your best whenever you choose to take the Duolingo English Test:

- Make sure you are well-rested or have slept enough the night before.
- Use the bathroom before the test.
- Have a glass of water handy when you take the test.
- Take a 20-to-30-minute break before the test - it tends to improve results.

Although research suggests 8 am is the best time, you should take into account your personal schedule and patterns of alertness. Are you a morning person? Do nights suit you better?

Maybe one in the morning is the right time because everyone else around is asleep then – the timing is entirely up to you.

There are no restrictions on when you can take the test, so choose a time that works best for you.

## Common mistakes

The Duolingo English Test is a high-stakes, AI-scored, English test that can be taken remotely, from anywhere. This model of testing comes with certain rules to maintain the security of the test and to ensure that the results are valid.

Unfortunately, some test takers do not receive their results on the first try - not because they are cheating, but because they unintentionally broke one of the rules. It is therefore important to be familiar with the rules of the test. Make sure you do not make these common mistakes when you take the Duolingo English Test:

### **Looking away from the camera**

One of the steps to ensure the integrity and validity of the test is to have human proctors check the recording of each test session to ensure that test takers did not get any help from an outside resource. Looking away from your computer could be an indication of this.

It is natural to want to look away or out of a window when thinking of ideas and words, but remember to keep your eyes focused on the screen as you think. Do not sit beside a window, or if you do make sure it is closed so you are not tempted to look outside.

You may need to look down at the keyboard as you type your answers - not to worry, that is fine!

### **Using other applications or programs**

Check your Windows Task Manager or Mac Activity Monitor and quit any applications or programs running in the background - this includes email and messaging applications, dictionaries, and spelling/grammar checkers like Grammarly.

You may also want to temporarily uninstall any applications or programs that may interrupt your test. Make sure all plug-ins, pop-ups, notifications, and add-ons are disabled.

### **Being interrupted**

Take the test alone in a quiet room, with the doors and windows closed, and make sure you will not be interrupted for about one hour.

If you are taking the test in a space where other people are likely to enter, let them know that you will be taking a test and should not be disturbed for about one hour. Put a sign on your door to make sure no one interrupts you during the test.

### **Incorrectly setting up the camera**

The DET requires a second camera, usually a smartphone, to ensure test integrity by providing a complete view of your testing environment. If the secondary camera is not positioned correctly, it could create blind spots that prevent proctors from verifying test security.

To avoid breaking this rule, follow the setup instructions carefully - your phone's camera should capture both your computer screen and keyboard. Check your camera placement before starting to ensure a clear, unobstructed view. Do not move or touch your phone once the test begins.

### **Copying or memorizing answers**

Do not copy or memorize answers from other sources. You should try to respond naturally with answers you come up with in the moment. Even if you have practiced answers to similar types of questions, your response on the test should directly relate to the question and be in your own words. These are the four most commonly broken test rules. Breaking these or any other test rules could result in your score being invalidated. To review the complete list of rules, requirements, and policies of the Duolingo English Test, go to [englishtest.duolingo.com/rules](https://englishtest.duolingo.com/rules).

## APPENDICES





## APPENDIX A - AFFIXES

Affixes may be added to the beginning of a word or at the end of it, to change its meaning. Learning about different kinds of affixes will make the spellings and meanings of new words easier to understand and remember.

### Prefixes

Prefixes are letters added to the beginning of a word to make a new word with a different meaning. They can make a new word opposite in meaning to the original word, or make the word negative. Prefixes may also express relations of time, place or manner. Here are some common prefixes and their meanings:

Prefix	Meaning	Words
auto-	self	autobiography, autoimmune, automatic
de-	reverse or change	decode, defrost, demotivate
dis-	reverse or remove	disappear, discomfort, disprove
down-	reduce or lower	downfall, downplay, downsize
extra-	beyond	extracurricular, extramarital, extraordinary
hyper-	extreme	hyperactive, hyperbole, hypertension
il-   im-   in-   ir-	not	illegal, immobile, inactive, irresponsible
inter-	between	intercity, international, interpersonal
mega-	very big/important	megabyte, megacity, megaphone
mis-	incorrectly	miscalculate, misjudge, misunderstand
non-	not	nonconformist, nonessential, nonprofit
over-	too much	overcome, overestimate, overreact
out-	go beyond	outdo, outlast, outsmart
pre-	before	precaution, predict, preview
re-	again	rebuild, recharge, recycle
sub-	under, below	subconscious, submerge, subside
super-	above, beyond	superimpose, supernatural, superstar
tele-	at a distance	telephone, telescope, television
un-	remove, reverse	unearth, unlock, unmask
under-	beneath, less than	undercover, underestimate, underprivileged

## Suffixes

Suffixes are letters added at the end of a word to alter not just its meaning but also its grammatical function by, for example, turning a verb into a noun or an adjective into an adverb. Here are some common suffixes:

### Examples of Nouns

Suffix	Words
-al	approval, refusal, survival
-ee	attendee, employee, refugee
-er/-or	baker, doctor, miner
-ity	ability, curiosity, responsibility
-ment	development, government, management
-ness	darkness, loneliness, politeness
-ship	leadership, internship, partnership
-sion/-tion	admission, connection, decision

### Examples of Adjectives

Suffix	Words
-able	adaptable, comfortable, reliable
-al	environmental, magical, personal
-ful	beautiful, grateful, peaceful
-ic	athletic, energetic, poetic
-ish	English, foolish, stylish
-ive	creative, sensitive, talkative
-less	effortless, fearless, timeless
-ous	courageous, mysterious, spacious

### Examples of Verbs

Suffix	Words
-ate	activate, demonstrate, facilitate
-en	brighten, lengthen, widen
-ify	amplify, modify, terrify
-ize	criticize, organize, prioritize

### Examples of Adverbs

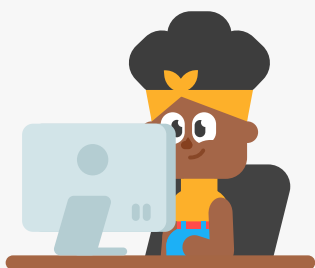
Suffix	Words
-ly	politely, quietly, softly
-ward(s)	backwards, forward, outward
-wise	clockwise, likewise, otherwise



## APPENDIX B - REPORTED SPEECH

Reported speech is used to tell someone what someone else said or spoke about. When you want to report what people say, you do not need to report their exact words. Instead, give a summary of what they said. You can do this by using a reporting verb (e.g. say, tell, ask, etc.) and changing the tense of what was actually said in direct speech, for example:

### Direct speech (what was actually said)

**Student (you):**

"I'm confused about the assignment because I missed the first ten minutes of class, Professor. Do you want us to write the essay or just the outline by next week?"

**Professor:**

"You need to complete the research, including compiling a list of sources, and have just an outline ready next week."

**Reported speech (summary):**

I was confused about the assignment so I asked my professor whether he wanted us to write the essay or only an outline by the following week. He said I needed to complete the research and have just an outline ready by then.



## Using reporting verbs

When you want to report what people say, use reporting verbs. Different reporting verbs have different patterns, for example:

- I **requested** that he help me with the project.  
(verb + that clause)
- She **asked** if I wanted an extra day to complete the assignment.  
(verb + if clause)
- I **asked** whether he wanted me to rewrite the essay or just edit it.  
(verb + whether clause)
- He **told** me to give it a shot and apply.  
(verb + to-infinitive)
- I **explained** that I missed classes because I fell ill.  
(verb + that clause)
- She **suggested** dividing the workload so we could complete it in time  
(verb + -ing form)

## Tenses in reported speech

When you report, remember to change the verb tense. Verbs in the present simple change to the past simple; the present continuous changes to the past continuous; the present perfect changes to the past perfect; can changes to could; will changes to would; etc.

- Direct speech: "**I am** starting with the literature review."  
**She said she was** starting with the literature review.
- Direct speech: "**I will be** visiting colleges in the summer."  
**He said he would be** visiting colleges in the summer.
- Direct speech: "**Have you heard** from the colleges **you have** applied to?"  
He asked if **I had heard from** the college **I had** applied to.

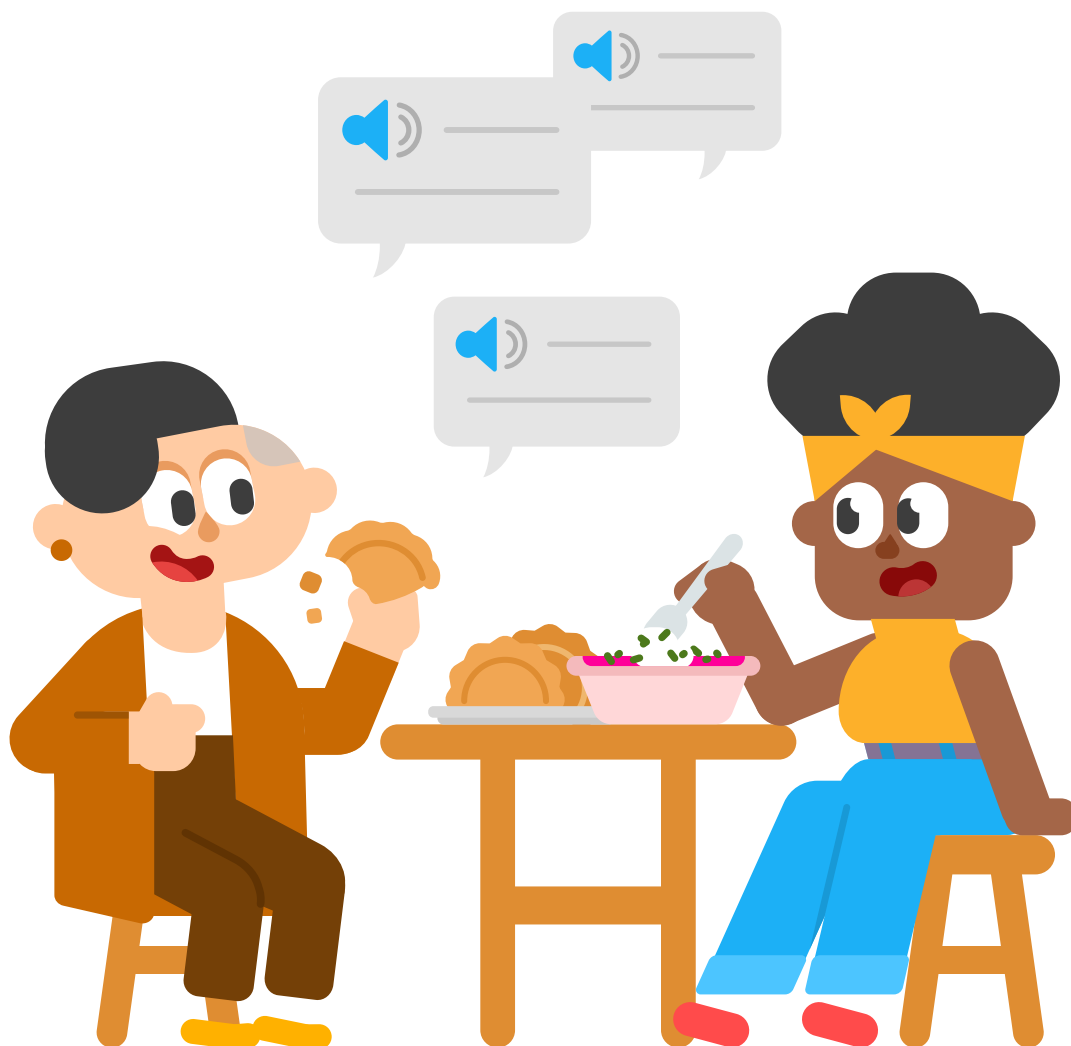
BUT, in the case of stative verbs, or when reporting something which is true now or always, the tense wouldn't change.

- Direct speech: "**I love** coffee"  
She said she **loves** coffee.
- Direct speech: "Chocolate **is** very bad for dogs."  
He said chocolate **is** very bad for dogs.

## Pronouns and adverbs in reported speech

When reporting speech, you also need to change pronouns (you, we, I, etc.) and adverbs of time and place (now, here, today, etc.).

- Direct speech: "I can meet **you** in the lab **tomorrow**."  
She said **she** could meet **me** in the lab **the next day**.
- Direct speech: "**We** had a surprise test **yesterday**."  
He said **they** had a surprise test **the day before**."
- Direct speech: "I have been waiting **here** for over an hour."  
She said **she** had been waiting **there** for over an hour.





## APPENDIX C1 - STRUCTURE (PICTURE DESCRIPTION)

Using a structure for your response will save time in thinking about where to start, and also ensure you describe the image in detail.

Here is a basic structure\* for responding to this question:

- Overview - a general summary about the subject or main focus of the picture
- Details - specific pieces of information related to the main subject in the picture



### Overview

An overview is a comprehensive summary of a subject or topic. First, identify the subject or the main focus of the picture, then begin your response by generally summarizing what they are doing or what is happening in the photo. It may help to answer these two questions:

- Who or what is the most important thing in this photo? This is the subject.
- What is the subject doing/What is happening to the subject? This is the overview.

### Here are some phrases you can use to start:

- There is/are...
- This image/photo/picture shows/depicts...
- In this image/photo/picture, there is/are...
- This is an image/photo/picture of...



**Photo 1**

#### Overview examples:

**There is** a person standing on a rock, looking up at a mountain.

**This photo shows** someone looking up at a mountain while standing on a rock.

**In this picture, there is** a person looking up at a snow covered mountain.

**This is an image of** a person looking up at a mountain.



### Photo 2

#### Overview examples:

**There are** several boats stationed at a port.

**This image depicts** a harbor with many boats.

**In this photo, there are** lots of boats on a lake or river.

**This is a picture of** a dock with many boats of different colors.



### Photo 3

#### Overview examples:

**There is** a person sitting on some steps in front of an old building.

**This picture shows** someone sitting at the entrance to a building, looking into their phone.

**In this image, there is** a person seated at the door of a stone building.

**This is a photo of** a person seated on the steps of a building, doing something on a phone.

## Details

Describe the photograph by adding more information, or details, about the main subject. Depending on whether the subject is a person, animal or object, this may include details about:

- what they are doing
- where they are
- what the person(s) are wearing
- what their body language or facial expressions seem to convey
- what the animal(s) or object(s) look like (color, size, shape, etc.)

### Here are some words and phrases that will help you add detail to your description:

- Prepositions of place - in, on, at
- Prepositional phrases - in the foreground/background, on the right/left, at the top/bottom, etc.
- Determiners - a/an, the, this/that, these/those, some, every, three, seven, its, their, etc.
- Descriptive adjectives - these may be adjectives of opinion (e.g. beautiful, important, strange), size (e.g. large, tiny, short), shape (e.g. round, geometric, square), age (e.g. young, old, elderly), color (e.g. red, blue, green), ethnicity or cultural background (e.g. Indian, Chinese, American) or material (e.g. silk, metal, wood)
- Adverbs of place - up, down, around, away, above, below, between, behind, through, etc.
- Relative clauses - who, which



**Photo 1**

**Details:**

The person is standing on a rock **to the left of** the image, **facing the mountain** so we can only see their back. They are **wearing a blue jacket over dark trousers**, and **carrying a green backpack**.



**Photo 2**

**Details:**

The **differently-colored** boats are made in a kind of **Asian style**, so I would assume the photo was taken in South East Asia. **In the background**, I can also see some hills.



**Photo 3**

**Details:**

The person **in the middle of** the photo is sitting in a doorway. They are **wearing a transparent waterproof jacket, a straw hat, and black gumboots**. They are **looking at their mobile phone**.

**\*Please note:** This structure is just an example to help you get started. It is not the only (or best) way to answer this question.

## **APPENDIX C2 - STRUCTURE (EXTENDED WRITING AND SPEAKING)**

Using a structure for your response will save time in thinking about where to start, and also ensure you answer all parts of the question.

Here is a basic structure\* for responding to the argue-a-view-point type questions:

- Introduction
- Supporting idea(s)
- Conclusion

### **Introduction**

Use the first or 'topic' sentence to introduce and outline what you are writing/speaking about. The introduction:

- tells us what we can expect to read or hear, and
- may be a statement of your opinion or position.

### **Supporting idea(s)**

Justify and develop your opinion or position with explanations and examples. Supporting ideas may:

- explain the main idea or justify the opinion or position stated in the topic sentence
- by giving reasons,
- extend or discuss the topic sentence by stating facts, or describe and illustrate ideas with examples.

### **Conclusion**

End by summarizing your position or opinion. A concluding sentence:

- indicates the end of the response,
- sums up the main or important points, or
- restates your position or opinion.

All sentences and ideas should be linked to one topic and to each other - this can be done using transition or linking words/phrases (see **Appendix E**), and appropriate pronouns.

## **Examples**

### **Question 1**

Do you think high schools should require their students to perform one year of community service? Why or why not?

**Topic sentence:**

I believe high schools making one year of community service compulsory is a good idea, because it develops civic responsibility.

**Supporting idea:**

When students engage in community service, they learn to care about the well-being of the people around them and the place they live. They learn that everyone has a responsibility to contribute positively to society. For example, a student who volunteers at a local food bank not only learns about the struggles some community members face but may also want to do something to help address those challenges.

**Concluding sentence:**

In conclusion, requiring high school students to complete a year of community service is beneficial as it helps them develop a strong sense of responsibility and a genuine commitment to improving their society.

**Question 2:**

Do you believe that advertisements have a positive or negative impact on society? Discuss your opinion and provide examples to support your point of view.

**Topic sentence:**

In my opinion, advertisements have a negative impact on society, because they encourage people to buy more than they need, and this overconsumption hurts our planet.

**Supporting idea:**

The constant exposure to advertisements promotes a culture of materialism, where individuals feel pressured to keep up with the latest trends and buy more than necessary. For instance, people buy new gadgets or clothes simply because they are advertised as trendy or fashionable, which leads to overconsumption. This in turn leads to the overuse of vital resources, and generates excessive amounts of waste.

**Concluding sentence:**

To sum up, advertisements negatively impact our society as they are a leading cause of overconsumption and waste.

**Question 3:**

Some people value ambition and strive to achieve great things, while others believe it is more important to enjoy life's simple pleasures. What is your perspective on ambition versus contentment?

**Topic sentence:**

Ambition can be stressful, but contentment brings a peaceful and lasting kind of happiness, so for me, being content is better than always wanting more.

**Supporting idea:**

Firstly, contentment allows us to find joy in everyday things like food, family and friends. Secondly, it encourages gratitude for what already exists in our lives. Ambition, on the other hand, often comes with a pressure to achieve more and requires us to be constantly restless. Instead, appreciating the present moment, such as a beautiful sunrise or an evening at home with friends, is much healthier and fosters a positive outlook on life.

**Concluding sentence:**

Ultimately, I believe that we will be happier for longer, if we choose contentment over ambition.

**\*Please note:** There is no one right way to answer this question. Feel free to use a different structure if it works better for you.





## APPENDIX D - GRAMMATICAL COMPLEXITY

Vary your sentence structure by using a mix of simple, compound and complex sentences in your response. You can also increase the range of grammatical structures in your writing by using relative clauses and modals.

### Simple sentences

Simple sentences are sentences containing one independent clause with a subject and a predicate.

#### Examples:

- The cat (subject) jumped on the fence (predicate).
- Children (subject) played in the park (predicate).

### Compound sentences & coordinating conjunctions

Compound sentences are sentences containing two or more independent clauses, linked by a coordinating conjunction. Coordinating conjunctions link words, phrases, or clauses in different ways and are used for a variety of purposes:

- **A: and** - connects two or more ideas, by adding information, showing similarity, or expressing agreement.
- **N: nor** - presents negative possibilities or alternatives. It is used to indicate that both choices are untrue or may not occur.
- **B: but** - shows contrasts or contradictions. It is used to introduce an opposite idea or exception.
- **O: or** - presents alternatives or options. It is used to introduce different ideas, choices or possibilities.
- **Y: yet** - shows contrasts or contradictions. It is used to introduce an opposite idea or exception.
- **S: so** - shows a result or consequence. It is used to express cause and effect, or state an outcome.

#### Examples:

- He likes to sing **and** [he likes to] dance.
- My mother does not drink, **nor** does she smoke.
- They wanted to go out **but** it was raining.
- Should I learn a language **or** take up a musical instrument?
- The movie was long, **yet** it kept us engaged until the very end.
- She got stuck in traffic, **so** she was late to the party.



## Complex sentences & subordinating conjunctions

**Complex sentences** are sentences containing an independent clause and at least one dependent clause, linked by a subordinating conjunction.

Subordinating conjunctions are generally used to express a cause-and-effect relationship or to show a shift in time or place. Here are some common subordinating conjunctions:

- because
- before/after
- although/even though
- if
- when
- while
- unless
- as long as
- due to
- since



### Examples:

- She studied diligently (independent clause) **because** she wanted to ace the final exam (dependent clause).
- He checked the weather forecast (independent clause) **before** deciding to go on a picnic (dependent clause).
- **Although** it was raining (dependent clause), they decided to go for a hike (independent clause).
- Call me (independent clause) **if** you need any assistance (dependent clause).
- She smiled (independent clause) **when** she saw her old friend from high school (dependent clause).
- He listened to music (independent clause) **while** working on his assignment (dependent clause).
- **Unless** you finish your homework (dependent clause), you cannot go outside to play (independent clause).
- **As long as** we work together (dependent clause), we will complete the project in time (independent clause).
- They missed the concert (independent clause) **due to** bad weather (dependent clause).
- **Since** he started exercising regularly (dependent clause), his health has significantly improved (independent clause).



## Relative clauses

You can use relative clauses to create complex sentence structures. Relative clauses, also known as adjective clauses, describe or provide additional information about someone or something (the noun) that has usually already been mentioned in the main (independent) clause, in a way that helps avoid repetition. They are dependent clauses that usually start with relative pronouns (e.g., who, whose, which, that, where, when, why).

### Examples:

- The musician **who played the piano** was incredible.
- I have a friend **who lives in the city**.
- The family **whose house got renovated** is happy with the results.
- We have a neighbor **whose dog is always barking**.
- The book **which you were looking for** is on that shelf.
- He is extremely patient, **which is a great quality in a teacher**.
- The shirt **that he bought last week** does not fit him anymore.
- I know a person **that can help us with the project**.
- The park **where I take Juno for walks** is close to my house.
- They visited a museum **where they learned about ancient civilizations**.
- Not a day goes by **when we don't miss her**.
- I cannot remember **when we last met**.
- No one knows **why the park is closed today**.
- She should explain **why she was late**.



## Modals

You can also use modal verbs to increase the range and complexity of your grammar. Modal verbs are auxiliary verbs used to express certainty, possibility, ability, permission, suggestions, and obligation.

### Certainty

Use **must** to show you feel sure something is true, or think it is the only possibility, and you have reasons for being so sure.

- The lights are on. They **must be** awake. (present)
- She seemed irritated. She **must have been** tired. (past)

## Possibility

Use **may**, **might** and **could** to say that something is possible, but you are not sure.

- You **may be** right about that. (present)
- He **may have requested** them to move up the interview. (past)
- I **might catch** her at the cafe if she's still there. (present)
- They **might have traveled** more if they'd had the money. (past)
- We **could make** more of an effort to meet them. (present)
- The problem **could have been handled** better. (past)

Use **can** to make general statements about what is possible, and is even true or certain on some occasions, but not always.

- It **can rain** unexpectedly during the summer months. (= Sometimes it does rain during the summer months.)
- It **can be** challenging to find parking spaces in the city. (= Sometimes finding parking spaces is a challenge in the city.)

The difference between **may/might/could** and **can**:

- The temperatures **may/might/could** go below zero in the winter. (= Perhaps the temperature goes below zero in the winter. I do not know.)
- The temperatures **can go** below zero in the winter. (= Sometimes the temperature does go below zero in the winter. I know.)

Use **can't** when you feel sure that something is not possible.

- It **can't be** healthy to eat so much junk food every day.
- They **can't have reached** so quickly.

## Ability

Use **can** and **can't** to talk about someone's skills or abilities.

- She **can solve** complex math problems easily. (present)
- He **can't cook**. (present)
- I **could speak** some German when I lived there, but I've forgotten it all now. (past)
- They **couldn't swim** so they took lessons. (past)

## Permission

Use **can**, **could** and **may** to ask for permission to do something. **Could** and **may** are used in more formal situations.

- **Can I ask** you something?
- **Could I have** an extra day to complete this essay?
- **May I come** in?

Use **can** and **may** to give or deny permission to do something. Use **may** when you want to be more formal and polite.

- You **can use** the blue pen.
- Students **may use** the cafeteria.
- He **can't have** this seat.
- Staff **may not socialize** with customers.

## Suggestions

Use **should** and **shouldn't** to offer suggestions and advice.

- You **should try** the new restaurant in town. (present)
- You **should have asked** me where to go shopping. (past)
- You **shouldn't be** out on the streets after 8 pm. (present)
- You **shouldn't have taken** the bus. (past)

## Obligation

Use **have to**, **need to** or **must**, to say that something is compulsory or to express obligation.

- We **have to submit** the report by the end of the day.
- The students **need to study** for their upcoming exams.
- You **must wear** a helmet while riding a motorcycle.

Use **had to** or **needed to** to express a past obligation.

- Everyone **had to do** one year of military service after graduation.
- In the 19th century women **needed to take** their husband's or father's permission for all kinds of decisions.

Use **mustn't** to say that something is prohibited or not permitted.

- You **mustn't** cheat or copy on the test.
- Passengers **mustn't** get up from their seats until the captain turns the seatbelt sign off.



## APPENDIX E - DISCOURSE MARKERS

Discourse markers are words or phrases that we use to connect, organize and manage our ideas or flow of thought. Depending on whether the given question asks you to describe something, recount an experience or argue a point of view, choose the most appropriate phrase from this list.

### Introductory statements:

- It is often said that...

**It is often said that** using renewable energy is the best way to help stop climate change, and investing in research and development is necessary if we want to find global solutions.

- In my opinion...

**In my opinion**, standardized testing is a valuable tool in measuring students' academic progress and ensuring teachers' accountability.

- I believe/do not believe...

**I believe** using artificial intelligence in daily life has several benefits, mainly improving efficiency and convenience.

- It is clear that...

**It is clear that** social media is one of the leading causes for poor mental health among youth.

- Many people claim that...

**Many people claim that** social media has a negative impact on mental health, but it is not solely responsible, as individual factors also play a significant role.

- There are many benefits/drawbacks of...

**There are many drawbacks of** allocating funds to space exploration, but the most significant is the huge cost involved.

- Nowadays...

**Nowadays**, almost everyone has at least one social media account.

- Contrary to popular belief...

**Contrary to popular belief**, taking regular breaks during work hours can boost overall productivity.

- When I was...

**When I was** exploring the mountains of South America, I saw views that left a lasting impression.

- In the past...

**In the past**, I had the opportunity to participate in a community service project, and it changed my perspective on social responsibility.

### Moving from one idea to the next:

- First/Firstly/First and foremost...

Breaks are very important for several reasons. **Firstly**, taking regular breaks allows workers to recharge both mentally and physically.

- Second/Secondly...

**Secondly**, breaks improve creativity and problem-solving skills, as employees return to their tasks with a fresh perspective and mental clarity.

- In addition/Additionally...

The environmental costs of space exploration are high. **Additionally**, the focus on space exploration often leads to the development of technologies that have no use on Earth.

- Furthermore...

The constant need for social validation can contribute to anxiety and stress. **Furthermore**, the addictive nature of social media, with the constant pressure to gain appreciation in the form of likes and comments, can damage one's self-esteem.

- Moreover...

The enhanced accessibility of information has improved efficiency and productivity. **Moreover**, technology lets us work together with people from different places.

- Similarly...

Organizations often use surveys to assess the effectiveness of their initiatives. **Similarly**, focus group discussions offer us another way to measure the efficiency of different programs.

- Another factor to consider...

Leadership styles play a crucial role in fostering employee satisfaction. **Another factor to consider** is the impact of cultural diversity on the workplace environment and employee growth.

### Offering counter-arguments:

- While others may oppose/support...

**While others may oppose** investment in space exploration as being useless today, it is important to recognize the long-term benefits that outweigh the costs.

- Despite the obvious benefits/drawbacks of...

**Despite the obvious benefits of** remote work, it must not be forgotten that man is a social animal and cannot thrive in isolation.

- Nevertheless...

**Nevertheless**, we must consider the benefits of social media for the youth before enforcing any blanket bans.

- Admittedly...

**Admittedly**, the arts are as important as science and technology for a society's development, but each country must decide based on their individual needs.

- On the other hand...

**On the other hand**, if I had not taken the risk of moving to a new country, I might never have learned the value of stepping outside my comfort zone.

- Having said that...

**Having said that**, money can buy happiness if we are willing to redefine what we mean by happiness.

- However...

**However**, I personally prefer living in a large city rather than a small town, simply because of all the entertainment options available.

### Sharing examples:

- For example...

**For example**, a poor country like Sri Lanka would rather invest in health and nutrition rather than space exploration.

- For instance...

**For instance**, social media platforms also offer educational content, ranging from informative videos to interactive learning communities.

- Take, for example...

**Take, for example**, the use of artificial intelligence in the field of war and defense, which reduces the risk to human life.

- Consider, for instance...

**Consider, for instance**, how experimenting on animals has led to the development of life-saving medications and medical treatments.

- As a case in point...

**As a case in point**, Nina began as a journalist, went on to host a successful talk show, and later got into acting, producing, and philanthropy, showing how different career paths can lead to success.

- A prime example of this is...

**A prime example of this is** the government of France, which places great emphasis on supporting and funding the arts.

- As evidence...

**As evidence**, the pollution levels in cities have risen so high that for the first time in history, schools were closed on account of the poor air quality in Delhi.

- To illustrate this point...

**To illustrate this point**, the rise of online learning platforms during the COVID-19 pandemic demonstrates how quickly learners adapt if they have access to technology.

### Agreeing/disagreeing (to various degrees):

- I strongly agree/disagree...

**I strongly disagree** with giving children an allowance as it can give them the wrong message unless they earn the money.

- I firmly believe that...

**I firmly believe that** visiting new places is something that can benefit both individuals and society.

- There is no denying that...

**There is no denying that** people of younger generations have a higher quality of life than people of older generations at the same age.

- I am fully against/in favor of...

**I am fully in favor of businesses** providing employees with a guaranteed job for life.

- While I agree/disagree, I would like to add that...

**While I agree** that artificial intelligence is a useful development, **I would like to add that** it poses more risks than benefits.

- I agree/disagree to some extent...

**I agree to some extent that** technology is making people less social.

- I agree/disagree in principle...

**I agree in principle** that vegetarianism may be better for the environment, but it is hard to put into practice.

- I fundamentally oppose/support the view that...

**I fundamentally support the view that** celebrities should not use their influence to sway political opinions.

- I don't fully agree/disagree...

**I don't fully disagree** that professional athletes are overpaid, but I do think they deserve their high incomes.

- I partially agree/disagree...

**I partially agree** that organic food is worth the extra cost.

### Concluding phrases:

- To sum up...

**To sum up**, video games are only one of the factors that contribute to youth violence.

- To conclude...

**To conclude**, advertising has a negative impact on society because of the way that it manipulates consumer choices.

- In conclusion...

**In conclusion**, children should not be allowed to use smartphones without parental supervision, and even then only for limited periods of time.

- All things considered...

**All things considered**, people will definitely choose public transport over private vehicles if it is reasonably priced, well-maintained, and offers better connectivity.

- Finally...

**Finally**, music is like a friend during tough moments, offering comfort, and a safe space for expressing our emotions.

- All in all...

**All in all**, books and films are distinct yet powerful storytelling mediums.

- Overall...

**Overall**, learning a second language is beneficial because it opens doors to diverse opportunities and global connections.

- In the end...

**In the end**, whether or not technology has a negative impact on society depends on how people use the tools and technology they have.

- On the whole...

**On the whole**, the joys of having a dog or a cat far outweigh the problems that come with owning a pet.





## GLOSSARY





## GLOSSARY

An **auxiliary verb** is a helping verb that supports the main verb in a sentence by creating different tenses, negatives, and questions.

**CEFR** stands for the **Common European Framework of Reference** for languages. It is an international standard used to assess and describe language ability on a six-point scale from A1 to C2, which can be regrouped into three broad levels: Basic User (A1 and A2), Independent User (B1 and B2) and Proficient User (C1 and C2).

A **clause** is the basic unit of grammar, and it must contain a verb. A clause may or may not express a complete thought.

**Collocation** refers to how a pair or group of words often go together naturally.

**Connected speech** is continuous spoken language, or words that are spoken one after another and sound as though they are connected rather than separate words.

A **contraction** is a shortened form of a word or a group of words, created by omitting one or more letters. For e.g., can't (cannot), I'm (I am).

A **coordinating conjunction** is a word that connects clauses or sentences of equal rank.

**Dependent** or **subordinate clauses** cannot stand alone. They are dependent on the main clause to form a complete sentence.

**Discourse coherence** is the logical and meaningful organization as well as flow of ideas that helps the audience understand the overall message. It is achieved with the help of cohesive devices like transitional words and pronouns to create a sense of unity and flow in text or speech.

An **expository** passage is one that explains or describes something.

**Fluency** in speech is the smooth and natural expression of ideas without interruptions or hesitations.

An **idiomatic expression** is a group of words that have a particular meaning that is not literal, and is different from the meanings of the individual words on their own. They convey unique cultural or contextual meanings. For e.g., break a leg (good luck), against the clock (rushed and short on time).

**Independent** or **main clauses** can stand alone as complete simple sentences, even if they are only a part of a larger sentence. They are not dependent on other clauses.

The **individual subscores** are Speaking, Writing, Reading and Listening.

The **integrated subscores** are Literacy, Comprehension, Conversation and Production.

The rise and fall of the voice in speech is called **intonation**. Intonation is used to add meaning and express different emotions when speaking.

A **narrative** passage is an extract of a text that tells a story or describes a sequence of events.

**Pace** in speaking refers to the speed at which one talks, including pauses and the overall rhythm in one's speech.

A **phrasal verb** is usually formed by combining a verb with either a preposition or adverb, and has a special meaning different from the meaning of its individual words. For e.g., take off, look up to.

The **predicate** is the part of a sentence or clause containing a verb and some information about the subject.

**Scanning** is a reading skill that involves quickly looking over a text to find specific information, such as names, dates, places or facts, without reading every word. It helps readers locate details or answers to specific questions efficiently.

A **sentence** is a unit of grammar, and it must contain at least one main clause. A sentence expresses a complete thought.

**Stress** in speaking refers to the emphasis placed on specific parts of words or sentences to convey meaning.

**Skimming** is a reading skill that involves quickly going through a text to get a general understanding of its main ideas without focusing on details or on every word.

The **subject** of a sentence is the person, animal, place, thing, or idea that is performing the action or being described.

A **subordinating conjunction** is a word that connects a dependent clause to the main or independent clause.

A **subscore** is a parameter used to describe test taker performance in relation to one or more specific language skills i.e. speaking, listening, reading, writing.

A **summary** is a concise and condensed version of a larger text or piece of information. It is a short description that gives the main facts or ideas about something, while omitting unnecessary or less important information.

