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ABOUT THE COURSE

The objectives of this course is to ensure SLP3 students are familiar with the exams and to understand the requirements of the listening, speaking reading and writing parts of the exams. This course will help students achieve the standards they require by ensuring they follow the guidance throughout.

The course is divided into 4 modules;
MODULE 1 – Listening
MODULE 2 - Speaking
MODULE 3 - Reading
MODULE 4 - Writing.

The course should be carried out with a combination of self practice, and guidance from a tutor, online or face to face.

As the SLP course is equivalent to an Advanced level (C1) according to the European Framework, students are continuously encouraged to practice all the various parts of the exams so that they will be able to achieve the desired results.

Failure to practice means you’re planning to fail.
Military Career and Introduction

Introducing yourself and speaking about your career

RELEVANT QUESTIONS THAT YOU WILL NEED TO KNOW, ANSWER
AND THINK ABOUT.

Please introduce yourself?

What are your responsibilities?

How long have you been in the military? Are there any members of your family who are military Officers?

What inspired you to become a military officer?

What process have you had to go through to get to your position?

If you had a choice of having any other job apart from the job that you currently do what would that be?

Would you fight for another country other than your own?

Higher level questions

In your opinion, in what capacity would countries be able to anticipate clashes when different countries are not endeavoring to bring harmony?

Do you figure ladies can be fighters?

Have you ever been a part of a country through it’s war time?

When deployed abroad, what do you think is the most difficult for the soldiers to become accustomed to?

In your opinion, what characteristics of a person makes them an ideal soldier?

For your role as a Special Operations officer, what skills are needed to perform your duties effectively?

What type of mindset is required to carryout your role? / For people who carry out your role what type of characteristics in your opinion are necessary to possess?

Can you separate your job from your normal life? How do you do that?

In all the countries you have been deployed to, which would you recommend me to visit, why or why not?

Are there any questions you would like to ask me?
Objectives of the SLP 3 exams

The objective of the SLP 3 level exams is to evaluate the skills and communicative abilities of the candidates under different circumstances. It is important for the candidates operate viably in the accompanying ways:

**Listening:** Demonstrate a thorough comprehension of the dialect of public presentations, media presentations And concise summary.

**Speaking:** Partake in discussions and Dialogs, decipher from and into L2 , and conduct business.

**Reading:** Demonstrate a comprehensions of general writings, articles on news and current undertakings and military briefings.

**Text:** Write social/business correspondence, and translate military reports

<table>
<thead>
<tr>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
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</thead>
</table>
| 1. News Item  
2. Military Briefing  
3. Discussion | 1. Civilian and Military Conversation | 1. Civilian Article  
2. Article  
3. Review  
4. Report  
5. Proposal  
Could be either one of the above |
The SLP Level 3 exams is made up of four components:

<table>
<thead>
<tr>
<th>Component</th>
<th>Time</th>
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<tbody>
<tr>
<td>Listening</td>
<td>65 min</td>
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<tr>
<td>Speaking</td>
<td>20 min</td>
</tr>
<tr>
<td>Reading</td>
<td>65 min</td>
</tr>
<tr>
<td>Writing</td>
<td>70 min</td>
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As characterized in NATO STANAG 6001. Candidates must accomplish Level 3 in each of the four parts to be granted an Advanced Certificate.

Reading, Listening and Writing are generally taken by all applicants in back to back gathering sessions, while talking is taken by all applicants in singular sessions with an oral board containing an informed local speaker of the objective dialect and an English administration partner. Nevertheless, it is workable for individual segments to be taken independently.

The SLP exams are very similar to other Common European Exams, however in comparison to Cambridge exams we could rate them in similarities as listed below.

- Level 0 Beginner – similar to A0/A1 on the Regular European System of Reference (RESR) – Cambridge KET
- Level 1 Elementary – similar to A2/B1 on the CEFR (PET Cambridge)
- Level 2 Limited Working – similar to B1 plus to B2 lower (First Certificate Cambridge)
- Level 3 Minimum Professional – similar to B2 upper C1 lower (Cambridge Advance)
- Level 4 Full Professional – similar to C1 upper (Advanced Cambridge)
- Level 5 Native/Bilingual – similar to C2 (Cambridge proficiency)

The fluency and requirements of the STANAG 6001 is deemed to be of a higher level than what is stated in the CEFR. Hence the reason why students need to be better prepared to enable them to succeed in their exams.
MODULE 1 – LISTENING
Understanding the “gist” or the context of what is being spoken is fundamental. Begin practicing today.

The Listening exams is focused on understanding the gist of the text. Gist is the general meaning of something. Therefore, you do not have to understand every word . . . (it may be impossible to understand all the word so try to avoid putting pressure on yourself), but you do have to understand the overall meaning of the speaker’s monologue. Ask yourself, “What was his/her point?”

Identify keywords that indicate change
Listen for keywords that will help you better understand the speaker. For example, conjunctions, linking phrases, connectors (such as “therefore,” “that’s why,” “for that reason,” “however”) will help you understand what the speaker is saying.

Many students make the mistake in answering the questions incorrectly because they only listen to the first part of the sentence without realizing that sometimes a connector, linking phrase or a conjunction changes the opinion of the speaker. Pay special attention to that!

It is important to understand/identify the subject which the speakers are talking about and watch out for DIFFERENT ACCENTS!

Practice everyday with the news and authentic materials to improve your listening and improve your vocabulary.

Some useful sights for listening are:
- BBC News
- Ted Talks
- Esl Bits
- Randall listening lab

Last but not least, make a note of new words and vocabulary that you encounter when you do listening practice. Identify and write key words when listening.
Total listening time: 75 minutes max

The listening is made up of 3 sections, 1,2,3. Each section lasts about 25 minutes approximately.

What is required from the student?

At level 3 — professional

1. The candidate understands very well official and unofficial speech on everyday, communal, basic professional and random topics.
2. Accurately follows the essential stages of conversations and lectures on general and professional subject matters, as well as media broadcasts.
3. Can draw valid conclusions, inferences and implications from context and deduce causes and effects from events.
4. The candidate can fairly accurately follow opinion argumentation and hypothesizing; can understand official policy presentation and interpretation. Can well differentiate various styles.
5. Can comprehend high-frequency idioms.
6. Can recognize the speaker’s attitude towards the subject matter.

Final Evaluation

Competitors must score SLP 3 in the two assignments to be granted a general Evaluating of SLP 3. Where a applicant neglects to accomplish SLP 3 of each assignment, the general review granted will measure up to the most reduced review given for the 2 tasks.
SLP
LISTENING

Discussion (approx. 16 Minutes)
Listening 1

News Item (approx. 16 minutes)

Instruction: Candidates listen twice to a news item, make notes, write the gist of the message.....

Duration: 16 minutes in total. However, listening time of the news items lasts between 2.5 and 4 minutes in L2 (Learners first language).

Listening tips: Before the first hearing, Candidates are given one minute to read the task. There will be a gap of 3 minutes on the CD between readings to allow Candidates to make notes. After the second reading, Candidates are given 10 minutes to write the gist of the passage, which must contain sufficient information to demonstrate that the Candidate understands the central theme of the item and how this is developed through the passage. Candidates should be able to write a successful gist in approximately 120 words. Candidates who render all main points but fail to demonstrate understanding of the text as a whole will be awarded SLP.
# PRACTICE TASKS

**NEWS LISTENING – PART 1**

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Listening 2

Military Briefing (approx. 16 Minutes)

Instructions: Candidates listen twice to a military-oriented listening passage.

Duration of passage: between 2.5 to 4 minutes in length.

Listening tips: Before the first hearing, Candidates are given one minute to read the task. There will be a gap of 3 minutes on the CD between readings to allow Candidates to make notes. After the second reading, Candidates answer specific questions covering 8 points of information.

Important: Depicting individuals, places, objects and occasions
# PRACTICE TASKS
## MILITARY LISTENING – PART 2

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Instructions: Candidates listen twice to a discussion between a male and a female of approximately 3 minutes in length delivered at a speed of 110 – 120 wpm. The passage is approximately 350 words long. Before the hearing, Candidates are given 1 minute to read the task.

After the hearing, Candidates have 5 minutes in which to study a list of 8 statements and to identify whether a statement has been made by the male speaker, the female speaker, both speakers or neither.
MODULE 2 – SPEAKING
SLP Speaking Exams
0300

Discussion (approx. 20 - 30 Minutes)
SLP Speaking
LEVEL 3

STEP 01
GLOBAL TASKS AND FUNCTIONS
understands most formats & informal speech of informal, social and professional topics. Can converse extensively in formal and informal situations; discuss abstract topics; support opinions;

LEXICAL CONTROL
Broad enough for effective formal and informal conversations on practical, social, and professional topics. Can convey abstract concept. Clearly understands language used in interactive meetings, briefings and other forms of extended discourse.

STRUCTURAL CONTROL
Effectively combines structure and vocabulary to convey meaning. Discourse is cohesive. Use of structural devices is flexible and elaborate. Errors occur in low frequency and highly complex structures, but structural inaccuracy rarely causes misunderstanding.

STEP 04
SOCIOLENGUISTIC COMPETENCE
Uses cultural references. When errors are made can easily repair the conversation.

www.stemenglish.com
SLP SPEAKING

The objective of the SLP speaking exams is to measure the ability of the candidate to communicate verbally in a variety of situations. The candidate is expected to demonstrate effective communicative use of the target language through various discourse patterns and strategies, appropriate grammatical structures and vocabulary, register and style. The test would normally start with the speaking at level 2 and then continuing to more complex question at level 3.

The Speaking Section tests language sub-skills such as:
- providing personal information;
- providing factual information;
- describing people, places, objects, events;
- looking into individuals, places, objects, occasions;
- giving directions and instructions;
- narrating present, past and future events;
- expressing likes and dislikes;
- expressing opinions, intentions, attitudes, moods, emotions;
- eliciting information about people, objects and events;
- giving advice how a situation or a problem to be solved;
- speculating on future events and their consequences;
- hypothesizing;
- elaborating on abstract ideas and concepts;
- conversing in formal and informal environment;
- understanding and making appropriate common cultural references.

At Level 3 the candidate should be able to achieve all the requirements as detailed below:

- effectively communicate in official and unofficial conversations for professional, communal, practical needs
- Can do discussion on social and professional topics with greater ease.
- Can utilize dialect successfully to clear up, advocating choices, reacting to difficulties, supporting conclusion, expressing and protecting authority arrangement.
- Demonstrates language dialect when directing official gatherings/seminars/workshops, giving summaries, or speeches, hypothesizing.
- Can communicate dynamic ideas and thoughts in official gatherings on complex general and professional topics.
- Flexibly uses cohesive devices.
- Communicates fluently using rich vocabulary including high-

Marking Criteria: STANAG 6001 standards and considering the following criteria: communicative skills, control of vocabulary and grammatical structures, register, style, pronunciation, and fluency.
Speaking Exams Format and stages

The Speaking Section consists of three main stages, the INTRODUCTION, THE MAIN STAGE OR INTERVIEW STAGE AND COOL DOWN STAGE

INTRODUCTION (2 mins approx) - An interlocutor introduces himself/herself and asks the student to do the same. The candidate is asked short direct introductory questions to make them feel at ease and get accustomed to the examiner’s voice.

THE MAIN STAGE (12 mins approx.) will involved the areas as described below. After the introduction which is the first stage the following stages will occur.

Stage Two: Structured interview (3 minutes)
The candidate responds to a few questions, each requiring an increasing complexity of response, on general topics. Candidates are prompted to extend their answers.

Stage Three: Long Turn (3 minutes)
The candidate is given a task by the examiner relating to a general topic, which occasionally has a military flavor and asked to read the information for one minute before he/she responds. The candidate is requested to speak for two or three minutes.

Stage Four: Discussion (6 minutes)
The candidate is asked to develop issues related to the task in the long turn. There are two parts: A and B. Part A consists of three areas, each with three questions, related to the topic in the long turn. These questions are of increasing complexity and should enable examiners to distinguish between good Level 2 candidates and potential Level 3 candidates.

Part B is designed to confirm the capability of candidates reaching STANAG Level 3. It consists of a discussion point related very generally to the long turn task. Candidates should produce a range of language more complex than in the previous parts of the test.

Stage Five: Cool-down (up to one minute)
The interlocutor indicates that the test is ended and may ask a simple courteous question.
Students are required to practice all the main stages, subjects and areas below so they are not caught by surprise.

- **General conversation** - The examiner may choose from a number of topics such as:
  - general topics like place of birth, family, traveling, free time and leisure activities, sports, environment;
  - military and professional topics like military education and career, workplace and work responsibilities, participation in operations, NATO, PFP, UN missions and exercises and EU issues.
- **Description** - The candidate is asked to describe people, objects, places, etc.
- **Narration** - The candidate is asked to narrate past, present or future events or personal experiences.
- **Comparison and contrast** - The candidate is asked to compare and contrast people, places, events, facts and give arguments for or against (for level 3).
- **Giving directions and instructions** - The candidate is asked to give direction for reaching a place or instructions how something should be done.
- **Asking questions** - The candidate chooses a flash card and is expected to ask relevant questions about it.
- **Information gathering task** - the examiners speak to the candidate on a given topic and then candidate retells it to demonstrate understanding.
- **Role play** - A dialogue with one of the examiners. The candidate is asked to choose a situation card and is expected to adopt a role in a routine or non-routine /for level 3/ situation.
- **Hypothesizing** - The candidate is introduced into an imaginary situation and asked to hypothesize about it.
- **Expressing opinion and giving comments** - The candidate is asked to state his/her personal opinion or official policy, supporting it with appropriate facts and examples.
- **Interpreting quotations** - The candidate is asked to give his/her interpretation and comment on a quotation by a famous person.
INTRODUCTION - The duration of the first segment of the SLP speaking test is one minute. Through a few “getting to know you questions”, it gives the examiner an opportunity to know about your interests, where you come from, your studies and your family.

Your teacher (examiner) will ask you the questions below. Please ensure you listen attentively to the question he / she asks and ensure you respond appropriately and in the right tense. Should you have difficulties in using the English Tenses correctly please sign up to our “Grammar Snacks” course.

QUESTIONS (PART 1 – YOU HAVE 2 MINUTES)

• Where are you from?
• What is your profession?
• Is English your first language?
• Do you consider English to be of great importance for your present job?
• What have you disliked most about studying English?
• What have you enjoyed most about studying English?
• How would you feel about going to live and working abroad permanently?
• What important events have happened in your life recently?
PART Two: Structured interview (3 minutes)
The candidate responds to a few questions,
each requiring an increasing complexity of
response, on general topics. Candidates are
prompted to extend their answers.

HINT:

RESPOND APPROPRIATELY – please pay special attention to your tenses, support your opinions, use arguments to support your responses.

QUESTION

• In the 21st century, what should be the job of the press according to you?
Students should ensure that they are familiar with topic related vocabulary which would help them extend their fluency in speaking. In English language, there are many subjects with specific vocabulary associated to them.

Students should also be familiar with Collocations, Inversions, Conditional tenses, Idioms, passives, active voice and phrasal verbs for their speaking exams. At an SLP 3 speaking level, not many errors are allowed so please pay attention to your grammar and tenses.

You must also pay special attention to intonation and choose the words correctly.
Climate change.
Mistreatment of women.
Abortion.
Bullfighting.
Autonomies.
Economic crisis.
Issues with drinking, smoking, or drugs.
New technologies.
Opinions on current conflicts.
Emerging countries.
New superpowers.
Globalization.

In addition, there are other issues that tend to ask that they do have a more abstract component, such as:

For you being a soldier / officer perfect?
The truth is there?
What is art?
What is being a good leader?
What is success?
What is a good marriage?
The United States has been hesitant to end up excessively entrapped in Syria, however it has represented two principle reason.

Firstly, in 2013, the Islamic State in Iraq and Syria (ISIS) started building up a solid footing in the country.

The United States propelled air strikes in the coming year, the strikes were against the aggressor gathered. It inevitably sent ground troops into the battle, and almost 2000 US strengths are presently sent there.

Secondly, for utilizing chemical weapons such chlorine gas and sarin on Syrian people, the US government has acted to rebuff Assad government.

SOURCE
https://www.straitstimes.com/world/middle-east/six-basic-questions-about-the-war-in-syria
Stage Four: Discussion (6 minutes)
The candidate is asked to develop issues related to the task in the long turn. There are two parts: A and B. Part A consists of three areas, each with three questions, related to the topic in the long turn. These questions are of increasing complexity and should enable examiners to distinguish between good Level 2 candidates and potential Level 3 candidates.

QUESTIONS

PART A
IN YOUR OPINION HOW DID THE WAR IN SYRIA START?

WHY ARE THE RUSSIANS INTERESTED IN SYRIA?

WHAT COULD GOVERNMENTS OR UNITED NATIONS DO TO END THE WAR IN SYRIA?

PART B
NAME THE TWO MAJOR SECTS OF ISLAM AND DESCRIBE WHAT ROLE THEY ARE PLAYING IN POLITICS IN SYRIA.

TALK ABOUT THE CURRENT HUMANITARIAN CRISIS AND HUMAN SUFFERING IN SYRIA.

HOW IS THE CIVIL WAR IMPACTING COUNTRIES THAT BORDERS SYRIA?
Step 1: **Brainstorming**

3 main ideas or keywords.

Play with the pros and cons, opposite ideas, contrast.

Speculation: I suppose, I could do, I consider ... to be

“Let me see.... that’s an interesting question”

Use these phrases when you come across hesitation

- What I’m attempting to say is
- What I mean is
- to rephrase

Step 2: Language function

- According to me
- In my view

Step 3: Introduction - Answer Question Directly.

- Short Fact based statement (General)

Step 4: Main body:

- Keep talking and link sentences with more connectors
  - Use indicators of time to sequence the structure
    - Firstly, Secondly, Thirdly
  - Comparative structure: “on one hand, on the other hand.”

Step 5: Conclusion: Finally, To Sum Up/ Summing Up, In Conclusion

- Be general,
- Paraphrase previously used vocabulary with phrases or synonymous word replacements.
- **Be subjective and descriptive**--**As many adjectives as possible.**

**Connector/transition**

- In addition
- Furthermore
- Moreover
- Besides
- Due to the fact
- For Instance
- In fact
- Essentially
- Another thing
- To be honest
- As well as
Sample Questions
GIVING OPINIONS, HYPOTHEOSIZING, MAKING SUGGESTIONS

• In the context of 21st century, what role should the press play, in your opinion? Why do you think so?
• With regards to the Third World countries, does the constant proliferation of nuclear weapons concern you? If so, why?

ROLE PLAYS, SIMULATION 1
USE LANGUAGE FOR CLARIFYING,
1. In the apartment of the building you live in, the furniture in the balcony is getting damaged due to the water that is coming from the neighbors balcony while they water their plants.

Note: You are required to go to the interviewer and explain your problem to her. The role of your neighbor will be played by the interviewer.

ROLE PLAYS, SIMULATION 2
2. You are in a public park with your kid and they throw the car keys into the pond.

Note: The role of a policeman will be played by the interviewer. You are required to tell this to the policeman and request them to help you.

ROLE PLAYS, SIMULATION 3
3. You arrive at one of the airports in the United States and discover that your flight back home has been temporarily postponed (perhaps for a day). Nonetheless, you’ve to travel back due to an urgency. You are required to discuss the problem with the officer at the airport and ask them to make arrangements for you to fly on the same day.

Note: The role of the desk officer will be played by the interviewer.
# USEFUL EXPRESSIONS FOR SLP EXAMS AND PRACTICE

## Speaking about an unfamiliar topic and buying time

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<th>1. START OF SENTENCE</th>
<th>2. CHOOSE AN OPTION BELOW</th>
<th>3. continue....</th>
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<tbody>
<tr>
<td>I am unable to recognize the subject in any case the primary idea/thing/point</td>
<td>A. that comes to mind...</td>
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<td>B. Come across my head...</td>
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<td></td>
<td>C. Pops in my head...</td>
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<td>A. is about... (a news article that I read)</td>
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<td>B. stems from... (my experience at the army)</td>
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<td>C. leads to... (my childhood memories, or my time in...)</td>
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<td>It’s a tough query to answer abruptly</td>
<td>A. Likely since it relates to different issues</td>
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<td>B. however, talking from encounter,</td>
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<td>Astonishingly, I didn’t think about it</td>
<td>A. I doubt if / feel / believe / feel / my own preference ...</td>
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<td>B. Will be to...</td>
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<td>This topic is very crucial currently due to ...</td>
<td>It has a close link with...</td>
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<td>This issue has been widely analyzed by people</td>
<td>Particularly, in the context of...</td>
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<td>My life identifies with this question because...</td>
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<td>In my country, this issue holds great significance because...</td>
<td>It has started to become more like...</td>
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<td>It is a common misconception/ It is usually accepted that...</td>
<td>that...people assume</td>
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## Expressing Full Agreement

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<th>START THE SENTENCE</th>
<th>HOW WOULD YOU CONTINUE – SAY OR WRITE A FEW SUGGESTIONS</th>
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<td>I completely/totally agree with your point</td>
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<td>That appears/seems reasonable/That’s a logical suggestion</td>
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<td>Your point is quite accurate</td>
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## USEFUL EXPRESSIONS FOR SLP EXAMS AND PRACTICE

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<td>That’s what I was thinking as well</td>
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<td>I totally agree with your point</td>
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<td>I meant the same</td>
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<tr>
<td>I think we both are talking about the same thing</td>
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<tr>
<td>I totally agree with your point</td>
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### Communicating Fractional Agreement

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<tbody>
<tr>
<td>I must say, that’s an intriguing point, alternatively...</td>
<td></td>
</tr>
<tr>
<td>True, however, some other points also need to be considered here</td>
<td></td>
</tr>
<tr>
<td>Correct, however, if we consider it from a different point of view..</td>
<td></td>
</tr>
<tr>
<td>That’s an important issue, but don’t you think</td>
<td></td>
</tr>
<tr>
<td>Yes, I think I’d agree with you to a certain extent</td>
<td></td>
</tr>
<tr>
<td>Yes, I understand your point, but let’s think of...</td>
<td></td>
</tr>
</tbody>
</table>
### USEFUL EXPRESSIONS FOR SLP EXAMS AND PRACTICE

#### Expressing Disagreement

<table>
<thead>
<tr>
<th>Statement</th>
<th>YOUR RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pardon me, but I have a different opinion on this..</td>
<td></td>
</tr>
<tr>
<td>Sorry, I don’t agree with your point</td>
<td></td>
</tr>
<tr>
<td>I’m sorry but that’s not how I view it..</td>
<td></td>
</tr>
<tr>
<td>In my opinion it should be..</td>
<td></td>
</tr>
<tr>
<td>We can agree to disagree about/on</td>
<td></td>
</tr>
</tbody>
</table>

#### Asking For a Suggestion

<table>
<thead>
<tr>
<th>Question</th>
<th>YOUR RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you support my viewpoint</td>
<td></td>
</tr>
<tr>
<td>Possibly, you could share your views/ideas on this..</td>
<td></td>
</tr>
<tr>
<td>Do you think so?</td>
<td></td>
</tr>
<tr>
<td>What do you think about this/ Could you share your stance?</td>
<td></td>
</tr>
<tr>
<td>What do you think of this?</td>
<td></td>
</tr>
<tr>
<td>What do you think about that?/ What do you have to say on that?</td>
<td></td>
</tr>
</tbody>
</table>
## OTHER USEFUL EXPRESSIONS FOR SLP EXAMS AND PRACTICE

<table>
<thead>
<tr>
<th>Interrupting</th>
<th>Personal Point of View</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excuse me, but I have a point to make about...</td>
<td>Speaking from my own experience/ In my experience</td>
</tr>
<tr>
<td>Excuse me for interrupting, may I say something about...</td>
<td>Otherwise/ Conversely/ Alternatively/ In comparison</td>
</tr>
<tr>
<td>Sorry to interrupt, but in my opinion, we should be aware of...</td>
<td>In the same manner/ By the same token/ similarly/ Likewise/</td>
</tr>
<tr>
<td>Could I make a suggestion?</td>
<td>Equally/ Contrasting/ Comparing</td>
</tr>
<tr>
<td>If I could put a word here ...</td>
<td>I’d say that/ What I mean is/ I prefer/ If you ask me/ I am quite certain about my opinion regarding/ I am convinced that</td>
</tr>
<tr>
<td>I have a point I would like to make</td>
<td>Speaking for myself/ As far as I am concerned</td>
</tr>
<tr>
<td>That’s a good point, why don’t we find out what X has to say...</td>
<td>Nonetheless/ Despite this/ By contrast</td>
</tr>
<tr>
<td>May I interrupt...</td>
<td>However/ Apart from this/ In contrast to</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Changing Subject</th>
<th>Summing Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Furthermore/ In addition/ Above all/ Finally</td>
<td>Bearing (it) in mind/ Consequently/ On the whole</td>
</tr>
<tr>
<td>/ And then/ In the first place/ Most importantly</td>
<td>In other words/ To put it another way</td>
</tr>
<tr>
<td>/ On top of that/ Talking of.../ Speaking of/ With reference to...</td>
<td>Ultimately/ To some extent</td>
</tr>
<tr>
<td>/ Turning to.../ As for.../ When it comes to.../ That brings me to.../ Regarding...</td>
<td>To make a long story short/ In brief</td>
</tr>
<tr>
<td></td>
<td>Generally speaking/ This may account for the fact that...</td>
</tr>
<tr>
<td></td>
<td>broadly speaking/ To sum up/ Taking into consideration</td>
</tr>
</tbody>
</table>
MODULE 3 – READING

SLP3 READING EXAMS
The main objective of the SLP reading exams is to measure the ability of the candidate to recognize and understand different communicative functions in reading materials. The candidate has to demonstrate ability for overall understanding of the text, for finding specific information, for identifying the main idea and the supporting details, for making inferences and conclusions, as well as for identifying the cohesive devices in a text for a limited period of time.

The Reading Section tests language sub-skills such as:
• understanding the main idea;
• scanning for specific information;
• understanding explicit meaning;
• understanding implicit meaning;
• understanding cohesion and coherence within the text;
• understanding and making inferences;
• identifying stages of an argument or discussion;
• recognizing emotional overtones;
• understanding hypotheses;
• identifying the author’s viewpoint and attitude;
• understanding most common cultural references;
• recognizing different stylistic nuances.

Discuss the different types of reading skills with your teacher and your understanding of it.

Level 3 –texts regarding specialized topics, abstract language and with complex issues require reading skills to comprehend hypothesis, analysis, supported opinion and argumentation. Some text may be in reference to the work while nuances and implications maybe included in some of the texts.

According to STANAG the candidate demonstrates good understanding of authentic written materials on both general and professional topics. Can follow text cohesion, opinion argumentation, and hypotheses. Makes inferences and draws conclusions. The candidate has rich reading vocabulary including most commonly used idioms, and understands complex grammatical structures. Demonstrates comprehension of abstract concepts in reading texts and recognizes different stylistic levels. Determine the author’s opinion and can read between the lines. Apprehends official policy presentation and argumentation.
The Reading Section consists of texts of different length and graded complexity. All texts are taken from authentic sources and edited if necessary. Texts can be drawn from: signboards and signs, leaflets and guidebooks, newspapers and magazines, reports, accounts, manuals, documents, analyses, lectures, military briefings, and could be from the sphere of politics, economics, culture, science, and technology.

Type of tasks

Short-answer questions, table completion, sentence completion, gap-filling, diagrams, maps, pictures, listing, multiple-choice, matching, sequencing, true/false/not-given questions, and a combination of the above.

Marking Scheme

Candidates are awarded one point for each correct answer. A level is sustained if 70% of the questions are answered correctly. Level (+) is awarded if there are 50-69% correct answers from the next level.
Go through the informational, title and sub title of each content in the reading section carefully. This can be implied to allow you a thought of what to anticipate from the content. It'll tell you where the pieces come from and/or what content is about. If there's a visual aid, it is ordinarily included to assist with a reference within the content that you may not have heard of before.

Create a productive recording for the words you learn. You must record as much detail as possible, including data about relationship and grouping of words learned.

When considering lexicon in planning for the exams, it would be ideal if you pay consideration to grouping, the diverse shades of meaning inside sets of comparative words, and relationship of words (eg. Whether words are taken after by a certain relational word, or by a gerund or an infinitive, etc.)

Before selecting an answer, consider all the choices carefully. A few choices may be exceptionally tempting, but just a single option will be semantically and syntactically correct in that specific context.

Arrange your time carefully and do not spend long on any one portion of the test.

Make sure you leave a few minutes to check your answers at the end.

Consider all the options carefully before choosing on an answer.

Acclimate yourself with a wide ranging sources, registers, subjects and lexical area. Arrangement must incorporate practice in perusing a content rapidly so as to get a general impression of the content.

Study each address and underline the portion of the content which answers the address. After having a look at the choices and choose which one seems most relevant.

In order to prepare for the multiple-matching task, skimming should be practiced.

Attempt to highlight the key words within the questions as this makes a difference when attempting to discover the data within the content which gives the answer.

Study articles and examine work, books etc. Practice recognizing a wide run of phonetic gadgets which check the coherent and cohesive improvement of a content, e.g. words and expressions demonstrating time, cause and impact, differentiating contentions, summarizing of lexicon, usage of pronouns, redundancy and the utilize of verb tenses.
MODULE 4 – WRITING

SLP3 WRITING EXAMS
The ability to write essay length description, narration, explanation, hypothesis, analysis, argumentation needs to be demonstrated at Level 3, the topics can be abstract as well as concrete. Both informal and formal documents and correspondence for professional, social and practical purposes in the texts. The writing topics generally begin from level 2 then move on to level 3.

**Hint:** Just like the SLP Speaking exams, students are also encouraged to look at “Topic Specific related Vocabulary”, which enables them to use better and more extensive vocabulary and make better use of the English language when writing. Remember that SLP 3 writing can be compared to an advanced level in English and this has to be reflected in your writing.

**WRITTEN EXPRESSION:**
Length of test: 70 to 90 mins. There are two themes to choose from, one civilian on a more or less topical subject (choice of the host the Olympics, the crisis, the visit of the Pope to somewhere, a letter of complaint to the City Council for some works, etc), and one on a military theme, or security and defence. The text is in English and you will have to write 300 to 400 words.

**Tasks and Accuracy**
The Level 3 writer’s yield will seldom aggravate the local peruser, in spite of the fact that there may be intermittent errors. Test informational will be displayed on the computer in English.
Practice your Topic Specific/Related vocabulary

In the search engine type “topic related vocabulary” and you will find a list of resources for topic related vocabulary from sources such as IELTS etc. Below are some topics, do a search and write down the vocabulary related to the topics

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>Search and write down specific vocab related to the topics below:-</th>
</tr>
</thead>
<tbody>
<tr>
<td>• GLOBAL WARMING</td>
<td></td>
</tr>
<tr>
<td>• TIME FOR RENEWABLE ENERGY</td>
<td></td>
</tr>
<tr>
<td>• CLIMATE CHANGE AND IMPACT ON FOOD PRODUCTION</td>
<td></td>
</tr>
<tr>
<td>• NUCLEAR POWER</td>
<td></td>
</tr>
<tr>
<td>• IMPACT OF NUCLEAR POWER ON SOCIETY</td>
<td></td>
</tr>
<tr>
<td>• COMPUTERS IN TODAY´S SOCIETY</td>
<td></td>
</tr>
<tr>
<td>• DANGERS OF INTERNET</td>
<td></td>
</tr>
</tbody>
</table>
PLAN YOUR WRITING

One of the top mistakes of failing a writing exam is “failing to plan”

Spend at least “5-7 mins” jotting your ideas and writing them down on paper. Writing your ideas will ensure you remember to include them in the real writing that you are just about to do, so no relevant piece of information is left out!!!

In your plan think about:
• The format of the writing (make sure you use the correct structure for the type of writing)
  • Audience
  • Type of writing (formal or informal)
  • Register
  • Paragraphing – how many will you need 3/4?
• Do your paragraph require headings? Are your points clearly stated?
  • Think about the topic – are there any specific “topic related vocabulary” you can use?
  • Linking ideas
  • Type of grammar to be used
• The tenses to be used throughout
  • Modal verbs
• Think about any expressions / key phrases to be included
• Give examples and make references where possible, adds strengths to findings, reports and argumentative essays
• To end think about your opinion / recommendations / conclusion
<table>
<thead>
<tr>
<th><strong>Register:</strong></th>
<th><strong>Forms and Conventions:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Factual, cold, impersonal, formal.</td>
<td>Title: Report into ........</td>
</tr>
<tr>
<td><strong>DO NOT USE:</strong></td>
<td><strong>Paragraph Titles:</strong> Introduction, Strong points, Weak points, Concluding paragraph.</td>
</tr>
<tr>
<td>- “We/I think....” (quite personal)</td>
<td></td>
</tr>
<tr>
<td>- Informal phrasal verbs (check out/ break down/ meet up etc.)</td>
<td></td>
</tr>
<tr>
<td>- Colourful language (awesome/ stunning/ gorgeous etc.)</td>
<td></td>
</tr>
<tr>
<td>- Contractions</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Introduction:</strong></th>
<th><strong>Expressing general opinions/info:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This report will offer an in depth critique of...</td>
<td>There are many <strong>disagreements</strong> about..</td>
</tr>
<tr>
<td>This report will focus on...</td>
<td>According to a recent study..</td>
</tr>
<tr>
<td>Following is the discussion regarding..</td>
<td>It is a general concept that..</td>
</tr>
<tr>
<td>The report will shed light on...</td>
<td><strong>There are varying opinions about..</strong></td>
</tr>
<tr>
<td>This purpose of this report is to...</td>
<td>...is <strong>highly regarded</strong> in (place)...(good reputation)</td>
</tr>
<tr>
<td>This report aims to...</td>
<td>It is a <strong>common belief</strong> that...</td>
</tr>
<tr>
<td><strong>Fake survey/questionnaire:</strong></td>
<td>.....is said / thought/ considered as</td>
</tr>
<tr>
<td><em>It can be a good idea to base the report on a survey/questionnaire.</em></td>
<td></td>
</tr>
<tr>
<td>This report will present the findings of/This report is based on the findings/results of an extensive survey completed by...</td>
<td><strong>Survey Results:</strong></td>
</tr>
<tr>
<td><strong>Ending Introduction:</strong></td>
<td>According to the majority of the respondents..</td>
</tr>
<tr>
<td>1. It will go on to give recommendations regarding...</td>
<td>According to 70% of the interviewees..</td>
</tr>
<tr>
<td><strong>Strengths:</strong></td>
<td>Most of the respondents were of opinion that..</td>
</tr>
<tr>
<td>There are many strengths of the school systems, such as..</td>
<td>A minor number of respondents disagree/agree with..</td>
</tr>
<tr>
<td>... is particularly effective due to the fact that...</td>
<td></td>
</tr>
<tr>
<td>... has achieved impressive results owing to ...</td>
<td></td>
</tr>
<tr>
<td>Another clear strong point is...</td>
<td></td>
</tr>
<tr>
<td>... is something the country can be proud of due to...</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Weaknesses:</strong></th>
<th><strong>Giving Recommendations:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Despite the strengths mentioned above, there are also some areas that require attention.</td>
<td><strong>Highly suggest that...</strong></td>
</tr>
<tr>
<td>... is not up to the required standard</td>
<td>We recommend the following in order to improve the situation</td>
</tr>
<tr>
<td>leaves a lot to be desired</td>
<td>I propose the following changes in the area of...</td>
</tr>
<tr>
<td>... The expectations are not being met..</td>
<td>The field of X requires urgent improvement...</td>
</tr>
<tr>
<td>Another drawback is..</td>
<td>Following aspects should be considered in light of the above...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Disadvantages/advantages:</strong></th>
<th><strong>Concluding:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>disadvantages</strong></td>
<td>- <strong>To conclude/ to sum up/ finally,</strong>...</td>
</tr>
<tr>
<td>drawbacks/ weaknesses/downsides</td>
<td>- <strong>I hope you will give special attention to the recommendations presented/outlined in this report</strong></td>
</tr>
<tr>
<td><strong>advantages</strong></td>
<td>- <strong>I hope that the plan presented/outlined in this report is in accordance with..</strong></td>
</tr>
<tr>
<td>Strengths/pros/benefits</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Grammar check list</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Does your document include...</td>
<td></td>
</tr>
<tr>
<td>- Impressive verbs (undergo development/bring about change)</td>
<td></td>
</tr>
<tr>
<td>- Linkers (consequently/ due to/ despite/ nevertheless)</td>
<td></td>
</tr>
<tr>
<td>- A cleft sentence (The most important point is..)</td>
<td></td>
</tr>
<tr>
<td>- A double comparative (The more we... the more)</td>
<td></td>
</tr>
<tr>
<td>- A participle clause (Having gone/ being...)</td>
<td></td>
</tr>
<tr>
<td>- An inverted conditional (Were we to...)</td>
<td></td>
</tr>
<tr>
<td>- An inversion (seldom/ no sooner/not only)</td>
<td></td>
</tr>
</tbody>
</table>

Title of the book
<table>
<thead>
<tr>
<th><strong>Opening</strong></th>
<th><strong>Giving News</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• It’s been ages since we last spoke.</td>
<td>• Guess what. I’ve…</td>
</tr>
<tr>
<td>• I’m sorry for not getting back to you earlier.</td>
<td>• I’ve got some fantastic news.</td>
</tr>
<tr>
<td>• I’ve been snowed under with exams lately.</td>
<td>• I’m afraid I’ve got some bad news.</td>
</tr>
<tr>
<td>• How’s life treating you?</td>
<td>• Bad news, James…</td>
</tr>
<tr>
<td>• What are you up to these days?</td>
<td></td>
</tr>
<tr>
<td>• I’d be glad to assist you regarding your query.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Responding to News</strong></th>
<th><strong>Offering, accepting, declining invitations</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• I was disappointed to hear that you’ve…</td>
<td>• I’d love for you to come to…</td>
</tr>
<tr>
<td>• I’m so glad to hear that you’re…</td>
<td>• Have you got any plans for summer?</td>
</tr>
<tr>
<td>• I’m thrilled for you</td>
<td>• Do you fancy coming to…?</td>
</tr>
<tr>
<td>• What great news!</td>
<td>• I’d love to come!</td>
</tr>
<tr>
<td>• Sorry to hear that…</td>
<td>• Count me in!</td>
</tr>
<tr>
<td>• Congratulations!</td>
<td>• Count me out, I’m afraid.</td>
</tr>
<tr>
<td></td>
<td>• I wouldn’t miss it for the world.</td>
</tr>
<tr>
<td></td>
<td>• I wish I could but…</td>
</tr>
<tr>
<td></td>
<td>• I’ll take a rain check.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Giving advice/recommendations</strong></th>
<th><strong>Closing</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• If I were you, I’d…</td>
<td>• Well that’s all for now.</td>
</tr>
<tr>
<td>• If I were in your shoes, I’d…</td>
<td>• I’d better go, I’ve got an early start in the morning.</td>
</tr>
<tr>
<td>• You simply have to…</td>
<td>• I must dash/go</td>
</tr>
<tr>
<td>• By far and away the best thing to do is…</td>
<td>• Pass on my regards to your family</td>
</tr>
<tr>
<td>• Have you thought about…</td>
<td>• Let me know how it goes</td>
</tr>
<tr>
<td>• It wouldn’t be a bad idea to…</td>
<td>• Can’t wait to….</td>
</tr>
<tr>
<td>• … is worth a try.</td>
<td>• All the best</td>
</tr>
<tr>
<td>• Something that I found really useful is…</td>
<td>• Hugs and kisses</td>
</tr>
<tr>
<td>• What seems to work for a lot of people is…</td>
<td>• Take care</td>
</tr>
</tbody>
</table>
WRITING STRUCTURE
PROPOSALS

Proposal

Introduction:

The principle _____ of this proposal is to _____ forward ideas in ______ to ______ improvements to the appearance of ...(town’s name). It will then go ____ to describe the possible effects _____ changes will have on the town.

Making recommendations:

• I strongly recommend/suggest buying new chairs so that students are more comfortable.
• I recommend/suggest that we buy new chairs so that students are more comfortable.

Use a gerund

• Buying new chairs would be a great way to increase students’ comfort.
• Investing in new chairs would lead to an increase in student comfort.

Use a passive

• New chairs should be bought so that students are more comfortable.
• It is believed/obvious that investing in new chairs would lead to an increase in student comfort.

Use an advanced conditional

• If we were to invest in new chairs, students would be more comfortable.
• Were we to invest in new chairs, students would be more comfortable.

It would be + adjective

• It would be advisable/practical to invest in new chairs in order to increase student comfort.

Effect of changes

• Installing new chairs would lead to/give rise to...
• Building a new common room would provide students with a place to unwind.
• Improving the metro service would enable more residents to use public transport.
• Investing in... would undoubtedly have a positive effect on...
• Refurbishing the library would be extremely beneficial for the whole school.
• Having more... would do wonders for the school’s reputation in the local area.

Should the recommendations o_________ in this proposal be c_______ o_______, I have no doubt that the improvement of the town will be a r________ s____________.
**Register:** Informal/neutral
Use: all your colourful vocabulary:
Phrasal verbs/idioms/impressive collocations.

**Forms and conventions:**
Title: for films/ expression/ title/ idiom/restaurants name

**Planning, 6 step system:**
1. Read task, underline content points.
2. Divide content areas into paragraphs: Intro, food, service, ambiance, decor, professional recommendation.
3. WHAT would you wish to say? Add the notes of yours to each paragraph in form that is simple.
4. Just how will you claim that? Vocabulary and grammar for every note advanced by brainstorm.
5. Conventions and forms: Title paragraph titles, fixed introduction.
6. Write! Keep the word limit of 220-260 words in mind.

**Introduction:**
To grab attention, add a personal anecdote. Introduce name of TV show/ Location/ Restaurant/ Film/ book/ Seldom do I find the time to..., however when I do take time out of my hectic schedule, I like nothing more than... Being a bit of a foody/book worm/film buff, the news that... had opened a new restaurant/released a new film/book had me itching to try/see/read it. So last week I popped down with a friend to check it out. Having never tried/read/seen before I approached ... with a sense of trepidation, not knowing what to expect. Soon however, all my fears were allayed.

**Book reviews:**
Vocab to describe the book in general:
I couldn't put it down/ a laugh a minute / a tearjerker / a white-knuckle ride / a page-turner
Vocab to describe specific parts:
a shocking twist in the tail/cliff-hanger ending/ nail-biting conclusion / gripping climax / a gentle introduction / a slow start
Setting:
the bustling city of New York
a sleepy village in the USA
an alternate reality where wizards/vampires walk the earth
The action takes place in ______ (time/place)
the present day (now)
The book is set in _______(time/place)
Plot:
The plot follows the adventures of _________(character name)
The plot centres around / focuses on (the adventures / lives of __________)
Characters:
protagonist/ main character/ anti-hero / / heroine/ hero/ villian
The characters are a bit 2 dimensional/ well-crafted/ believable .

**Film/TV reviews:**
General:
The film is let down by a clichéd script.
gives a(n) (un)convincing performance as...
... is miscast in the role of...
... is cast in the role of...
Spectacular set-pieces (main action scenes)
Capture the audience’s imagination.
Hold my attention
... awakened my interest in...
The director/author evoked a magical atmosphere
Gripping film (exciting)
... sets off an amazing chain of events
A blockbuster (big commercial film eg Superman)
I was on the edge of my seat (exciting)
Like watching paint dry (boring)
Brought a tear to my eye
made a lasting impression on me
a dazzling display of his/her talents
an unmitigated disaster (bad film)
an accomplished actor
a bold experiment
a polished performance
suspense builds up
startling originality
glowing reviews
heavily influenced by the films of..
An all-star cast
### Restaurant review:

<table>
<thead>
<tr>
<th>Service with a smile</th>
<th>Freshly-baked</th>
<th>Restaurants cont.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lively atmosphere</td>
<td>Steamed</td>
<td>€20 a head (per person)</td>
</tr>
<tr>
<td>Bustling eatery</td>
<td>Grilled</td>
<td>Costly/pricey/expensive</td>
</tr>
<tr>
<td>Famished/ravenous</td>
<td>Pan-fried</td>
<td>reasonably-priced/economical</td>
</tr>
<tr>
<td>starving/hungry</td>
<td>Roast</td>
<td>Aromas wafting from the kitchen</td>
</tr>
<tr>
<td>A steaming plate of..</td>
<td>To lick your lips in anticipation</td>
<td>Lick</td>
</tr>
<tr>
<td>Packed with flavor</td>
<td>Heavenly</td>
<td>Bite</td>
</tr>
<tr>
<td>Well-seasoned</td>
<td>To die for</td>
<td>Nibble</td>
</tr>
<tr>
<td>Crispy/crunchy</td>
<td>Mouth-watering</td>
<td>Savory</td>
</tr>
<tr>
<td>With a kick (spicy)</td>
<td>A plate piled high with..</td>
<td>Gobble up/devour</td>
</tr>
<tr>
<td>Creamy</td>
<td></td>
<td>Content</td>
</tr>
<tr>
<td>Juicy/succulent</td>
<td></td>
<td>Gorge on/To feast</td>
</tr>
<tr>
<td>(meat)</td>
<td></td>
<td>Drink to your hearts/ To eat</td>
</tr>
<tr>
<td>Piping-hot</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wholesome food</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hearty Meal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Killer Lines:**
  - ...comes off badly in comparison with ...
  - ... holds up well in comparison
  - ticks all the right boxes
  - sets the benchmark for other ... really raises the bar (sets a higher standard)
  - more than lives up to the hype
  - ... is by far and away the best...
  - Were I to sum up ... in one word, it would be...
  - ... is as good as everyone says it is
  - ... left a lot to be desired (wasn’t good enough)

- **Grammar check list**
  - Have you included?
    - Phrasal verbs
    - Idioms
    - A cleft sentence (What is most crucial is...)
    - A double comparative (The more we... the more)
    - A participle clause (Having gone.../ Being...)
    - An inverted conditional (Were we to...)
    - An inversion (seldom/no sooner/ not only)
Introduction Paragraph

What is an introduction paragraph?
The first paragraph of the essay is known as the introduction paragraph.

Purpose

The primary idea of the essay is introduced through the introductory paragraph. The importance of the topic is demonstrated by it. Moreover, a good introductory paragraph is able to intrigue the readers.

How to Write an Introduction Paragraph

1. The first step is to develop a thesis statement. It is a single sentence which states the primary idea of the essay. The essay should be limited to the topic which you introduced in the thesis statement.
2. It is recommended to provide background information on the your essay’s topic. Definitions, quotations or interesting facts can be used for this purpose.

Example:

Hockey has been a part of Canada for the last 130 years. It is played and watched by millions of people in Canada and is now considered as a popular sport. As compared to the early times when hockey was played, it has gone through various changes.

Supporting Paragraphs

What are supporting paragraphs?
The main body of the essay is comprised of the supporting paragraphs.

What do they do?
The primary idea of the essay is developed through the supporting paragraphs.

How to Write them?
1. Make a list of the points regarding your primary idea.
2. Assign the points to their respective supporting paragraphs.
3. Make sure you use facts, details and examples to develop the supporting points.
Special transition words should be used in order to link the supporting paragraphs. The essay becomes easier to read with the transition words, as they connect the paragraphs together. They can be used at the start or end of the paragraphs.

Following are the instances of the transition words which can be used to connect the paragraphs.

**Use adverbs of sequence in order to list different points.**

Use linkers and connectors to show cause and effect, for additional ideas, and for counter examples.

There should be a topic sentence, supporting sentence and a summary sentence in each supporting paragraph.

**Summary Paragraph**

After you’re done developing ideas, the summary paragraph comes in the end. It is usually referred to as conclusive paragraph, or simply a conclusion.

**Purpose of Summary Paragraph**

The primary idea of the essay is restated or summarized in the summary paragraph. It gives a sense of completion to the essay.

**How to Write a Summary Paragraph**

1. Suggest a plan for action or state your personal opinion.
2. Mention the strongest points of your essay again, particularly the ones that support your primary idea.
3. Relate the main idea with different words in order to conclude the essay.

**Example:**

Generally, the game has been improved through the changes that occurred in Hockey. In the last 130 years, as a result of the changes, hockey is more exciting and faster now. Due to these reasons, modern hockey is considered better than hockey in 1880's.
SLP 3 – Letter of Complaint

Task – CPE Testbuilder pg 91
A guide to writing a letter of complaint regarding the bad experience you had at a restaurant or company. (CAE 220-260 words – CPE 280-320 words)

Opening
• To whom it may concern/ Dear Sir/ Madam
• I feel compelled to write to you in order to describe the
• For the following reasons, I would like to lodge a formal complaint against your company:
• I am writing to express my dissatisfaction/dissatisfaction with...

Listing Problems
• Firstly,
• The straw that broke the camel’s back was...
• To top it all off...
• As if that was not enough...
• On top of that...

Complaining Expressions
• Overall, we are extremely unsatisfied with your services
• The... was an absolute disgrace.
• The customer service we received was of poor quality.
• It bitterly disappointed us that...
• The... failed to live up to our expectations.
• The... left a lot to be desired.
• The... was not up to the expected standard.
• The standard of the... was not up to scratch.

Requesting Action
• I hope to receive reimbursement of (€1500) for the...
• You will be hearing from my lawyers, if these demands are not met..
• I would be thankful if..
• I would appreciate it if you...
• It seems only fair that you should... (offer a full refund)

Making Recommendations
• I recommend re-evaluating your processes about..
• It would be prudent to...
• I highly suggest that your organization...

Sign off
• Yours faithfully,
• expect to receive a prompt reply to this letter.
• I look forward to receiving your reply.
HOT TOPICS TO PRACTICE FOR SLP 3

• COMPUTERS IN TODAY’S SOCIETY
  • DANGERS OF INTERNET
  • INFORMAL LETTER – COMPUTERS IN THE ARMY
  • INTERNET – BETTER SAFE THAN SORRY

• ETHICAL CONSUMPTION
  • BUYING ETHICALLY MADE PRODUCTS
  • ETHICAL CONSUMPTION

• GLOBAL WARMING
  • TIME FOR RENEWABLE ENERGY
  • CLIMATE CHANGE AND IMPACT ON FOOD PRODUCTION

• NUCLEAR POWER
  • IMPACT OF NUCLEAR POWER ON SOCIETY

• SPORTS AND VIOLENCE
  • VIOLENCE IN SPORTS

• TRANSFERRING VALUES
  • FAMILY VALUES
  • TRANSFERING VALUES BETWEEN PARENTS AND CHILDREN
Families & Foreign Postings
A post in a foreign country offers both benefits and drawbacks for military families. Describe some of the main problems that moving to a foreign country pose for a family. (L2)
What should be taken into account when weighing the strain that immersion into a foreign culture might cause versus the impact of long periods of separation? Should the family always try to stay together or are there situations in which part of the family should remain in the home country? (L3)
Artificial Intelligence & Robots
Super computers, driverless cars, self-teaching robots are on the horizon. Which technological advances do you expect to see in your lifetime? (L2)

What are your worries or hopes about their effect on the lives of human beings? (L3)
The effect of modern technology on education
Explain two ways primary education will change due to modern technology. (L2)

Explain whether you think the changes will be negative or positive and provide reasons to support your opinions. (L3) (300 words)