



**ESL**  
**Seminars**

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**We Are The Leader In**  
**Test of Spoken English® (TSE®)**  
**And**  
**IELTS® (all modules)**  
**Exam Preparation!**

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## *ESL Seminars™ Introduction*

Hello! My name is James Rarick and I have been invited to hopefully give you some insight into how to pass the spoken English exam you are preparing for (TSE® or IELTS®). I hope that most of you have read my biographical data. If not, the short version is that I am a Graphic Communications graduate and have taught Graphic Communications in a technical college setting. I am a published author and hope to have a second book out sometime within the next year. I also worked for nearly 20 years as a supervisor and Director at one of the world's most secure maximum-security prisons. During the seminar, please call me Jim - I will just assume that those of you say "Mr. Rarick" will be addressing my father and not me.

At this point I would like to congratulate all of you for being college graduates and highly trained professionals. I believe that all of you have taken and passed the TOEFL® exams (for the TSE® examinees) and have a good understanding of the technical aspects of the English language. I would like all of you to give yourselves a figurative round of applause for being scholars and professionals.

Some ground rules for our two-day seminar: Most of you are health-care professionals. I will just assume that you know that the mind can only absorb what the posterior can endure. That being said, if any one of you feel the need to get up and stretch your legs, visit the C.R., or just take a break, please do so at your convenience. I do encourage you to concentrate on what is in this textbook and what is in the CD's. The information is valuable and time is short. But if you are not

relaxed and comfortable, you cannot absorb the material.

Again, take your regularly scheduled breaks. But please try to network with others that will be taking the TSE. Networking is simply introducing yourself to someone you don't already know and exchanging names and addresses, or email addresses, etc., with them. The purpose of networking is so that you might contact each other and work together after the seminar, preferably just before your scheduled TSE exam. You will need help from others!

During the live seminar some of you were asked to stand and give a very short (one to two minute) verbal dissertation on a subject given by me during the course of the seminar. Try to use a tape recorder or ask a good friend to review your spoken English as we proceed through this exercise. Having recorded or live feedback is necessary to help you speak English as if you were a native speaker.

A very important quote is: *"If You Always Do What You Always Did, You will Always Get What You Always Got!"* What that means is: If you have failed the TSE® or IELTS®, after taking "refresher" courses, it will only doom you to failure if you take those same refreshers again. This seminar is a fresh look at spoken English exams, not a refresher of some tired old material. We will not dwell on the basics of the English language but we *will* include some basic exercises. We will focus primarily on how to speak the English language concisely, precisely, and with authority.

When we do have exercises on the basics of the English language we will ask you to verbally give answers to the questions. We believe there will be ample opportunity for all of you to speak English and be critiqued by your peers and the instructors. Make no mistake; this seminar is tailored to prepare you to pass the TSE exam.

Just a few words on scams you might encounter. There are any number of “recruiters” out there willing to make you all kinds of promises and will give you visions of something for nothing. Don’t believe them!

Let’s dispel some myths:

- 1) Superman does not exist.
- 2) The streets in the USA are not paved with gold.
- 3) Health care and other recruiters that say: “you do not have to pass either IELTS® or TSE®” are lying!
- 4) To practice as a nurse or any other type of professional in the USA or Canada you must pass proficiency tests in English.

What I am trying to say to you is to be very, very careful. There are plenty of scams out there that can, at best, steal your money and, at worst, can put you in physical harm.

*A short story:* Back in the early 1900’s there were many immigrants coming to the USA from Germany. It has been said that when one German fellow arrived in New York he immediately got off the boat and started walking down a New

York street. He noticed a \$100 bill lying on the pavement in front of him. He reached down to pick it up but then suddenly straightened up without retrieving the money. He smiled brightly and said to himself: “Hey, this is just my first day in the USA. Why should I start working right away?”

Believe me, that is *not* the way it is in the USA or any other place. You have to work for your money; you do not pick it up off the streets. If a recruiter promises something for nothing run away as fast as you can!

Well, that’s it for scams. If you have any questions please contact our office. We can possibly assist you or give you information on recruiters.

Later on I will talk about personal responsibility. It is important and it is something you need to work on. If you fail the TSE or IELTS the failure is entirely yours. These materials were conceived and designed to cause you to pass spoken English proficiency exams. However, these materials require a time commitment from you and you must work hard and long to improve your English. We show you how but we cannot do it for you. That is where personal responsibility comes in. You must make the effort. You must practice, practice, practice. That is also why, during the live seminar, you were asked to swear an oath that you would use English only right up until exam time.

Those that understand personal responsibility, and accept it, and then they pass their respective English proficiency exam with no problems.

## What TSE® and IELTS® Are All About!

The IELTS® and the TSE® both measure English language proficiency. The TSE® is exclusively spoken English. The IELTS® measures proficiency in a) writing; b) reading; c) listening, and; d) speaking. What you need to pass the spoken English exams is the ability to tell stories nearly as well as if you were a native English-speaking person. I say "nearly" because the test reviewers know you are *not* a native speaker. That is why you are being required to take the exam. You have already mastered the technical aspects of the English language. You undoubtedly know more about the English language from a clinical standpoint than your rater. Many of you have passed the TOEFL® exams with little or no problem. You have firmly demonstrated your knowledge of English – the “mechanics” of American English, that is. Unfortunately most of you still speak in something other than American English.

You need to be able to communicate those “mechanical” English skills in a verbal manner. That is something that can be difficult for those whose native culture has no gender usage to speak of and where verbal "shortcuts" are common.

Recently I asked my LDW (that stands for *Loving Devoted Wife*) where the C.R. was. What I got back from her was this (pointing with lips, eyebrows raised). That's a shortcut and is definitely not a verbal way to communicate. One other custom I have seen in the Philippines and elsewhere is that of taking one's hand and extending it in front of the body to demonstrate to people that the person wants to pass through. You will have to learn to say, for example: "Excuse me, I am trying to get to the elevator."

The objective in passing spoken English exams is to speak English *clearly*, with *authority*, and *precisely* to the task assigned. For those of you with a mathematics background you can apply some of the algebraic logic you learned. Make your thoughts complete and linear. By linear I mean from the beginning of the assignment directly to the end without diverging.

So, how do you go about changing your spoken English to something more “American”? The only way it can be expressed is this: Practice, practice, practice! Then practice some more. You cannot master spoken English by speaking another language for most of your day. It is just that simple. Practice English every single day, at least for a few hours each day.

What else can you do? Plenty of things. Watching classic American movies can help a lot. So can reading. Read in English as much as possible. Why? The whole purpose in immersing yourself in English is so that your mind starts to “think” in English. When that happens you will reduce pauses and hesitations to an absolute minimum. Your mind will not need time to “translate” from your native language to English before you respond.

Don't spend your time trying to devise “clever” answers. That will not get you a passing score. What you need is to be heard clearly and distinctly when you speak English. The only way to do that is to immerse yourself to the greatest degree in the English language. Whatever time you can spend reading, listening or speaking English will be very well spent.

## *Pitfalls You Must Avoid To Pass!*

This is one subject you might consider taking ample notes of and something to be very aware of as you review your recorded voice. (Once again, I will advise you to record your voice just as I speak to you on the CD's.) If you can emulate or imitate my speech styles so much the better – especially my diction. I am able to pass the TSE® with flying colors. The IELTS® might be a bit more difficult for me due to the written essay module. I do not write so well. However, it is the subtle techniques of spoken English that I am trying to convey to you. Please pay close attention to those techniques.

One more reminder (please excuse my repetition) – use a tape recorder to record your verbal answers to the sample exam questions. Note any instances of the pitfalls I describe when you listen to your recording. Work hard to overcome those pitfalls. Once you have improved your spoken English techniques to your complete satisfaction pass on the tape to a friend for them to critique. There are many traps that will cause you to fail spoken English exams. The **TOEFL Monograph Series** by *Lazaraton-Wagner* point out many of them that you must watch out for and avoid at all costs. To overcome your tendencies to make these spoken English errors takes practice – lots and lots of practice. If you can find an American or an English person to practice with, that would be the best situation possible. They should be prepared to severely critique your speech and to help you overcome any inclination to do the following:

1. Hesitation or periods of silence in your storytelling (use complete sentences and follow the order of events as listed in the question or the picture you are interpreting).

2. Lengthening the sound of a word (which usually happens when you are trying to collect your thoughts in mid-sentence - collect your thoughts before speaking).

3. Not using the correct (or not using any) intonation. When denoting the end of a sentence that has a period the voice should fall away. When denoting the end of a question (question mark [?]) the voice intonation should rise. Commas (,) should have just a short break in the voice intonation. Sentences with an exclamation point (!) should have an animated voice.

4. Running sentences together (if there is a period [.] the voice should clearly end before starting with the next sentence, etc.)

5. Uttering unintelligible words (use only words you can correctly pronounce and never use words that are above your level of understanding).

6. Speaking in a creaky voice, a too-soft voice, or a pattern of speech that speeds up and slows down noticeably (speak in a clear tone with a measured cadence).

7. Wrong diction. You must learn to pronounce words as native English speakers do.

Again, I would like all of you to take note of how I speak to you on the CD's. If you can emulate or imitate my speech styles so much the better – especially my diction. It is the subtle techniques of spoken English that I am trying to convey to you. Please pay close attention to those techniques. There are also some not-so-subtle techniques. We will get to those later.



**Be Advised That The  
TSE® Does NOT  
Grade You On Answer  
Content! Only On Your  
Voice And Your Use  
Of The English  
Language!**

**Practice Your English!  
NOT Clever Answers!**

Another reminder: (and I might very well remind you again and again!) – use a tape recorder to record your verbal answers to the sample spoken English exam questions. Note any instances of the pitfalls I just described when you listen to your recording. Work hard to

overcome those pitfalls. Once you have improved your spoken English techniques to your complete satisfaction, pass on the tape to a friend for them to critique. Bear in mind that you are perfecting your *conversational* English, not giving a speech.



## The Goals of ESL Seminars™

What are the general goals of this seminar? 1) To prod all of you to think about the exam questions in a linear and logical fashion. 2) To have you speak English clearly, without hesitation, when taking your spoken English exam. 3) To use the correct gender in your sentences or eliminate pronouns altogether. 4) To implement the correct verb usage. 5) To implement the correct tense.

Of those five noted above, gender and tense usage are probably the most difficult. Because you have grown up in a culture where gender usage is not a factor in the spoken language, it has been my observance that it is easy for all of you to unconsciously switch between his, hers, he, she, etc., without regard to the gender of the person you are speaking about.

You will all need to become extremely gender conscious. In a health-care setting it is critical (you don't want your co-workers to set up a birth delivery room for a man you keep referring to as "she"). In passing spoken English exams it is very critical that you become aware of gender. However, for those of you from Asia, it is better if you avoid pronouns totally. You will never master their use in your spoken English. The best technique is to avoid them.

I should have stated this from the start but at least it's not too late to do it now: Please take notes in your class materials to remind you of points made by the presenters during this two-day seminar. Clear notes will serve you well in the future when the memory of my beautiful countenance starts to fade. It is the infor-

mation here that is important, not me.

If you have taken a spoken English exam in the past, and you failed, you must have pondered *why* you failed. It had to do with preparation and your previous lessons, *not* with you. Remember that! You are *not* the fault. Of course, you are the one that actually failed the test, but you did not formulate the correct preparation. If you were not prepared well, you could not succeed. If you take "refreshers" from the same material you should expect to have the same results - FAILURE. What that means is get rid of all of your old "refresher" materials. They will only cause failure once again. Destroy them!

It is our belief that failure, if it happens after you take *our* seminar, is due to your not absorbing the material. It could also be your trying to take our material and fitting it to what you learned before. That will not work. Remember, we give you the tools you need to pass but we can give no guarantees. There are no guarantees in life!

Take our material at its face value. That means you should clear your mind and try to view the task of passing a 20-minute test as an adventure, *not* a dreaded event. We can get you to pass the exam. Believe in us and focus on our message!

Remember also that you are being instructed to, and we expect you to, maintain contact with the American guest speaker right up until your exam time. You may also submit a cassette tape for analysis before the exam. These benefits are free so make sure you use them!

## *Short Sentences, Direct To The Point, And Use Very Simple Thoughts*

When speaking in English, please keep your sentences short and concise. Developing compound or complex sentences in your mind while storytelling will cause you to pause unintentionally or otherwise mar your exam. It is just too hard to keep complex thoughts in your head and speak correct English at the same time.

Just remember: **KISS - Keep It Simple, Scholar!** The last "S" used to be "Stupid" but none of you fit that description. You are all extremely bright – you just need help to speak like an American.

Break your story down into short, easily pronounced sentences, with correct verb, gender and tense usage. It sounds complicated but it really is a simplification.

Keep in mind that spoken English exams take only from 12 to 20 minutes to complete. Twelve to 20 minutes is a *very, very, short* time. A surprisingly short time. That is all the more reason to use short sentences. You can actually get more information packed into those few minutes using short, concise, sentences than you can by using difficult to understand, long, and complicated, sentences.

You will be expected to speak as a college-educated professional. You are all college graduates and you are all professionals in your chosen field. Apply your knowledge and you will come across as the professional you are.

But, back to short sentences. Please read out loud the following examples (yes, you have to use that darn tape recorder again):

**1a)** I took a drive with John, who used his older Jeepney, the one with blue paint and a broken headlight, and he drove much too fast to Ulas, which was our final destination. (Compound)

**1b)** I took a ride with John. He used his old blue Jeepney. The Jeepney had a broken headlight. John drove much too fast for my comfort. It was 4:00 p.m. when we arrived in Ulas. (Short sentences)

Another example:

**2a)** Bing and Joy went to the Registrar's office at San Pedro College to register for their classes at 9:30 last Tuesday morning and found that the office was empty and they could not register. They waited for nearly 2 hours until they realized that the office was closed on Tuesdays and that they might have to come back the next day to register for the four classes each of them wanted to take. (Compound sentences)

**2b)** Last Tuesday Bing and Joy walked to San Pedro College. They were going to register for classes. When they reached the Registrar's office they found it closed. They decided to wait until it opened. After waiting two hours they realized the office was closed on Tuesdays. Both Bing and Joy came back on Wednesday to the Registrar's office. They each then registered for four classes. (Short sentences)

Which sounds better for each example? Avoid "and", "or", "but", "because", at all costs.

## ***Hot Tips – Important Stuff To Remember!***

### **Slow Down, I Can't Keep Up!**

Too fast a talker is usually a hyper person - a type-A personality. Fast talkers alienate people because they are so difficult to understand. Slow down, speak in a measured pace! Normally you speak about 140 or more words per minute. You must reduce that to 70 to 90 words per minute. Record your voice for a timed one minute. Then count the words you spoke. Keep recording your voice until you get to between 60 and 70 words per minute.

### **Aren't You Done Yet?**

Belaboring your points, or talking very slowly tends to make the listener "tune" you out. Make sure you talk fast enough to retain the reviewer's interest but not too fast. Don't put them to sleep! Make your point and be done with it.

### **The Rain In Spain Falls Mainly In The Plain!**

Be articulate and pronounce words correctly. Avoid contracted words at all costs (don't, won't, hasn't, shouldn't, etc.)

### **Defensive Breathing**

When we are nervous - or, more commonly, when we don't know how to breathe properly - several things can happen.

1. Our inability to focus and think calmly is impaired.
2. We begin to gasp for air because we have difficulty catching our breath as we speak.

3. Without proper breath control, our voice sounds shaky and tremulous. You appear nervous, tentative, or unsure.

4. Finally, improper breath control can maintain, or escalate increased heart rate and blood flow, which can affect the overall status of your health.

### **What Else Can Happen?**

If you don't breath properly the following things may happen:

- You may have trouble focusing and concentrating.
- You may be perceived as sounding desperate.
- You may be perceived as sounding nervous or tentative.
- Your heart rate may increase, thereby placing you in a more agitated state.

### **What Can I Do To Avoid That?**

The *Relaxation Breathing Technique* is the backbone for all other breathing techniques.

There are three basic steps for relaxation breathing:

1. Breathe through your mouth only, sip in air for two seconds.
2. Next, hold the breath of air for three seconds without breathing.
3. Finally, exhale the breath of air through your mouth slowly and deliberately for five seconds.



While doing this exercise, you must never move your upper chest when inhaling, and your shoulders must be down, not raised or hunched. All of the movement - the sipping in of air, the holding of the air, and the release of air through exhalation - must take place in the abdominal region. Why? The abdominal area is where we use our muscles to breathe naturally. In fact, if you observe a dog, cat, or small child you will clearly see that their abdominal area goes in and out as they breathe.

### Vocal Health

OK, do not forget these tips. Forget all the others if you are unable to remember all of them, but make sure you remember these tips! These tips help you remedy any speech and voice problems you might have on the day of the TSE Exam that would be caused by outside influences.

- No Smoking! (24 hours)
- No Drugs (except prescription and still be careful of them!!!)
- No Alcohol!
- Don't sleep with your mouth open the night before.
- Don't yell or scream – including Karaoke (24 hours).
- Don't talk loud over the telephone (24 hours).
- Don't talk loud over background noise (24 hours).
- Don't clear your throat.
- Don't talk too much.
- Limit consumption of dairy products (Don't use any!!! They will cause nasal drainage and irritation.)
- Use throat lozenges whenever needed.
- Drink lots of water.
- Avoid spicy foods.
- Swallow often (instead of clearing your throat).

*I do not want to hear you!* (Annoying Speech Habits)

There are certain speech habits that annoy. Make a conscious effort to remove these habits from your speech.

- Mumbling, talking *too* softly.
- Talking *too* loudly.
- Monotonous, boring voice
- Fillers "um," "like ah," "you know," etc.
- Talking too fast.
- Poor grammar, mispronouncing words.
- High-pitched voice.
- Accent and Diction. (Try to reduce your native-language influenced diction.)
- Do not talk too much – only what is necessary. Make your point and go on to the next task!

## *Truths To Remember*

### **Rules For Being Human**

1. You will receive a body. You may like it or hate it, but it will be yours for your entire lifetime.

2. You will learn lessons all your life. You are enrolled in a full-time informal school called life. Each day you have the *opportunity* to learn. Whether you take the opportunity to learn is up to you.

3. There are no mistakes, only lessons. Growth is a process of trial and error. The "failed" experiments are a part of the process as is the experiment that ultimately "works."

4. A lesson is repeated until learned. A lesson will be presented to you in various forms until you have learned it. When you have learned it, you can go on to the next lesson.

5. Learning lessons does not end – ever! There is no part of life that does not contain its lessons. If you are alive there are lessons to be learned.

6. Other people are merely mirrors of you. Learn to forgive yourself and to forgive others.

7. What you make of your life is up to you. You have all the tools and resources you need. God gave you a complete set of tools to cope with life. What you do with them is up to you. The choice is yours.

8. All your answers lie inside you. The answer to all of life's questions lie inside you. All you need to do is look, listen, and trust – in God and yourself.

### **Maturity. It is achieved when you:**

- Know yourself.
- Ask for help when you need it and act on your own when you don't.
- Admit when you're wrong and make amends.
- Accept love from others, even if you're having a tough time loving yourself.
- Recognize that you always have choices, and take responsibility for the ones you make.
- See that life is a blessing.
- Have an opinion without insisting that others share it.
- Forgive others and yourself.
- Recognize your shortcomings and your strengths.
- Have the courage to live one day at a time.
- Acknowledge that your needs are your responsibility - not other people's.
- Care for people without having to take care of them.
- Accept that you'll never be finished learning - you'll always be a work-in-progress.
- Set goals for yourself and work hard to achieve those goals. Never lose sight of your goal!



## *Remember the Seminar? Let's See ...*

If you attended the live seminar for either the TSE or IELTS exams, we should just have a quick refresher:

1. Use your imagination to help create a story. Then tell the story so that the listener uses THEIR imagination. Remember: "What color was the grass?"
2. Keep your sentences short and to the point.
3. Do not assume. Listen carefully and determine exactly what is being asked of you.
4. Keep your speech to about 90 words per minute. Do not rush yourself.
5. Know when 30 seconds, 45 seconds, 60 seconds, and 90 seconds are up when you are talking. How? Practice!

6. Immerse yourself in English right up until exam time.

7. Set your reference point first and then fill in the frame of your story. Remember: "What are you talking about?"

8. What should you do the night before the exam? Relax, relax, relax and get your mind off of it. Do not worry. You will do just fine!

9. If you have questions, email, write, or phone Jim at any time. Remember also to make that cassette tape well in advance of your exam.

That's it. Just keep practicing all of the tips and techniques you learned in the seminar and in with the CD's. Practice!

# **PLEASE!**

If you have found our seminar and our materials to be of value to you, please tell your friends! We depend on word-of-mouth from our friends. We have believed in you, please believe in us – and help us continue our good work. Remember, we aim at 100% passing rate.

We bring in our American guest speaker at great cost. This is done only for you, our close friends. To make this worthwhile, and to keep us from losing money, we need good participation. Please, tell your friends!



## *Practice Words And Sentences*

Below are the words spoken on one of the CD's you received with this "kit". You should read these out loud while your voice is being recorded. Compare your spoken English with the words as spoken by the American guest speaker on the CD.

Attention.

Prescription.

Operation.

Congratulation.

Congregation.

Devotion.

Television

Telephone

Cell phone

I went biking with my neighbor. He is a Viking Football fan.

My phone is malfunctioning. I have to take it to the phone repair shop.

I drew a map of the town from the description given me by Bob.

Your voice and body are interconnected.

I would like to work in this factory.

I worked in a cotton mill and know how to clean bins and ventilators.

I enjoy creating simple designs.

I saw your ad in the newspaper.

When we travel we fly on a plane.

We would like to buy a house near the base.

Please paint the board to match the paint on the wall.

Does the bus stop on this corner?

I like natural foods and green vegetables.

The lady has a beautiful voice.

Bend over; the doctor will give you your shot now.

I like my fish and crabs to be very fresh.

Someone is trying to enter our house.

It is hard to study everything by yourself

Why will my spelling affect my score?

Some English words come from Latin or Greek origins.

In a republic we elect people to represent us and express our ideas.

We have a list of presents to buy.

How is this object used?

Will the store gift-wrap our presents?

My friend will translate for me.

I am working very hard to learn to speak, read and write English.

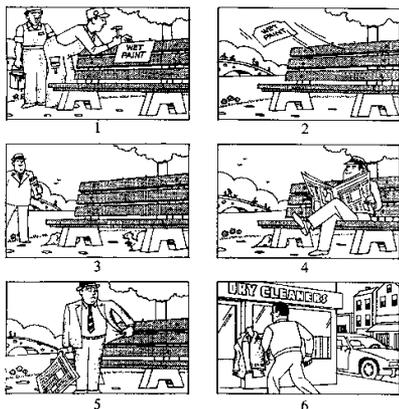
Please promote me to a better job.

Make sure you drink plenty of fluids.

## The TSE® Sample Questions & Answers

The responses presented in this information packet are for the questions posed in the sample test distributed by Educational Testing Service. **They are for demonstration and practice purposes only.** Each response should take from approximately 30 seconds to 90 seconds. When you take the TSE exam you will be advised as to the length of each response. Please note the words, phrases or sentences underlined. They show you the most important part of the question. Also note the way the important parts are fully addressed in the answer.

**From the sample test:** Please look at the six pictures below [next page]. I'd like you to tell me the story that the pictures show, starting with picture number 1 and going through picture number 6. Please take one minute to look at the pictures and think about the story. Do not begin the story until you are told to do so.



*[In this exercise there many ways to interpret the six pictures. However, there will only be one sample response to this exercise. Note that the instructions state:*

*"starting with picture number 1 and going through picture number 6". It is safe to assume that you should talk about each picture separately and completely. This is a test that also measures your cognitive and memory skills. Hint: **Learn to sharpen your observation skills!** Never forget, however, that if your answer isn't accurate, no one cares. If you make an error just keep going! It is all about how you sound, not what you say.]*

**Question D.** Tell me the story that the pictures show. (60 seconds)

**Sample Answer:** "There is a panel of six pictures before me that tell a story. In panel number one, there are two painters who appear to have finished painting a bench. One of the painters is nailing a sign titled "Wet Paint" to the backrest of the bench. The second painter is observing the first. In panel number 2 the painters have left. The sign that one of them attached to the backrest of the bench is blowing off in the wind. In panel number 3 a man in a suit and hat is approaching the bench. There is a small squirrel hiding under one side of the bench and the "Wet Paint" sign is barely visible on the ground alongside the bench. In panel number 4 the man in the suit has sat down on the bench and is smiling while he reads a newspaper. In panel number 5 the man in the suit has risen from the bench and has noticed that he now has wet paint on the back of his suit coat and pants. He looks very unhappy. In the sixth, and final, panel the man has changed into a jacket and pants and is approaching a Dry Cleaning store with his paint soiled suit coat and pants. It appears that he intends to have them cleaned at the Dry Cleaners."



**Question E.** What could the painters have done to prevent this? (30 seconds)

*[Note: This question is solely about prevention. You should limit your response to this topic alone.]*

**Sample Answer:** "The painters could have used more than one sign to warn passerby's not to sit on the bench. They also could have used additional nails or staples to hold the sign more securely to the bench. In addition, they could have mounted the sign on a stick and placed it in front of the bench so that anyone approaching the bench with the intent of sitting down would quickly observe the sign. An extreme solution would have been for the painters to stay near the bench until the paint was dry. That way they could have warned people in person not to sit on the bench. In any event, in this particular case the painter that attempted to nail the sign to the bench did not do his job well. He should have anticipated the wind and secured the sign appropriately."

**Question F.** Imagine that this happens to you. After you have taken the suit to the dry cleaners, you find out that you need to wear the suit the next morning. The dry cleaning service usually takes two days. Call the dry cleaners and try to persuade them to have the suit ready later today. (45 seconds)

*[Please note that in this exercise you are being asked to imitate a phone call. Hint: You are not face-to-face. You must use mannerisms as if you were speaking on the phone to the clerk at the Dry Cleaners.]*

**Sample Answer:** "Hello? Is this the Dry Cleaners? My name is (\_\_\_ your name \_\_\_), and I left a suit coat and pants with you a little while ago. The clerk advised me at the time I dropped them off that it would take two days to have the paint removed from those

items. I just found out that my secretary scheduled me for a very important meeting tomorrow morning. I am from out of town and that is the only suit I brought. I really do need the cleaning completed by late today or early tomorrow. I hope you understand that this is a desperate situation for me. I cannot miss the meeting and the meeting is formal. It is imperative that I wear that suit. Is there any way at all that you could have it cleaned earlier than I was told? Would it be possible for me to pay an additional fee for any overtime or rush service fees? If you cannot get the job done by early tomorrow morning is there anyone else you could recommend. I certainly would pay you for the time you have taken so far. Oh, you can have it ready? Thank you very much. I will see you early tomorrow. Good-bye!"

**Question G.** The man in the pictures is reading a newspaper. Both newspapers and television news programs can be good sources of information about current events. What do you think are the advantages and disadvantages of each of these sources? (60 seconds)

*[Note: Give equal time to newspaper/television and good/bad aspects of each. Hint: Do not talk about the man - the question is only about newspapers and television.]*

**Sample Answer:** "Newspapers are one of the oldest forms of information about news and current events. They have been in existence for over 400 years. They are inexpensive and easy to take with you nearly everywhere. You may start reading on a subject and then pause for as long as you like before resuming your reading. The ink stays on the page indefinitely. Newspapers also give high value for the amount spent on them. Many newspapers contain coupons to directly save on the



cost of consumer items. Newspapers can contain coupons worth hundreds of times the actual cost of the newspaper itself. Newspapers cannot give up-to-the-minute news reports. It is printed at one specific time and any news that has happened between the printing time and when you read it is lost. Television, on the other hand, can give you up-to-the minute news and information on current events. Television is also capable of showing entire videos of events giving the whole picture rather than just one or two pictures of any given event. Television also gives you an opportunity to hear actual voices, sample music, and so on. Televisions, though, are much more expensive than a newspaper and it is impossible to wrap anything with a television like you can with a newspaper."

**From the sample test:** Now I'd like to hear your ideas about several topics. Be sure to say as much as you can in responding to each question. After I ask each question, you may take a few seconds to prepare your answer, and then begin speaking when you're ready.

**Question H.** Many people enjoy visiting zoos and seeing the animals. Other people believe that animals should not be taken from their natural surrounds and put into zoos. I'd like to know what you think about this issue. (60 seconds)

*[Note: The interviewer is asking for your opinion, not two opposing opinions. Hint: Select which side of the subject you are on (search your heart) then speak just to that one issue or side of the subject.]*

**Pro type answer - (Pro means "for"):** "I believe that zoos are not only enjoyable but also necessary to the welfare of all kinds of animals. Zoos protect and breed endangered animals that would probably become extinct without intervention. Zoos also do much valu-

able research on non-endangered animals that help the animals, man, and the environment. The educational value of zoos cannot be stressed enough. Children and grown-ups can visit zoos and view animals that they would not otherwise have an opportunity to see. Zoos also effectively inform the public about the various characteristics of animals. While providing wholesome entertainment zoos also help to pass on appreciation and admiration of the animals they display to the public."

**Con type answer - (Con means "against"):** "Zoos are the cruelest way that the public can view animals. Animals from all over the world are brought into one small place. In that small place they are away from their natural environment. They cannot forage for food, as they would do naturally. They are given unnatural foods, which is a detriment to their health and well-being. Most breeding programs at zoos utilize unnaturally small gene pools that weaken the species, rather than strengthening them. The monies spent on zoos would be better spent improving habitat for the animals in their native lands. Worst of all, in times of crisis, zoos are the first to be neglected and the animals suffer needlessly. In war-torn countries many zoos run out of food and animals starve. If war comes to their natural habitats at least the animals could run away. They cannot run away at a zoo."

**From the Sample Test:** I'm not familiar with your field of study. Select a term used frequently in your field and define it for me. (60 seconds)

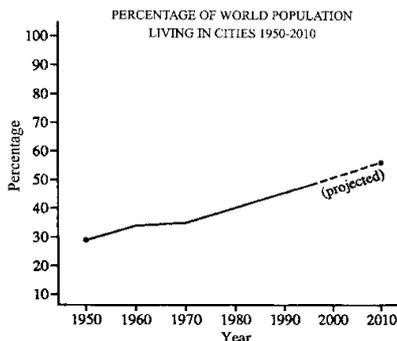
*[Note: Whatever your degree was awarded for, that is the subject you should speak on. Hint: Pick a subject you are familiar and comfortable with. Since this is such a personal question sample*

answers cannot be illustrated except for the short sample below.]

**Sample Answer:** I am a nurse. I have studied proctology. I would certainly like to sign you up for a free extended proctology exam for making me take this test ...

[Second hint: The task here is for you to speak about a term that is specific to your field of study.]

**Question J.** The graph below presents the actual and projected percentage of the world population living in cities from 1950 to 2010. Tell me about the information given in the graph. (60 seconds)



[Note: Start at the beginning and just make your talk simple. Do not over analyze! Just take each general aspect and comment on it. Our hint - Make sure you say "the graph shows" or something similar for each observation you make about the graph. Especially mention that "the graph projects" for the period 2000 to 2010. The verb and tense are underlined because they change throughout the story from past to present to future, etc.]

**From the Sample Test:** "The graph shows the percentage of world population living in cities for the period 1950

to 2010. It is graphed in ten-year periods and for percentages ranging from 10 to 100 percent in 10 percent increments. The graph shows that in the year 1950 roughly 29% of the world's population lived in cities. By 1960 that percentage had risen to 35%. There was little growth between 1960 and 1970, only about 3-percentage points. In 1980 the graph shows that approximately 40% of the population were living in cities. By 1990 the figure had risen to 45% and by the year 2000 nearly half (50%) of the population was living in cities. The graph projects that by 2010 55% of the world's population would be residing in cities. The graph shows a steady movement toward a higher percentage of people living in cities. The only deviation from this steady climb was during the 1960 to 1970 period."

**Question K.** What might this information mean for the future? (45 seconds)

[Note: The questioner is asking you to predict the FUTURE from past information. Our hint to you: Focus on FUTURE implications.]

**Sample Answer:** "Observing the graph shows that the number of people living in farming or rural areas has been, and will be, reducing in number. I say will be because of the projected trend shown in the year 2000 to year 2010 time period. There will be less people available to grow more food for the world's increasing population. The graph also illustrates (if the figures are true) that many city-type jobs need to be created in the future to ensure employment for the many people moving to the cities. If this graph is projected beyond the 2010 time point using the same projection level shown, in just a few short decades the vast majority of the world's population will be living in cities."



**Question L.** Now imagine that you are the president of the Forest City Historical Society. A trip to Washington, D.C. has been organized for the members of the society. At the last meeting you gave out a schedule for the trip, but there have been some changes. You must remind the members about the details of the trip and tell them about the changes indicated on the schedule. In your presentation do not just read the information printed, but present it as if you were talking to a group of people. You will have one minute to plan your presentation. Do not begin speaking until told to do so. (90 seconds)

*[Note: You should speak as if you actually were the president of the society and you must use a clear loud speaking voice. That is what the evaluator is looking for. This is the only time you will probably be*

"Thank you.

"At the last meeting, if you will remember, I passed out a schedule, or itinerary, for our upcoming trip to Washington, D. C. Unfortunately I made some mistakes in that schedule and we need to correct them tonight. We don't want you to miss the trip or have any misunderstandings.

"First of all, the date we are leaving has changed. I know it isn't easy to schedule your vacation times, etc., but we have moved the trip back to Saturday, April 12. Please make a note of that. If you do not have the printed schedule I handed out last week please note the changes on some other sheet that you can take with you. If you do not have paper I can give you some half-sheets. We are still traveling by bus but the departure time has been changed to 8:00 a.m. You will have to wake up a little earlier now. The itinerary stays nearly the same as before with one major exception. For those of you who did not bring their schedule this week please write down the following itinerary that has not changed:

FOREST CITY HISTORICAL SOCIETY TRIP TO WASHINGTON, D.C.	
<b>Date:</b>	Saturday, April 12
<b>Transportation:</b>	Chartered Bus
<b>Depart:</b>	8:00 a.m. --- Community Center parking lot
<b>Itinerary:</b>	10:30 a.m. --- Guided Tour of White House 12:30 p.m. --- Lunch* - Rock Creek Park 3:00 p.m. --- National Museum of History and Technology (lecture - 4:00 p.m.) 6:30 p.m. --- Dinner - Embassy Restaurant Georgetown
<b>Return:</b>	10:00 p.m. (approximately)
<b>Cost:</b>	<del>\$30.00</del> (excluding admissions and dinner) \$25.00
* Bring your own	

(90 seconds)

*asked to make a "speech". Still, try to make it as conversation to your friends, or colleagues. Try to be in command! However, you need not be formal when introducing yourself since everyone listening to you already knows you.]*

**Sample Answer:**

"Attention, ATTENTION! May I have your attention?

"At 10:30 a.m. we visit the White House. Next, at 12:30 p.m. we will have lunch at Rock Creek Park. Remember that you will have to bring along your own lunch. Be prepared to have it inspected if you have it with you at the White House. At 3:00 p.m. we will visit the National Museum of History and Technology. A lecture will be given at the museum at 4:00 p.m. Now for the major exception - Our dinner destination has changed. We will now be dining at the Capital Inn in Georgetown. The Capital Inn is a much better facility than what we had previously planned. One other change might not be so palatable. The cost for the trip is now \$25.00 per person, excluding any admission changes and dinner costs. I am



sorry for the increase but I am sure you will thoroughly enjoy the trip and it is well worth the cost.

"OK. Are there any questions? Good. I hope to see you on Saturday morning, April 12, at 8:00 a.m.!"

### **This Concludes The "Traditional" TSE Samples**

Those were the traditional questions that have appeared in the sample exam put out by the Test of Spoken English for a number of years. Following this section are the four "new" questions that were implemented in 2003.

What is the "key" to scoring high on these exams? As stated earlier, it is expressing yourself in clear, understandable, English. Nothing more, nothing less. Is there such a thing as a "perfect" answer? Of course NOT! These are not mathematics exams. They are not social studies exams. They are not designed to test your ability to interpret a graph. The tests are all about English language proficiency.

As we continue on to the "new" TSE samples I will caution you to use your

logic and your powers of reading and understanding. Listening carefully is also of primary importance. Listen to what is actually being asked of you. Reduce the problem, or the question, to it's simplest and most pure form. This might appear to be difficult to do but with practice it can become easy.

If you concentrate on finding exactly what is being asked of you it is then simple to devise an answer. An answer so composed will cover what is being asked but only in a "superficial" manner. Do not go into depth. Do not confuse yourself or the rater. Make it as simple as possible. Fill up the time allotted for the answer but do NOT try to be clever!

Once again I will remind you: By concentrating your efforts to speaking English at all times possible before your exam you will increase your score dramatically. Speak in English, read in English, think in English.

Now, let's tackle those four new questions and see how simple we can make them.

## **Nurses! Teachers!**

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## *The Four New “Dreaded” TSE® Question Techniques*

The four new sample questions for the TSE® exam are addressed in this section. The questions we will use are those given on the TSE® sample questions page directly from their web site. Be advised that these sample questions may be different than those actually given you on the exam. However, the concepts are the same and you should be able to construct adequate answers if you follow the logic given in this section. Be prepared to take very good notes. You should practice note taking on a continuing and regular basis. In fact, here is our first hint, or tip:

Have a partner read out loud some short newspaper stories. You should take notes while your partner is saying the words. Note all of the important parts of the story. When your partner finishes, should should then try to tell the story back using just your notes. You should also give your own short opinion on the subject of the story if it seems appropriate. This exercise will improve your note-taking abilities.

### **Sale Pretest Question 10**

On the first new question you will be asked to respond to a telephone message containing a complaint. Imagine that you are the manager of a catalog company that sells office furniture. After you hear the message, you will have some time to prepare your response. In your response be sure to:

- Show that you recognize the caller’s problem, and;
- Propose a way of dealing with the problem satisfactorily.

You will be given 60 seconds to listen to the voice message:

Margaret: “Hello. My name is Margaret Willis. I’m calling because last week I ordered a wooden desk chair from your store. The sales person said it would be delivered in five days. They also said it would be easy to put together. Well, I’m happy to say that the chair arrived ahead of schedule, in just three days. But when I tried to assemble it, I discovered that one of the legs was missing. Please call me back today and let me know what you’re going to do about this. The model number of the chair is C50, and it is the front right leg that’s missing. This is the third message I’ve left, and I am rather upset.”

Narrator: “Now take 30 seconds to prepare your response to the caller. Do not start your response until I tell you do do so.”

“Please begin your response now.”

In your response you should try to reassure the customer, and try to work out a solution. There are many solutions to this type of question. The most effective approach would be to examine your own attitude if this problem were to happen to you. How would you want to be treat-



ed? What kind of solution would you want offered to yourself?

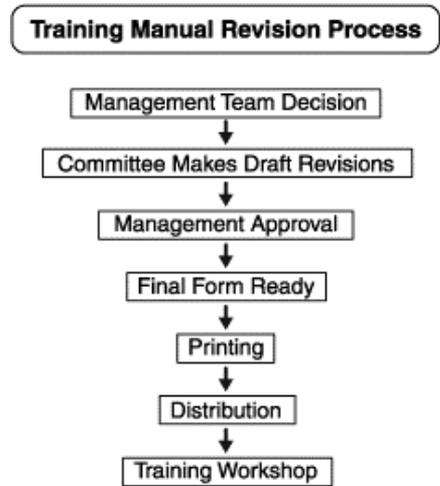
The real problem is very simple. Margaret is upset. That is the problem in a nutshell. Create a response that acknowledges that Margaret is unhappy and offer solutions that will make her happy.

For example: “Hello Margaret, this is (your name) from the furniture store. I apologize for the unreturned phone calls and for the poor quality of the chair. I would like to give you a few options to cure the chair problem. I would also like to give you a gift certificate for being so patient. Please phone me back at your convenience so that we can go over the options you have available to fix this unfortunate problem. Again I apologize.”

Another example: “Hello, may I speak to Margaret please? Margaret, this is (your name) from the furniture store. I apologize for your calls not being returned. We are not open on weekends and therefore your response had to wait until Monday. Again, I apologize, but we have done our best. In regard to the problems you are having with your new chair, I have directed our repairperson to schedule an appointment with you to make the necessary repairs. If the repairperson is unable to make the repair I have authorized a replacement chair to be sent along. If you have any questions please do not hesitate to contact me at any time. Goodbye.”

### Sample Pretest Question 11

You will be asked to take a few moments to look at a flowchart showing the process used by a certain company when it revises its employee training manual.



You will then hear a conversation about the revision of the training manual for new employees. After the conversation, you will have some time to prepare a report on the situation for Mr. Jacobson, your supervisor at work. Please listen to the conversation.

After listening to the conversation, you will have 45 seconds to prepare your report for Mr. Jacobson. In your report you should talk about:

- What the situation is;
- What has been accomplished, and;
- What remains to be done.



Do not begin speaking until you are told to do so.

**Narrator:** “Please spend a few moments looking at this flowchart showing the process used by a certain company when it revises its employee training manual.”

**Narrator:** “Now you will hear a conversation about the revision of the training manual for new employees. After the conversation, you will have some time to prepare a report on the situation for Mr. Jacobson, your supervisor at work. Please listen to the conversation.”

**Ann:** “Hi, Bill! Still working on that new employee training manual that the management team decided to revise?”

**Bill:** “Oh yeah! It’s been quite a job. I wish I hadn’t been part of the revisions committee.”

**Ann:** “There was a revisions committee? I thought it was just a couple of you working on it.”

**Bill:** “No, the management team chose six people for the committee and we met a number of times. We eventually came up with a series of draft revisions.”

**Ann:** “Did you agree on all the changes?”

**Bill:** “Oh no! That’s too much to ask! Well, we agreed about a lot of the revisions, but we ended up sending

some to the management team for them to decide.”

**Ann:** “And they’re still arguing over it, right?”

**Bill:** “Nope! They chose what they wanted, approved it, and sent it right back to us to prepare the final form for printing. And this is it! This document is the final form of the revised manual! I’m just taking it to be printed.”

**Ann:** “Really! That’s great! And when will the new manuals be back from the printers? We’re waiting to give them to the new employees to read through.”

**Bill:** “I expect you’ll be able to distribute them on Tuesday next week.”

**Ann:** “Wow! That means we could do the training workshop on Friday. I’ll set it up.”

**Narrator:** “You will have 45 seconds to prepare your report for Mr. Jacobson. In your report you should talk about: 1. What the situation is; 2. What has been accomplished, and; 3. What remains to be done. Please begin your report now.”

The key to this response is to note what is being asked of you to include in the report. You must address each component: Past events; Current events, and; Future events. It is really that simple. Tell your supervisor that you overheard the conversation between Bill and Ann and then tell him those three elements. That’s it. That’s the whole thing. You are an *eavesdropper* and you are now

going to “tattle” about the conversation you heard. You were not a part of the conversation. You “overheard” the conversation. Make sure you get the setting correct in your response.

For example: “Mr. Jacobson? Could I have a minute of your time? I just overheard a conversation between Bill and Ann. They were discussing the revised employee manual. Bill said he was a member of the revisions committee. They had some difficulties but the management team resolved the problems. Bill has the completed revisions with him and he is going to take it to be printed. It is complete! Ann expects to distribute them on Friday of next week. Isn’t that great? Is there anything you would like me to follow up on?”

### Sample Pretest Question 12

Imagine that the photocopy machine in your office is out of order. The technician sent by the office equipment com-

<b>ACME OFFICE EQUIPMENT Repair Service Report</b>	
<input type="radio"/>	<b>Service Visit Date:</b> <i>August 7</i>
	<b>Office Machine:</b> <i>Photocopier (XZ700)</i>
	<b>Problem:</b> <i>Scratched ink roller</i>
	<b>Parts Ordered:</b> <i>Ink roller (XZ172)</i>
	<b>Parts Delivery:</b> <i>August 8</i>
	<b>Scheduled Repair Date:</b> <i>August 9</i>
	<b>Scheduled Repair Time:</b> <i>9-11 A.M.</i>

pany was unable to fix the problem because an important part had to be ordered. Your copy of the repair service

report is shown below. Please take a few moments to look at the repair service report. Then listen to a telephone voice message that gives different information about the situation.

Now you will have 30 seconds to prepare your response to this voice message. In your response you should:

- Explain the problem, and;
- Offer more than one solution.

Do not start speaking until told to do so.

**Narrator:** “Imagine that the photocopy machine in your office is out of order. The technician sent by the office equipment company was unable to fix the problem because an important part had to be ordered. Your copy of the repair service report is shown below. Please take a few moments to look at the repair service report. Then listen to a telephone voice message that gives different information about the situation.”

**James Cook:** “Hi. This is James Cook at Acme Repair and I’m calling to confirm the repair visit our technician arranged with you yesterday. As the service report form says, the technician will be back out to repair your copies on August 15 sometime in the afternoon. The technician does not carry parts. So the ink cartridges are being shipped to you. They will arrive by the end of this week. Please be sure to have the parts available for the technician when he arrives to do the repair. Thanks.”

**Narrator:** “Now you will have 30 seconds to prepare a response to this voice message. In your response you should: 1. Explain the problem, and; 2. Offer more than one possible solution. Do not start speaking until I tell you to do so.”

**Narrator:** “After the beep leave a voice message for James Cook, explaining the problem and offering your solutions.”

**James Cook:** “[voice-mail filter] You’ve reached James at Acme Repair. Please leave your message after the beep.”

In this question your response should deal with the root problem. That problem is that your copier is broken and you

need it fixed. The discrepancies between what was written on the work order sheet and what is being said by James Cook are what *caused* the problem. Your response must be the exact same type of response as if you were actually speaking into a telephone answering machine. You must start with a standard telephone greeting (such as “Hello”) and then you must identify yourself, state the problems you have discovered, and suggest at least one solution to the problem. End the phone message with a “goodbye” or something similar.

Remember these points:

1. Say Hello at the beginning.
2. Tell the person who you are and who you represent.





3. Tell the person exactly and briefly what the problem(s) are.
4. Suggest at least two brief solutions.
5. Make sure you end the phone conversation with a standard phone salutation such as “Goodbye”.

For example: “Hello, this message is for James Cook. This is (your name). I’m the one with the broken copying machine. We absolutely need that machine to be fixed. Your phone message differed greatly from the details on the service report form. I do not want to go over the details in this voice message so please check your copy of the form and give me a call back. In any event we need our copier fixed. Please make whatever provisions necessary for the repairs to be made quickly. Thank you. Goodbye.”

### Sample Pretest Question 13

Imagine that you happen to meet a colleague who has recently received a promotion. Greet your colleague and be sure to:

- Mention the recent promotion;
- Express your positive reaction to the promotion, and;
- Extend appropriate wishes to the colleague.

You will have 30 seconds to prepare your remarks. Do not start speaking until I tell you to do so.

Narrator: “Imagine that you happen to meet a colleague who has recently received a promotion. Greet your colleague and be sure to: 1. Mention the recent promotion; 2. Express your positive reaction to the promotion, and; 3. Extend appropriate wishes to the colleague. You will have 30 seconds to prepare your remarks. Do not start speaking until I tell you to do so.”

“Begin your remarks now.”

For this question you will be greeting a colleague, a friend, if you will. You are congratulating that person on a promotion. You must be excited for them (that is your positive reaction) and extend appropriate wishes.

For example: “Fred, how are you? I just found out about your promotion! What wonderful news. You have worked hard here and you are now receiving the rewards. I couldn’t be happier for you! I know that you will do just fine. I’m sure that you will be receiving compensation to match the new responsibilities. If you need anything during your transition time please let me know. I’d be happy to help. Again, congratulations and good luck!”

See? If you use logic and listen carefully (or read carefully as the case may be) to the actual question being asked any of these can be made easy to answer. However, you must have continuity in your speech and eliminate pauses, etc. How can you do that? By speaking English only and practice, practice, practice! That is how it is done. Practice.



## *Gender, Pronouns, Speaking And Your Asian Background*

Those of you brought up in India, the Philippines, and other Asian countries are, without doubt, used to conversing *without* regard to gender distinctions. Differences between the sexes and differences in age, family position, are given in ways not like those used in the English Language. Simply put, you have no pronoun usage in your native tongue.

When speaking about men, or male subjects, you must use *him, he, his*, etc., when speaking English.

When speaking about women, or female subjects, you must use *she, her, hers*, etc., when speaking English

If you are speaking about a male subject, and somewhere in your answer you refer to that male person as a “her” you will confuse the rater and you could very well fail on that question.

It may seem inconsequential to you if you ignore correct gender usage but it is an important and integral part of the English language.

My experience with students from all over Asia has brought me to the firm conclusion that gender mistakes are endemic throughout that region of the world. I have no tips on how to easily rectify this ever-present problem. I cannot wave a “magic” wand and make it all right. I have further noticed that the rate of using incorrect pronouns is about 50%. That is horrendous.

All I know is that the problem **MUST** be corrected and if this takes some additional study on your part you must take the time and effort to do so.

The only effective manner in which to correct gender mistakes is to either watch TV or look through a picture magazine and consciously say the correct pronoun when looking at the image of a man or a woman. Practice, practice, practice is the key to learning any subject. That means a lot of practice.

If your cultural background is Asian or Indian you must deal with this issue at the earliest possible point. To not take it for granted that the examiner or rater will understand what you mean. They will not!

Now for the best advise I can give you: Just eliminate the use of pronouns altogether for the purpose of the spoken English exam you are taking. Just don't do it! How do you avoid them? By using either a proper name (ie: John Smith) or you can simply say things like “the man”, “the boy”, “the woman”, etc. It is extremely unlikely that you will ever educate yourself to use pronouns correctly. With that in mind, just eliminate their usage. That is simple, direct, and effective advise. Take it to heart!

# *Philippine Nurse Smuggling Ring Broken Up*

**U.S. Visa News Headlines – United States Immigration Service**

[This article is somewhat dated but the message is still relevant and timely. The point of all this? Be careful. Be very, very careful!]

Five people have pled guilty to running the biggest fraudulent visa conspiracy ring in the U.S. According to Federal officials, more than 560 nurses were smuggled into the U.S., mostly from the Philippines. The nurses were sent to over 35 states for unauthorized employment. Federal officials have not yet verified the U.S. parties involved but we understand that they may be linked to some of the folks that the Immigration Service has been warning about for years. Some of these individuals are purported to be lawyers.

From information they have gathered, this is being characterized as a smuggling operation. However, we suspect that it may be more like what Filipino officials have often seen:

- Suspect “recruiters” in Manila charging an application fee of hundreds or even thousands of dollars.

- False “delays” in getting the temporary nurse license approved.
- No job when the prospective nurses get to the U.S.

Remember two things:

1. It’s almost impossible to enter the United States (or Canada for that matter) without having valid employment beforehand and all the necessary visas, etc. It is also mandatory that prospective nurses wishing to work in the United States must pass all English language proficiency tests and be issued certificates for such.

2. If you or a relative wants to work in the United States, protect yourself and them by routing only through a legitimate United States recruiter. If in doubt, contact the appropriate Philippine government agency to verify their credentials.

Several years ago, a convicted nurse smuggler was invited by the Philippine Overseas Employment Agency (POEA) to meet and speak with their leaders regarding the types of scams U.S. criminals were using to falsely lure Filipino healthcare workers. After a two hour roundtable, the POEA officials were: “Flabbergasted: They couldn’t believe the variety of tricks and lies involved.” The input from the smuggler helped form some of the POEA’s anti-fraud provisions.



## *The IELTS® Exam Spoken English Module And You - What You Should Know*

Where should we begin? Logic tells us that we should always start at the beginning, right? Well, for our purposes, we need to start with the last subject you will be confronted with during your IELTS® examination. That subject is your ability to speak English ... but what type of English?.

For most other spoken English exams, the object is to speak in an American English manner. That is not necessarily correct for the IELTS®. The IELTS® is an exam created by British concerns and does have a distinctly British bent to it. Must you use a “British” accent to pass the IELTS®? Absolutely not. Is it advisable to speak “British” English? Maybe. We really just don’t know at this time.

First, though, let’s go through a short description of what the IELTS® is and it’s function.

The IELTS® is an examination that measures how well you comprehend the English language. It is broken up into four separate modules: Listening; Reading; Writing, and; Speaking. The total test time is 2 hours and 45 minutes. You should reserve the entire day for your examination because there are delays between each module and usually a lunch break between the first three modules and the Speaking module. In some cases the Speaking module is administered on a following day.

This publication deals only with the spoken English aspect of the IELTS®. We assume that you are a college educated

person with a sound background in English. Our experience has been that most professional people should have little trouble with their listening, reading, or writing skills in English. However, spoken English is tricky and problematic for the non-native English speaker to pass.

Those of you from India, the Philippines, and other areas where English is used by many people on a daily basis may believe that you have a command of spoken English. Your friends and colleagues in your native land have no problems with your spoken English. Because of that, you might believe your English to be very good. Do not be so sure.

The IELTS® is *not* an easy exam to pass. It is designed to ensure that the proposed immigrant to the United States can communicate at the level necessary for that person to conduct their profession without problems.

The *Academic* Reading and Writing modules are suitable for those seeking admission to undergraduate and post-graduate courses – and for nurses. *General Training* Reading and Writing modules are suitable for candidates who are going to English-speaking countries to complete their secondary education or training programs not at degree level.

The *Academic* modules are also used for immigration purposes. In your case, you will be administered the *Academic* exam, the more difficult of the two exams. You must be prepared thoroughly for this exam. Practice thoroughly and well.

# *The IELTS® Exam Modules – An Overlook*

## **Listening;**

contribution to discussions on practical matters.

## **Reading;**

### **Level 2 Lower intermediate level**

## **Writing;**

Limited but effective command of the English language in familiar situations. For example: The examinee can take part in a routine meeting on familiar topics, particularly in an exchange of simple factual information.

## **Speaking.**

Assessment of the Cambridge examinations is linked to an international five level scale established by the Association of Language Testers in Europe (ALTE™) and used to assess English language proficiency for those whose native tongue is one of a wide range of European languages.

### **Level 1 Elementary level**

Basic command of the English language needed in a range of familiar situations. For example: The examinee can understand and pass on simple messages.

### **Level 5 Upper advanced level**

Fully operational command of the language at a high level in most situations. For example: The examinee can argue a case confidently, justifying and making points persuasively.

Universities in Britain, North America and throughout the world accept the certificates awarded to successful candidates at Levels 4 and 5 as evidence of an adequate standard of English for admission to undergraduate and postgraduate degree courses. For immigration purposes (to the USA via the visa screening process) the candidate must be in the equivalent of Level 5.

### **Level 4 Lower advanced level**

Good operational command of the English language in a wide range of real world situations. For example: The examinee can participate effectively in discussions and meetings.

The five level scale means that more specialized examinations in Business English and English for Academic Purposes can be directly compared with the internationally recognized examinations in the Cambridge Main Suite, and with examinations in other European Languages offered by members of ALTE™.

### **Level 3 Upper intermediate level**

Generally effective command of the English language in a range of situations. For example: The examinee can make a

## *Some Gentle Admonitions Regarding English And Some Extremely Important Reminders For You When Speaking English*

Many of you reading this booklet are from India, the Philippines, or other Asian countries where English is spoken by many people on a daily basis. You might even consider English to be one of the predominant languages in your country.

That belief could very well give you a false sense of security regarding the English language. If you fail your respective spoken English exam you probably will look back at “techniques” or “tips” you learned regarding the *content* you expressed during the exam and not question the *quality* of the words you spoke.

If you have failed a spoken English exam one or more times you are probably dumbfounded that despite having such a wonderful background in English that you still fail the exam. In short, you believe that you are an excellent English speaker because you sound *just like other English speakers in your country*. You received passing grades on your English language classes in college, right?

Unfortunately for you, that means absolutely nothing to the spoken English exam raters for either the IELTS® or the TSE®. But, with your English background the fault must be in the *content* of your answer, right? Not at all. Please read on. This segment could, and should, save you a lot of soul-searching and get your focus *off* of figuring out how to get

Sally to the Ice Cream Store with the fewest number of steps.

Your English language instructors in your home country undoubtedly have told you that you are a good or excellent English speaker. What you have been told in your native country by your instructors won't get you a passing grade on any spoken English exam. Chances are, your college English instructors could not pass a spoken English exam themselves. Why? Let's address that situation *critically* and *completely*.

Please bear in mind, as I have stated before, that I am *not* criticizing anyone's culture, background, or their normal day-to-day English speaking abilities. What I must convey, however, is that the person you need to satisfy when taking any spoken English exam is the *American* rater. That person's ear is expecting you to speak “American” English. *Not* the dialect you learned in your home country. You **MUST** speak in *American* English tones.

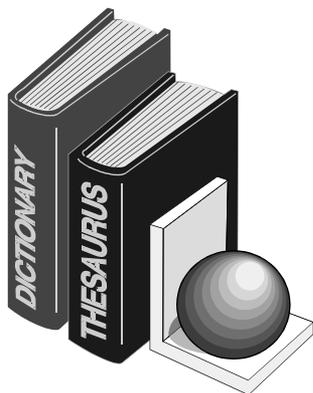
If you speak too fast, as many of you from India and the Philippines do, you will FAIL the exam. If you do not pronounce words as they are pronounced by Americans, *in America*, you will FAIL. If you do not pause sufficiently at the end of each sentence you will confuse the listener and FAIL the exam. If you do not speak in complete sentences, you will FAIL.

Do not be so arrogant to believe that you know how to speak your *own style* of English so well that the blame for your failure must be with the rater. If you failed any spoken English exam before, the fault is *entirely* yours. You did not speak American English. Instead, you spoke your own dialect, and that was not acceptable. It would be far better for you to become a little more humble, accept that your native style of English is not acceptable for spoken English exams, and focus on learning American English.

One more thing: It is *your* responsibility to learn how to read a map, how to interpret a pie chart, how to interpret a bar graph, and all of the other subjects that might be a content segment of any spo-

ken English exam. **ESL Seminars™** was designed to get you to speak American style English and nothing more.

It must be pointed out here that **ESL Seminars™** is not a math, physics, or science course. You should have learned all of those subjects completely and thoroughly during your college years. If you did not, or if you have forgotten, you must obtain that knowledge in order to put your American English speaking talents to work.



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## *The Impromptu Nature Of The IELTS® Speaking Module*

At least one segment of the speaking module of the IELTS® will be completely impromptu based on direct questions by the examiner. You will be engaged in a discussion by the examiner regarding aspects of your previous spoken answer to a prompt card. One or more of the answers might require you to speak for up to 4 to 5 minutes. That is an incredibly long period of time. You **MUST** be prepared to speak at length on almost any subject. You must also be prepared to listen carefully. It is not acceptable to say “pardon me” to the examiner. You must understand what is being asked of you immediately. As an aside, with the TSE® exam the longest response will be about 90 seconds.

You will be required to address abstract issues and concepts linked to previous answers with the IELTS®. The examiner will deliberately insert questions that will cause stress and are designed to force you to make “repairs” to your spoken responses. In the TSE® you may more or less choose which tense you will speak in. You will also avoid making “repairs” to your spoken English with the TSE® if you take care in speaking. With the IELTS®, on the other hand, you will be **forced** to change tenses (and be appraised if you use them appropriately) and you will be forced to make “repairs” to your spoken English.

While there is no comprehensive manner in which to prepare for those kinds of questions, there are some strategies you

can employ to ensure your passing the examination.

**First**, you must listen very carefully of what is being said and asked of you. Do not assume a thing. Listen carefully and take very good mental notes.

**Second**, your response should be given in a logical fashion. Do not jump from idea to idea or from one time-line to another. Make your words cohesive and well constructed.

**Third**, do not repeat things and do not make extended responses. Speak directly to the subject (and only the subject) and do not go over the time allotted you for that response.

**Fourth**, you must pronounce each word carefully and correctly. You must also verbalize your punctuation. Speak directly to the examiner even if the examiner seems to ignore or tries to distract you.

Remember, you are being interviewed on a one-on-one basis. Use that to your advantage. Pretend that you are speaking to a friend but **never forget** that you must be concise with your response.

If you have taken our live seminar you should know very well how to “frame” your answer and how to stress your “reference point” at the very beginning of your response.

# *The IELTS® Speaking Module – What To Expect On Exam Day*

## **Duration and Format**

The Speaking Module takes between 11 and 14 minutes and consists of an oral interview between the candidate and an examiner. Be aware that the examiner may not appear to pay close attention to you and may go about other tasks while you are speaking.

Do not let those distractions upset you. Do not be insulted nor should you stop speaking if the examiner starts to do other things. The examiner is trying to stress you. Do **not** let that happen.

All interviews **are recorded** on audio cassette. Recorded tapes may be re-evaluated by IELTS® officials and the examiner's initial score determination is **not** final. Remember to maintain enough volume in your voice so that it records well.

[NOTE: During the live **ESL Seminar** you were given countless examples of how to tell a story. The American guest speaker told many stories in many ways. Why? To give you a positive example of how it is done and how easy it can be. During any spoken English proficiency exam what you will be doing is telling stories. Now, don't you wish you would have paid more attention to the guest speakers techniques?]

The overall structure of the test is summarized below.

## **Task Types**

There are **three** main parts. Each part fulfils a specific function in terms of interaction pattern, task input and candidate output. Review these carefully and be fully prepared for each of them. The fact of the matter is, be prepared to speak to just about any subject.

### **Part One**

Candidates must answer general questions about themselves, their homes and families, their jobs, their studies, their interests, and a range of familiar topic areas. This part lasts between four and five minutes. That is a long time. It is a very long time. Try not to repeat yourself during that long period. Try to speak in a linear fashion with clear thoughts and clear organization.

### **Part Two**

The candidate is given a verbal prompt on a card and is asked to talk on a particular topic. The candidate has one minute to prepare before speaking **at length** on the topic shown on the card, for between one and two minutes. The examiner then asks one or two rounding-off questions. The "rounding off" questions are carefully constructed and you must listen carefully. This segment could be on any subject. It is impossible to prepare for all eventualities but you must be prepared to



Speak even about subjects that you might not be familiar with. Good luck!

### Part Three

The examiner and candidate engage in a discussion of more abstract issues and concepts which are thematically linked to the topic prompt in Part 2. The discussion lasts between four and five minutes. This is the most likely segment when you could become stressed and make fatal errors. Be aware that the interviewer, or examiner, will try to make you “trip” up. It is their job. They are testing you to see if you will FAIL, they are not testing you to ensure your passing. Remember that. The examiner is trying to get you to FAIL.

### What Examiners Look For

The Speaking Module assesses whether candidates can communicate effectively in English. The band rating for healthcare professionals has been set at 7.0, a somewhat high and difficult mark to reach. Make sure you try as hard as possible to make things easy for yourself. Talk only about subjects that you are totally familiar with if you have an opportunity. Some of the subjects you will be asked to speak to might be totally unfamiliar but try to draw parallels in that unfamiliar topic to topics you are totally familiar with.

Please note that the speech functions which should occur in a candidate’s output (which means you must address all of them adequately) during the Speaking Module are:

- Providing personal information
- Expressing a preference
- Providing non-personal information
- Comparing (on any subject)
- Expressing opinions (on any subject)
- Summarizing (on any subject)
- Explaining (on any subject)
- Conversation repair
- Suggesting (on any subject)
- Contrasting (on any subject)
- Justifying opinions (your opinion – be prepared!)
- Narrating and paraphrasing
- Speculating
- Analyzing

Other speech functions may emerge during the test, but they are not forced by the test structure. However, read through the items listed above. Those items are being *forced* of you. Keep in mind that the exam is structured to stress the examinee in very subtle but specific ways. You must keep your wits about you and focus on the topic at hand. Listen carefully!!!

## *What Questions May You Expect With IELTS®?*

One of the questions you may be posed with during the IELTS® speaking module would be to describe a teacher who has greatly influenced you in your education.

To respond to that question you should address the following aspects:

- Where you met them
- What subject they taught
- What was special about them
- Explain why this person influenced you so much.

You will have to talk about the topic for 1 to 2 minutes. You have one minute to prepare your response. Think carefully about what you are going to say. You can make some notes if you wish.

Other topics you might encounter? It could be anything. Music, movies, construction, education, cooking, whatever. Just be prepared for the unexpected. Look on the topic(s) you are given as a welcome challenge. Don't be afraid. Never be afraid. That will only cause additional stress that you absolutely do not need.

*One quick tip:* At the end of a logical thought make a slightly longer pause than normal. This will give the examiner a chance to ask additional, or follow-up questions. This actually helps you immensely, especially if you have ex-

hausted your knowledge of the root topic you were speaking to, by giving the examiner a chance to verbalize.

The Speaking module is a structured interview with an emphasis on general speaking skills. It assesses whether candidates have the necessary knowledge and skills to communicate effectively with native speakers of English. Remember, as a healthcare professional the expectations of your spoken English are greater than that of students, etc. That is why you are taking the Academic exam.

As you have read on previous pages, there are five sections you should concern yourself with, including an introduction; extended discourse on some familiar topic; a phase where candidates are given a task card and encouraged to take the initiative and ask questions to elicit information; speculation and discussion about future plans; and a conclusion.

Just be prepared for the unexpected. That sounds trite, but it is true. The most important thing you can do is just practice, practice, practice and then practice your spoken English some more. Practice makes perfect, and for the IELTS® exam you must be near perfect.



## *The Live ESL Seminar™ And The IELTS® Speaking Module*

We encourage all of our clients to attend our live seminar. We know full well that most IELTS® (and TSE®) test takers do not really benefit from traditional study guides and test-prep courses. We have the solution – our Interactive Participation™ technique. It is intense and it works! For those that cannot attend, we have our audio CD's and seminar materials "Kit".

Please remember, our "Kits" have assisted hundreds to pass the TSE® and now the IELTS®. You need to practice with our materials on a frequent and focused basis. The very best solution, however, is to use our materials after you have attended our live seminar. The seminar is unbeatable! You will never forget it during your entire lifetime!

We have assembled our research together into a thorough, concise, and effective seminar that allows any test taker, at any skill level, to improve his or her score dramatically with a minimum of effort. It is the use of simple logic.

The reason some exam takers do well on test day is that they have made the critical connection between the material they learned and how to use that material to succeed on the IELTS®. It means bringing out the lessons you have learned throughout your lifetime into 2 or 3 hours of examinations. Of those hours, only a few precious moments will be spent speaking.

Our seminar materials "Kit" is the only product on the market that addresses the difference between merely knowing the material and knowing how to use the material to perform on test day. The fact of the matter is, being a college graduate tells us that you know the material. We show you how to express it.

Time is the worst enemy of most spoken English test takers. For short timed responses (30 seconds or so) it is hard to condense your thoughts to avoid going over. On longer timed responses (2 to 5 minutes) it is difficult to speak for that long a time (unless you are our seminar guest speaker!). You need to make your sentences simple, but be direct and to the point. Unlike the way we write on this and our other pages, you must avoid the use of the words "and" and "but" at nearly all costs. By keeping your sentences short and your thoughts simple, you avoid falling into the many time traps built into the IELTS® spoken module. This gives you an great advantage over those who go into the test unaware

Please be aware that this is the easiest module to prepare for. Simply speak English at every available opportunity. Practice, practice, practice. You can speak almost anywhere. It is hard to write or to listen to English at all times, but speaking is possible nearly everywhere at any time. Even if you only have yourself to speak to, go ahead and speak, but in English only!

## *Spoken Words Are Your Tools, Very Important Tools!*

Just as a carpenter uses a hammer, a saw, and a plane, the speech maker must use tools. Those tools are the actual words he or she uses. They are verbal tools.

Let's just look at what a carpenter uses when he or she builds a house. Along with the basic hand tools and materials, the carpenter must have a plan of what to do, or what to build. We call that plan the "blueprint". Blueprint is an archaic term referring to the color of the paper and image, but that notwithstanding, a blueprint is the complete detailed plan on how to build something.

When you build a speech, you must use a type of blueprint. You must compose that blueprint in your mind but it must be detailed and must be complete. In this case, you are preparing a blueprint for a IELTS® question response. That is quite different from a general "toastmaster" type speech. What should the blueprint for a IELTS® response contain?

First of all, you need to keep in mind the topic you are speaking to. What was, or is, the question(s) being asked of you. In a "toastmaster" type of speech you would have an introduction wherein you tell them what you are going to talk about. Then you make your talk. At the end you review, or tell them what you just told them. In the IELTS® exam you must get right to the point and answer the questions posed to you directly and completely. No introduction segment and no concluding segment. Just the "heart" of the subject.

Second, you must plot out the response directly to the question but you must also put your thoughts into a logical order. If you are asked, for example, to tell about the major parts of an automobile from the front to the back you should **not** do this:

*"At the very front is the front bumper. After that are the front fenders and wheels, then the doors, oh, yes, ahead of the doors is the engine, then ..."* The comment about the engine should have been put into the correct order. The speaker forgot it and then decided it was important so he inserted it out of order. That is not an effective response to the question being asked.

Third, you must let the rater, or listener know that you are done. Say something that denotes that you are finished with your speech. It does not have to be long (in fact it should be very short) but make sure to get the message across that you are finished. Do not make a "toastmaster" type conclusion. If you are giving directions say something like: "Well, that's it. Good luck!"

### ***Make Sure Your Tools Are Sharp!***

One other way you can sharpen the effect of your word tools is to vary the volume, rhythm, pitch, and pace of your voice to denote changes in emphasis and other content variations in your speech. By



your voice alone you can show what parts of your spoken answer are more important than others, etc.

In the content part of your speech you must make absolutely sure that you answer every part of the question(s) posed by the IELTS® exam. There will be more on this later on in this booklet, but suffice to say that it is **ESL Seminars™** belief that a statement like “*I don’t know anything about that subject and I never received formal training on it*” is a perfectly acceptable way to **begin** your answer if you truly, honestly, do not know anything about the subject being asked about.

Never forget, though, that words are very powerful tools. Peace Treaties, Constitutions, Contracts, etc., are all composed of words. Words can hurt, they can cure, they can depress, they can enlighten, they can do a myriad of things. Use them carefully, use only the ones you definitely know the meaning of, and use them sparingly.

Have you heard of Benjamin Franklin? He was a famous American, an American envoy to France, a great politician, and one of the founders, in fact, of the United States. He is credited in some circles as discovering electricity with his lightning experiments. But even with all of his political skills, and with all of his political and scientific accomplishments, he wanted his tombstone to read very simply: “Benjamin Franklin, *printer*”. Why would he want to be known in posterity as just a printer? He desired that epitaph because he understood extremely well the power of words. The power of the Declaration of Independence, the power of the Constitution.

They are made up of mere words, but they changed the course of human events over 200 years ago and words continue to change human events on a continual basis.

Just as we started off this section, you must remember that, like a carpenter, you must use a blueprint to start developing the frame, or “skeleton” of your responses. You must address certain specific subjects in answering the questions and use those as your “skeleton”. Those subjects that will make up your “framework” can be summed up in six one word questions:

**Who?** Who is the story about? Who are you talking about?

**What?** What is the point of the story? (This is your “reference point”.)

**Why?** Why did the events happen? Why did the story occur?

**When?** Did the story occur in the past, the present, or will it occur in the future? Set a timeline.

**Where?** What is the location of the story? Where did the events happen?

**How?** How did the events take place? What elements were needed to facilitate the story? This is the glue that holds the entire story together.

Read through those six over and over again. Make sure you incorporate as many as possible when you tell a story. And never forget to practice, practice, and then practice some more!



## *The Best Speaking Tool You Have At Your Disposal Is Listening!*

With the advent of the four new TSE® exam questions (the first part of 2003) the art of listening becomes even more important for you. Those new questions will be posed to you orally, or via tape recorder. That means you will hear conversations, or verbal interactions, on the tape recorder and you must take notes of the important points to enable you to formulate your answers correctly.

If you do not take full and complete notes, you will probably fail one or more of those new questions.

The Educational Testing Service® is now allowing you to bring a pencil into the testing room. The purpose of that is to let you take notes on those oral questions. Make sure your pencil is sharpened and do not break the lead. Maybe you should bring a mechanical pencil or possibly a pen.

You must become adept at determining which parts of what you hear are the important points. If you are comparing a written sheet to what is being spoken you must be very alert to any changes the person speaking to you on the recording is making from the written account. Any discrepancies will be critical to your responding correctly.

What exercises can you do to become more proficient at listening? The one very important thing you can do when listening is keep your mouth shut! Your ability to listen effectively is reduced by about 99% when you try to speak when

you should be listening intently. Essentially, what I am saying is that the moment your mouth opens, your ears slam shut. So, keep your *mouth* shut and stay quiet while listening. Give what is being said your undivided attention.

What else can you do? Lots of things. One exercise that is very effective requires that you have a partner. In this case, the partner must keep their mouth shut also and be somewhat skilled at listening.

The task is this: You should listen to an English language news report on the radio. Take notes of each story being reported. After about 5 to 10 minutes, re-tell each story in your own words, working from your notes, to your partner. The partner can then give you immediate feedback as to how accurate you were in your retelling. If you have taken our seminar, you will quickly realize that the instant feedback is very effective and doing it this way mimics our techniques in the live seminar itself.

Keep repeating this task until you become extremely proficient at taking notes. You should also work diligently on correct pronunciation and diction in your English retelling of the stories. Remember, and never forget, you are trying to speak in an American style of English.

One other aspect of good listening is to be fully aware of when you should begin recording your response to the TSE®

questions being posed to you. Many TSE® exam takers have failed on one or more questions when they failed to realize, and failed to listen to, directions for them to begin their answer. They literally just sat silently in front of the recorder while the time allotted for their answer just ticked by. Missing just one question in that fashion caused many exam takers to fail. That one answer they

failed to record could have been all they needed to pass.

The moral is: Except for when you are actually recording your answer to a question, keep your ears and mind fully open and your mouth closed.

## *Decisions You Will Have To Make Regarding Your Exam – IELTS® or TSE®*

Those of you who are about to register for a spoken English exam will have to analyze both the IELTS® and the TOEFL® - TSE® regimens. Each has their advantages and disadvantages. You must make up your own mind as to which exam to sit for.

Many prospective examinees have expressed joy that the IELTS® is now valid for use with the visa screening process for health care professionals. Their joy *may* be short-lived. Be advised that the IELTS® is *not* an easier exam. It is merely an option to the TOEFL® - TSE®. It is being allowed because of the backlog of candidates waiting for the TOEFL® - TSE® and in recognition of the fact that MELAB™ is no longer a vehicle for English exams for health care professionals. Those that were familiar with MELAB™ recognized that it utilized a live interviewer. When hearing that IELTS® incorporated a live interviewer the assumption was that it was “easy”, like the MELAB™. Not true. IELTS® is

cheaper, not easier and definitely not easy.

One word about MELAB™: Those fortunate enough to be in a location where the MELAB™ was an option were nearly always passed through successfully. The person who actually rated you on your spoken English would be the exact same one to engage you in a live conversation. On that basis it was hard to fail. MELAB™ publicly stated that the reason they discontinued the use of their exam for visa screening of health care professionals was that they were *too busy*. They had *too many customers!* I know of very few businesses that close because they were too successful, or that they had too many customers.

Our belief is that MELAB™ was simply regarded as not suitable by the Immigration and Naturalization Service or by CGFNS. It is our further belief that MELAB™ restructured due to outside pressures. They opted to appear that they were the ones in control and therefore

they discontinued examining health care professionals themselves.

The IELTS® is a two day examination in most examining sites. The first day is devoted to the writing and listening modules. The second day is for the spoken English module. For those who need to travel to the exam site, the expense for two days can be considerable. If, for some unfortunate reason, you should fail the IELTS® exam, you must retake the entire exam. This not only requires you to pay another registration fee, but you must also reserve two additional days from your busy schedule.

The advantages with the IELTS® are that on the spoken module you will be interviewed by a live examiner and the costs are slightly less than the TOEFL® - TSE® series. The IELTS® spoken module is a face-to-face examination. Your examination is recorded on tape, however, and the person conducting the examination is *not* the one to rate your score (sorry, no MELAB™ escape on this one!). No other drawback is that you are forced to prepare for both the written and spoken modules at one time. That is a very heavy burden.

On the other hand, the TOEFL® - TSE® exam is more expensive. Like the IELTS® it too stretches out over two days but those days are separated by as much time as you require. Each segment is taken separately and is registered for separately. If you happen to fail the TOEFL® you need only to re-take the TOEFL®. Same scenario with the TSE®.

Because of the separation in the exams it is possible, and highly encouraged, to

limit one's preparation to only the exam at hand and not to prepare for both at the same time.

Literally tens of thousands have taken the TOEFL® - TSE® regimen. The majority *pass* the TOEFL®. The reason for that is the excellent preparation done during high school and college years. On the other hand, the majority *fail* the TSE®. These failures are due to the inability of the examinee to speak clear and concise American style English.

There has not been enough time elapsed to analyze data from the IELTS® at this point. It is speculated by many that the overall pass rate will be similar to TOEFL® - TSE®. Why? The "Achilles heel" will most likely be the spoken module.

Here is what we do know about the IELTS®. As of the year 2001, as published in IELTS's 2001-2002 bulletin, the average score for Filipinos taking the General exam (the easier one) was 6.06. That is not a passing level even for the easier exam. For Tagalog speakers alone the average score was 6.05, even lower. (Remember that the average TOEFL score was *above* the passing level.) We expect that there will be huge problems with the Academic exam of the IELTS®. The solution? Practice, practice, practice!

This booklet contains extremely valuable information for those who are required to pass the Test of Spoken English® (TSE®) or the IELTS®. To effectively use these materials, it is strongly recommended that the reader take the live **ESL Seminar**. Without the Interactive Participation™ method being employed, the reader might miss the more subtle (and extremely important) techniques necessary to pass the TSE® or IELTS®.

If you are given these materials from someone other than an **ESL Seminar** official, be aware that the presenter might not know, or understand, the material in this book. A further warning: If an independent “reviewer” or “refresher” service uses this book and the material contained within as the basis for their own presentation, you might be jeopardizing your chances to pass the TSE® or IELTS®. Without the trademarked techniques used by the genuine **ESL Seminar** program, you might be given advice that will cause you to *fail* the TSE® or IELTS®.

To prevent your failing the TSE® or IELTS®, make sure that you have registered for, and are receiving, the genuine **ESL Seminar**. Accept no substitutes. **ESL Seminars** utilizes only native American-English guest speakers. If you have any doubts, please send an e-mail or write to:

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