

## Workplace Literacy and Numeracy (WPLN) Assessment

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# WPLN Candidate guide



# Introducing the Workplace Literacy and Numeracy (WPLN) Assessments

The Workplace Literacy and Numeracy (WPLN) Assessments are a suite of computer-delivered English language literacy and numeracy assessments from the British Council, developed in collaboration with SkillsFuture Singapore Agency (SSG) for the WPLN program. The assessments are used to assess English language literacy in Speaking, Listening, Reading and Writing, and Numeracy ability.

The assessments do not test at a single level. They include a range of questions designed to allow you to show your best ability. The test results are reported both on a numerical scale (0–50) and their corresponding WPLN proficiency levels. The English language Workplace Literacy (WPL) assessments are also linked to the Common European Framework of Reference for Languages (CEFR). They are taken on a computer.

This guide helps you prepare for the tests. It has an overview of the tests and each component is described. You'll find advice on how to prepare for the tests, as well as information on how the test is marked.

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# OVERVIEW: THE STRUCTURE OF THE WPLN ASSESSMENTS

## The Literacy Tests

The Workplace Literacy (WPL) tests consist of five components.

- Core (Grammar and Vocabulary)
- Reading
- Listening
- Writing
- Speaking

Everyone takes the core test. You will prepare for the core test and the skill components you have chosen. You may be taking only one skill component (for example, Listening) or all four skill components (Reading, Listening, Writing and Speaking).



## The Numeracy Test

The Workplace Numeracy (WPN) Test is divided into two parts. In the first part, you complete questions without using a calculator. In the second part, you are given a calculator to solve more complex questions. The test becomes increasingly more difficult as it progresses.

The WPN Test is designed to assess mathematical competences and skills in everyday workplace operations and situations. The test questions range from simple questions on basic numeracy to more complex mathematical problems. The test is based on four mathematical content areas:

- number and operation sense
- patterns, functions and algebra
- measurement and shape
- data, probability and statistics.

It's a good idea to take a familiarisation test so that you understand what you need to do. You can find familiarisation tests for each of the components on the British Council Singapore website <https://www.britishcouncil.sg/exam/wpln>.

Here's the structure of the Workplace Literacy and Numeracy (WPLN) assessments.

## Literacy assessment

TEST	TEST DESIGN		ACTIVITY	FORMAT
<b>Core</b>  <b>25 minutes</b>	Part 1	Grammar	Sentence completion.	3-option multiple choice.
	Part 2	Vocabulary	Word matching (similar meaning). Match words to definitions.  Sentence completion.  Word pairs or word combinations (words commonly used together).	Sets of 5 target words with 10 options.
<b>Reading</b>  <b>35 minutes</b>	Part 1	Sentence comprehension	Choose words to complete sentences.	3-option multiple choice.
	Part 2	Text cohesion	Put sentences into the correct order.	<b>2 tasks</b>  6 sentences jumbled up in each task.
	Part 3	Opinion matching	Match people's opinions to statements.	7 statements matched to 4 people's opinions.
	Part 4	Long text comprehension	Match headings to paragraphs.	7 paragraphs and 8 headings.
<b>Listening</b>  <b>40 minutes</b>	Part 1	Information recognition	Listen to a short monologue or dialogue to identify specific information.	3-option multiple choice.
	Part 2	Information matching	Match people's monologues to information.	6 pieces of information  4 people's monologues.

	Part 3	Opinion matching	Listen to a dialogue and decide who expresses an opinion	4 questions  Man, woman or both options
	Part 4	Monologue comprehension	Listen to two monologues and answer two questions for each.	2 questions  3-option multiple choice.
<b>Writing</b>  <b>50 minutes</b>	Part 1	Word-level writing	Respond to messages using individual words.	1–5 words for each question.
	Part 2	Short text writing	Write personal information.	20–30 words.
	Part 3	Three written responses to questions	Respond to written questions on a social network-type website.	30–40 words for each question.
	Part 4	Formal and informal writing	Write an informal email to a friend and a formal email to an unknown person.	40–50 words for the informal email.  120–150 words for the formal email.
<b>Speaking</b>  <b>12 minutes</b>	Part 1	Personal information	Respond to three personal information questions.	30 seconds for each response.
	Part 2	Describe, express opinion and provide reasons and explanations	Describe a picture and answer two additional questions of increasing difficulty.	45 seconds for each response.
	Part 3	Describe, compare and provide reasons and explanations	Describe two contrasting pictures and answer two additional questions of increasing difficulty.	45 seconds for each response.

	Part 4	Discuss personal experience and opinion on an abstract topic	Answer three questions on an abstract topic.	1 minute to prepare  2 minutes response time.
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## Numeracy assessment

<b>Numeracy</b>  <b>75 minutes</b>	Part 1	26 items including questions covering: numbers, algebra, measurement, and data.	No calculator provided.	A mixture of 4-option multiple choice questions (1 correct answer per question) and short answer questions.
	Part 2	24 items including questions covering: numbers, algebra, measurement, and data.	Calculator provided.	A mixture of 4-option multiple choice questions (1 correct answer per question) and short answer questions.

## 1. WPL Core Test (grammar and vocabulary)

The Core Test consists of two parts. The first part assesses your knowledge of English grammar. The second part assesses your knowledge of English vocabulary.

TEST DESIGN	DESCRIPTION	PREPARATION
<b>Part 1 Grammar</b>	<p>In this part of the test, you will answer 25 questions.</p> <p>Most of the questions test formal written English. A small number of questions test spoken English, such as knowing the appropriate grammar to use in a particular situation (formal or informal situations, for example).</p> <p>All 25 questions 3-option multiple choice.</p> <p>Complete a sentence by choosing the correct word.</p>	<p>To know which parts of grammar are tested, see the British Council / EAQUALS core inventory. This is free and available online at: <a href="https://englishagenda.britishcouncil.org/continuing-professional-development/cpd-teacher-trainers/british-council-eaquals-core-inventory-general-english">https://englishagenda.britishcouncil.org/continuing-professional-development/cpd-teacher-trainers/british-council-eaquals-core-inventory-general-english</a></p> <p>One great way to prepare for the grammar test is to use the British Council's LearnEnglish Grammar App: <a href="http://learnenglish.britishcouncil.org/grammar">http://learnenglish.britishcouncil.org/grammar</a></p>
<b>Part 2 Vocabulary</b>	<p>There are 25 questions in this part of the test.</p> <p>There are a number of question types:</p> <p>Word matching: find a word with a meaning similar to the target word.</p> <p>Word definition: match a definition to the correct word.</p> <p>Word usage: complete a sentence by choosing the correct word.</p> <p>Word pairs or word combinations: select the most common combinations of words; you are given a target word and a list of words which may or may not be commonly used in combination with the target word. (e.g. where card is the target word, birthday + card is a common combination but blue + card is not).</p>	<p>To help you prepare for this part of the test, the LearnEnglish website has games and activities to help you improve your vocabulary. <a href="http://learnenglish.britishcouncil.org/vocabulary">http://learnenglish.britishcouncil.org/vocabulary</a></p> <p>There are also many useful websites, for example: <a href="http://www.englishclub.com">www.englishclub.com</a></p> <p>Another useful tip is to take note of interesting words or word combinations when you read English texts.</p>

## Sample grammar questions

There are two question types. The first focuses on written English grammar, and the second focuses on the use of English grammar when speaking.

Here are some examples:

### Written grammar

He\_\_\_\_\_me that the machine was broken.

- told
- spoke
- said

My boss says that I\_\_\_\_\_to finish the report by Friday.

- must
- have
- should

My new computer works\_\_\_\_\_faster than my old one.

- many
- more
- much

I have worked for this company\_\_\_\_\_I left university.

- since
- after
- from

## Spoken grammar

John: She's French, isn't she?

Ahmed: No, she's \_\_\_\_\_ from Belgium.

- exactly
- actually
- anyway

Zeynep: I really don't feel like going to see that movie tonight.


Peter: Ok. \_\_\_\_\_ we can go next week instead.

- Maybe
- However
- Nevertheless

## Sample vocabulary questions

In the first question type, you need to match words with similar meanings from a list of options. To do this, click on the arrows and choose the similar word.

Here's an example:



00 : 23  
Hours Mins

Hide time

Question 26 of 30

Select a word from the list that has the most similar meaning to the word on the left.

Example: big =

study =

receive =


start =

talk =

pick =

For the next question type, you need to match a definition to a word. Click on the arrow and choose the word that matches the definition.

Here's an example:



00 : 22  
Hours Mins

Hide time

Question 27 of 30

Complete each definition using a word from the drop down list.

To cover with paper or material is to

To improve or change is to

To state or make public is to

To get somewhere is to

To put something together is to

The next question type asks you to identify a word from a list that is commonly used with the given word.

00:20  
Hours Mins

Hide time

Question 30 of 30

Select a word from the list that is most often used with the word on the left.

Example: big +

aerobics +

agriculture +

aisle +

apron +

atom +

There is a final question type that asks you to complete a sentence using a word from a list.

00:19  
Hours Mins

Hide time

Question 28 of 30

Complete each sentence using a word from the drop down list.

More and more people go  for their holidays these days.

Drivers need to remain  when in charge of a car.

The city has many  and interesting buildings.

She's a highly  person who explains things clearly.

He's a very  person – always getting into fights.

## 2. WPL Reading Test

This test assesses your reading ability. The tasks become more difficult as the test progresses.

TEST DESIGN	DESCRIPTION	PREPARATION
<b>Part 1</b>  <b>Sentence comprehension</b>	<p>In this part, you need to choose a word (you're given three to choose from) to complete a sentence. There are five sentences to complete. You do not need to understand all of the sentences to complete each individual sentence.</p> <p>This part assesses your ability to read a sentence and to complete the sentence with an appropriate word.</p>	<p>Make sure you read each sentence and all of the possible answer words carefully before trying to answer this question.</p> <p>The best way to become a better reader is to practise. Easy books written especially for English language learners might help. For example, try:</p> <p>Cambridge Bookworms Starter / Stage 1</p> <p>Cambridge Readers Level 1</p> <p>Penguin Readers – Level 1</p> <p>Macmillan Readers – Starter / Beginner</p> <p>Headway Skills series.</p>
<b>Part 2</b>  <b>Text cohesion</b>	<p>In this part, you will see six sentences that make a whole text. The sentences need to be put in the correct order. There is only one correct way to organise the sentences. Your task is to click on each sentence and then move them so each one is in the correct position. There are two of these tasks.</p> <p>This part assesses your knowledge of the cohesion of a text. You need to look for clues in each sentence that show how it links to the sentences around it.</p>	<p>Read all the sentences carefully first. Then, decide on the correct order (the first sentence is identified for you).</p> <p>Appropriate graded readers for preparation for this level are:</p> <p>Cambridge Bookworms Stage 1 and 2</p> <p>Cambridge Readers – Level 2</p> <p>Penguin Readers – Level 3</p> <p>Macmillan Readers – Elementary.</p>


<p><b>Part 3</b></p> <p><b>Opinion matching</b></p>	<p>In this part, you will match people's opinions to statements. You will read four people's opinions on the same topic. Then you need to read seven statements and decide which person's opinion matches each statement.</p> <p>This part tests your ability to read and understand short texts.</p>	<p>First, read and understand each person's opinion. Then read the statements and decide which person the statement best matches.</p> <p>Appropriate readers for this level are:</p> <p>Cambridge Bookworms Stage 2 and 3</p> <p>Cambridge Readers – Level 3, 4 and 5</p> <p>Penguin Readers – Level 4</p> <p>Macmillan Readers – Pre Intermediate.</p>
<p><b>Part 4</b></p> <p><b>Long text comprehension</b></p>	<p>In this part, you will read a long text (about 750 words). You will also read eight headings. The task is to match seven of the headings to paragraphs in the text. There is always an extra heading that does not fit with any paragraph.</p> <p>This part is designed to test your ability to read and understand a long text. To get the correct answers you need to be able to demonstrate an understanding of how the headings reflect the paragraphs in different ways (sometimes using similar words, sometimes similar ideas, or by sharing a topic).</p>	<p>Read the main text carefully but as quickly as you can. Then carefully read the headings. Do all this before starting the task. Look for clues to connect the headings to the paragraphs; these might be similar words, ideas or topics.</p> <p>Appropriate readers for this level are:</p> <p>Cambridge Bookworms Stage 4, 5 and 6</p> <p>Cambridge Readers – Level 4, 5 and 6</p> <p>Penguin Readers – Level 5 and 6</p> <p>Macmillan Readers – Intermediate and Upper Intermediate.</p>




# Sample reading questions

## Reading part 1: Sentence comprehension


In this part, you must select the appropriate word from a drop-down list. You should complete this in about three (3) minutes.




Question 1 of 5 

## Reading part 2: Text cohesion

In the second part, you must sort the sentences into the correct order to make the text make sense. You do this by clicking on a sentence and dragging it to its correct position. There are two of these tasks in this part.



Question 3 of 5 

If you are visiting our office for the first time, please follow these instructions.

A member of staff will write this information in the visitor's book.

Before you leave, please return the card to a member of staff at the front desk.

You can then use the card to enter through the security gate.

Next, he or she will give you a visitor's identity card.

You should go to the front desk upon arrival and give your name and address.

### Reading part 3: Opinion matching

In the third part, you match four people's opinions to seven statements.

Question 4 of 5

#### Education and Work

**Person A**

As you get older, responsibilities like a job and family dominate your life. It can be hard to balance things. Studying at university is demanding. So you should do it at an age when you are independent and carefree. It is also important to learn how the world of business works. Spending unpaid time in a company is a great way to get that experience. Any course that can give you an opportunity to do that is worth considering.

**Person B**

Life doesn't really get serious until you hit your mid-twenties. Before that, try out different things and get some life experience. It's only as you approach your thirties that you need to get serious about your career. That's the time to start thinking about further education. Many colleges offer inexpensive courses for more mature students. Going back to student life for a year is a great idea and you can then return to the world of work at management level.

**Person C**

Nowadays it is popular for school leavers to take a break before they think about an occupation or a place at university. I think the most important thing is to start working as soon as you can. You need practical experience for your CV and that can be more valuable than a diploma. Nevertheless, your studies do not have to stop just because you are working. Colleges and universities offer options for people who want to do both.

**Person D**

I think we should all keep learning, but you don't need a piece of paper from an institution to prove it. There are many free courses available online. Of course, not all are good, but a little research will help you identify which one is best for you. A lot of young people get into debt because they have to pay for their studies. With the resources available online these days, you can take control. You won't regret it.

Four people respond in the comments section of an online magazine article about education and work. Read their comments and answer the questions below.

1. Who thinks you should study when you are older?
2. Who thinks formal qualifications are too expensive?
3. Who thinks you should go to university when you are young?
4. Who thinks you should study independently?
5. Who thinks you should combine a job with studying?
6. Who think you should choose a course that is practical?
7. Who thinks you should get a job immediately after leaving school?

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### Reading part 4: Long text comprehension

For the final part, you must scroll the reading text to see all of it. You can do this by clicking on the side bar and move the bar up and down. To complete the task you need to match seven headings to the correct paragraphs in the text.

Select the appropriate heading from the drop-down list on the right-hand side.



## Mission To Mars

1. On 3rd June 2010 an international crew of six astronauts entered a space ship and prepared themselves for a 520 day voyage to the planet Mars and back. The module that was to be their home for the next year and a half contained their sleeping quarters, a kitchen/dining room, a living room, a control room and a toilet. There was also space for food storage, a small greenhouse, a bathroom, a sauna and even a gym. The Mars landing was scheduled for 12th February 2011, following a 255-day flight, and would involve a full two days of exploration of the planet surface. An equally long return journey would see the astronauts return to earth on 4th November 2011.

2. Emerging from the spaceship after an exhausting 520 days, Russian commander Alexei Sitev declared the mission finally over. "The programme has been fully carried out," he announced at a press conference. "All the crew members are in good health. We are now ready for further tests." Indeed, the general consensus in the scientific community was that the Mars 500 project had achieved its aims, and, what is more, the crew had managed to complete their mission without ever having to leave the Earth's atmosphere.

3. Mars 500 was, in fact, a simulation exercise. The astronauts never even left the ground and their space ship was a specially constructed working model situated in a warehouse in the suburbs of Moscow. The aims of the mission were to see how well humans could cope with the confinement and stress involved in extended interplanetary travel. The astronauts – three Russians, a Frenchman, an Italian and a Chinese national – were volunteers for the project, and, although all of them had the option of leaving their 550 cubic meter living space at any time, none of them chose to do so.

4. All communications between the crew and mission control were subject to a twenty minute delay to simulate the time it would take signals to reach the earth from outer space. Although not all the elements of space flight - such as the effects of zero gravity - could be reproduced, the conditions on board were made as realistic as possible. The astronauts breathed recycled air, showered only once every ten days and lived mostly on a diet of tinned food. Even the surface of Mars had been recreated to allow the crew the simulated experience of walking on the red planet.

5. In addition to the discomforts of living in a confined space, the astronauts also

Read the passage quickly. Choose a heading for each numbered paragraph (1-7) from the drop-down box. There is one more heading than you need.

1.
2.
3.
4.
5.
6.
7.

Back

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### 3. WPL Listening Test

The Listening Test has four task types. You can choose to listen to the question once or twice.


TEST	DESCRIPTION	PREPARATION
<b>Part 1</b>  <b>Information recognition</b>	In these questions, you listen to a short phone message or a short monologue or dialogue and you need to identify specific information such as a phone number, a time, or a place.	Visit the British Council's LearnEnglish website for lots of very useful activities, tips, apps and podcasts: <a href="http://learnenglish.britishcouncil.org/en">http://learnenglish.britishcouncil.org/en</a>  The elementary podcasts are useful preparation for these questions.
<b>Part 2</b>  <b>Information matching</b>	In these questions, you listen to four people's monologues and match the person to information. There are six pieces of information to match to the monologues.	There are quite a few useful practice videos and podcasts on the LearnEnglish website, so that's a very good starting point. In addition, try to listen to as much English as possible (e.g. films, television or radio). Another possible source is the BBC World Service radio <a href="http://www.bbc.co.uk/worldserviceradio">http://www.bbc.co.uk/worldserviceradio</a>
<b>Part 3</b>  <b>Opinion matching</b>	In this task, you listen to a dialogue between a man and a woman and then decide who expresses an opinion. There are four questions. Your task is to decide if the man, woman or both the man and woman have expressed the opinion.	Listening to authentic speech, such as television drama programs or films, is a good way to prepare for this task.
<b>Part 4</b>  <b>Monologue comprehension</b>	In these tasks, you listen to a monologue and answer two questions. The focus here is not on understanding the meaning of what the speaker is saying, but on identifying clues in their language or tone to help identify the attitude of the speaker, their intention or opinion.	There are a number of higher-level podcasts on the LearnEnglish website. Also try the BBC World Service radio station.

## Sample listening questions

Remember that if you'd like to hear a question for a second time, just click on the Play button (  ). The system will not allow you to listen more than twice.


### Listening part 1: Information recognition



You listen to a short monologue or dialogue and identify specific information such as a phone number, a time, or a place.



00:53  
Hours Mins

Hide time

Question 1 of 17 

2 of 2 plays remaining

A doctor's secretary calls about a change to an appointment. What is changing?


☐ date

☐ time

☐ telephone number


### Listening part 2: Information matching



You listen to four different people and match the person to information.



00:51  
Hours Mins

Hide time

Question 14 of 17 

2 of 2 plays remaining

Four people are describing their plans for the future.  
Complete the sentences below.

Speaker A wants to



Speaker B wants to

Speaker C wants to

Speaker D wants to

### Listening part 3: Opinion matching

You listen to a dialogue between a man and a woman and decide who expresses a particular opinion – the man, the woman or both of them.



2 of 2 plays remaining

Listen to two parents discussing the issue of children's health. Read the opinions below and decide whose opinion matches the statements, the man, the woman, or both the man and the woman.

Who expresses which opinion?

Parents should better manage their children's diets.

☐ Man ☐ Woman ☐ Both

Parents should support their child's interest in sport.

☐ Man ☐ Woman ☐ Both

Quiet time can promote children's concentration abilities.



☐ Man ☐ Woman ☐ Both

Excessive sleep can be bad for young people.

☐ Man ☐ Woman ☐ Both

### Listening part 4: Monologue comprehension

You listen to a monologue to identify the attitude of the speaker, their intention or opinion.



2 of 2 plays remaining

Listen to a city planner talk at a press conference about a new transport plan and answer the questions below.

What is his opinion of the plan overall?

☐ It is very similar to previous community projects in the same area.

☐ It was prepared without proper consultation with the community.

☐ It does not represent the opinions of the whole community.

What is his opinion of the role of the media?

☐ He is critical of the media's reporting of the plan.

☐ He is surprised by the media's interest in the plan.

☐ He is confused by the media's reaction to the plan.

## 4. WPL Writing Test

There are four parts to the Writing Test. You will interact in a social media-type written conversation and write emails. All writing tasks are marked by an examiner.

Make sure you fully understand the questions. Plan what you are going to write and then edit your writing before clicking to the next question. The most common mistakes include:

- Not answering the questions (going off-topic).  
Read the question and understand what you need to do.
- Writing too much but with poor grammar, spelling and punctuation.  
Keep to the word count and focus on accuracy.
- Not using a variety of sentence structures.
- Not writing in sentences or paragraphs.
- Using SMS (text messaging) spelling.

The total time allowed for the Writing Test is 50 minutes. The timings for each section below are recommendations only.

TEST DESIGN	DESCRIPTION	PREPARATION
<b>Part 1</b> <b>Word-level writing</b>	<p>In the first part, you have joined a club, course or activity and must answer a series of five text messages from other members of the club, course or activity. There is no extended writing in this part (no sentence writing), just individual words.</p> <p>If you are targeting a very high score, you should spend no more than three (3) minutes on this part.</p>	<p>The focus is on communication (this means spelling, capitalisation and grammar will not be considered by the markers).</p>
<b>Part 2</b> <b>Short text writing</b>	<p>This part is about form filling. In this part, you need to write in sentences.</p> <p>If you are targeting a very high score, you should spend no more than seven (7) minutes on this part.</p>	<p>You are asked to write 20–30 words. The focus is on writing sentences that are on-topic and have accurate grammar, punctuation and spelling.</p> <p>A common error is to write more than 30 words and as a result, make a lot</p>

		of mistakes. Keep to the word limit and focus on accuracy.
<b>Part 3</b>  <b>Three written parts of text, all of which require responses</b>	<p>In this part, you will have a social network-type interaction. You will receive three questions and need to respond.</p> <p>If you are targeting a very high score, you should spend no more than ten (10) minutes on this part.</p>	<p>Answer all three questions and don't go off-topic.</p> <p>Focus on accurate spelling and punctuation and write sentences that link together and make sense.</p> <p>Keep to the word count of 30–40 words per answer.</p>
<b>Part 4</b>  <b>Formal and informal writing</b>	<p>This part requires that you write two emails: 1) an informal email to a friend; and 2) a more formal email to an unknown person. Both emails are in reaction to information about a change.</p> <p>You should spend all of your remaining time on this part (around 30 minutes).</p>	<p>Keep to the word count of 40–50 words for the first email and 120–150 words for the second email.</p> <p>Make sure your emails are written for different people. The first email should clearly be an informal email to a friend or close family member, while the second should clearly be a formal email to a company.</p> <p>You are also assessed on how accurately you write and your flexibility with English language, so check your writing and use a wide range of vocabulary, grammar and cohesive devices.</p>



## Sample writing questions

### Writing part 1: Word-level writing

You need to write five pieces of information. This part is not worth many marks so don't spend too much time on it.

You want to join a history club. You have 5 messages from a member of the club. Write short answers (1-5 words) to each message.

Example

How are you?

I'm fine, thanks.

What is the weather like today?

What is your favourite time of year?

What is your favourite colour?

What is your job?

What do you usually do in your free time?

## Writing part 2: Short text writing

There may be one or two questions.

You are a new member of the history club. Fill in the form. Write in sentences. Use 20 - 30 words. You have 7 minutes.

### Aptis History Club

Please write some of the reasons why you are interested in history.

0 words

The areas assessed are how complete and relevant your answer is, grammatical range and accuracy, punctuation, vocabulary range and accuracy, and cohesion. Here is the marking scale:

---

Highest score - above the descriptor below.



---

On-topic.

Uses simple grammatical structures to produce writing at the sentence level. Errors with basic structures common. Errors do not impede understanding of the response.

Mostly accurate punctuation and spelling.

Vocabulary is sufficient to respond to the question(s).

Some attempts at using simple connectors and cohesive devices to link sentences.

---

On-topic.

Uses simple grammatical structures to produce writing at the sentence level. Errors with basic structures common. Errors impede understanding in parts of the response.

Punctuation and spelling mistakes are noticeable.

Vocabulary is mostly sufficient to respond to the question(s) but inappropriate lexical choices are noticeable.

Response is a list of sentences with no use of connectors or cohesive devices to link sentences.

---

---

Not fully on-topic.

Grammatical structure is limited to words and phrases. Errors in basic patterns and simple grammar structures impede understanding.

Little or no use of accurate punctuation. Spelling mistakes common.

Vocabulary is limited to very basic words related to personal information and is not sufficient to respond to the question(s).

No use of cohesion.

---

Response limited to a few words or phrases.

Grammar and vocabulary errors so serious and frequent that meaning is unintelligible.

---

No meaningful language or all responses are completely off-topic (e.g. memorised script, guessing).

---

Low Scoring



### Writing part 3: Three written parts of text, all of which require responses

In part 3, you will answer social media-type questions which will look like the following:

You are a member of a history club. You are talking to three other members in the history club chat room. Talk to them using sentences. Use 30 to 40 words per answer. You have 10 minutes in total. Answer all three questions.

#### Aptis History Club Chat

**Sam:** Hi! Welcome to the club. I was interested in history at school and I studied it at university. What about you?

0 words

**Miguel:** Welcome. Can you tell me something about the history of your country?

0 words

**Michelle:** Who is your favourite person from history, and why are you interested in him or her?

0 words

The areas assessed are how completely and relevantly you answer the question, punctuation, grammatical range and accuracy, vocabulary range and accuracy and cohesion. Here is the marking scale:

---

Highest score - above the descriptor below.



---

Responses to all three questions are on-topic and show the following features.

Control of simple grammatical structures. Errors occur when attempting complex structures.

Punctuation and spelling mostly accurate. Errors do not impede understanding.

Vocabulary is sufficient to respond to the questions.

Uses simple cohesive devices to organise responses as a linear sequence of sentences.

---

---

Responses to two questions are on-topic and show the following features.

Control of simple grammatical structures. Errors occur when attempting complex structures.

Punctuation and spelling mostly accurate. Errors do not impede understanding.

Vocabulary is sufficient to respond to the questions.

Uses simple cohesive devices to organise responses as a linear sequence of sentences.

---

Responses to at least two questions are on-topic and show the following features.

Uses simple grammatical structures to produce writing at the sentence level. Errors with simple structures common and sometimes impede understanding.

---

Punctuation and spelling mistakes are noticeable.

Vocabulary is not sufficient to respond to the question(s). Inappropriate lexical choices are noticeable and sometimes impede understanding.

---

Responses are lists of sentences and not organised as cohesive texts.

---

Response to one question is on-topic and shows the following features:

Uses simple grammatical structures to produce writing at the sentence level. Errors with simple structures common and sometimes impede understanding.

---

Punctuation and spelling mistakes are noticeable.

---

Below the descriptor above or no meaningful language or the responses are completely off-topic (e.g. memorised script, guessing).

---

Low Scoring



## Writing part 4: Formal and informal writing

The areas assessed are task fulfilment and register (see below for more information about register), grammatical range and accuracy, vocabulary range and accuracy, and cohesion.

You are a member of a history club. You received this e-mail from the club.

Dear Member,

We are writing to tell you that the trip to Blackrock Castle has been cancelled because of lack of interest. You will be given a refund for the cost of the coach trip. However because this is a late cancellation we cannot refund the cost of your entrance ticket to the castle. We apologise for this and thank you for your understanding.

Write an e-mail to your friend. Write about your feelings and what you think the club should do about the situation. Write about 50 words. You have 10 minutes.

0 words

Write an e-mail to the president of the club. Write about your feelings and what you think the club should do about the situation. Write 120-150 words. You have 20 minutes.

0 words

---

Highest score - above the descriptor below.



---

Response shows the following features:

Response on-topic and task fulfilled in terms of appropriateness of register. Two clearly different registers.

Range of complex grammar constructions used accurately. Some minor errors occur but do not impede understanding.

Range of vocabulary used to discuss the topics required by the task. Some awkward usage or slightly inappropriate lexical choices.

A range of cohesive devices is used to clearly indicate the links between ideas.

---

---

Response on-topic and task fulfilled in terms of appropriateness of register: appropriate register used consistently in both responses. Response shows the following features:

Some complex grammar constructions used accurately. Errors do not lead to misunderstanding.

Minor errors in punctuation and spelling occur but do not impede understanding.

Sufficient range of vocabulary to discuss the topics required by the task. Inappropriate lexical choices do not lead to misunderstanding.

A limited number of cohesive devices are used to indicate the links between ideas.

---

Response partially on-topic and task partially fulfilled in terms of appropriateness of register: appropriate register used consistently in one response. Response shows the following features:

Some complex grammar constructions used accurately. Errors do not lead to misunderstanding.

Minor errors in punctuation and spelling occur but do not impede understanding.

Sufficient range of vocabulary to discuss the topics required by the task. Inappropriate lexical choices do not lead to misunderstanding.

A limited number of cohesive devices are used to indicate the links between ideas.

---

Response partially on-topic and task not fulfilled in terms of appropriateness of register: appropriate register not used consistently in either response. Response shows the following features:

Control of simple grammatical structures. Errors occur when attempting complex structures.

Punctuation and spelling is mostly accurate. Errors do not impede understanding.

---

Response not on-topic and task not fulfilled in terms of appropriateness of register. No evidence of awareness of register. Response shows the following features:

Control of simple grammatical structures. Errors occur when attempting complex structures.

Punctuation and spelling is mostly accurate. Errors do not impede understanding.

---

Below the descriptor above or no meaningful language or the responses are completely off-topic (e.g. memorised script, guessing).

---

Low Scoring



# Register

'Register' means the different ways language is used in different situations, depending on the relationships between the speaker and listener, or the author and the intended reader. This is an important part of language use. For example, your language choices will be different when you're writing to a new business partner and when you're writing to a friend.

To be successful in part 4, you need to show that you can write in both casual and formal registers. The first section of part 4 asks you to write in an intimate or casual register (one used among family members and close friends). The second part asks you to write in a formal register (one used between strangers or in a business setting).



## 5. WPL Speaking Test

For each question, you are given a maximum amount of time to speak but you can end the recording early by clicking on a stop button. Please make sure you fully respond to the question before you stop the recording.

The most common reasons people receive lower scores than they expect include:

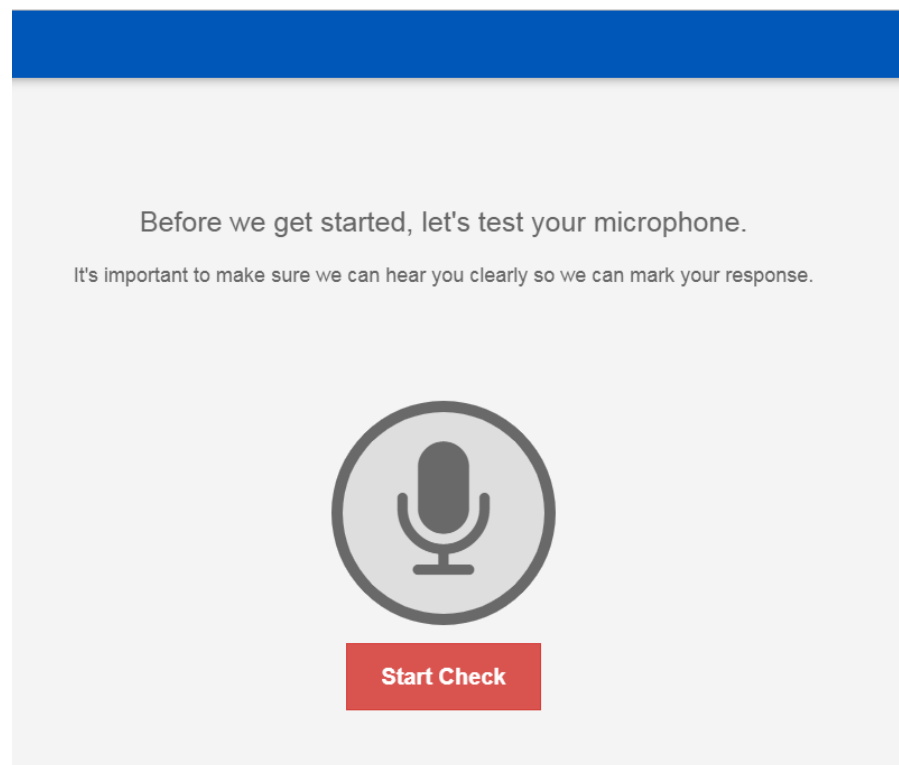
- not doing a proper sound check (details on how to do this are shown below)
- not speaking clearly
- not answering the questions
- giving under-length answers – not using the full amount of time to speak
- overusing words such as 'and' and 'so'
- speaking in simple sentence lists
- not using a variety of sentence structures.

TEST DESIGN	DESCRIPTION	PREPARATION
<b>Part 1</b> <b>Personal information</b>	In this part, you are asked to answer three questions on personal topics. You are expected to talk for 30 seconds per question.	It's a good idea to practise introducing yourself and talking about your personal experiences. Think about how you can talk about familiar topics (e.g. holidays, weekend activities, sports) and practise giving general information about those topics.
<b>Part 2</b> <b>Describe, express opinion and provide reasons and explanations</b>	In this part, you are asked to describe a photograph and then answer two questions related to the topic illustrated in the photo. The three questions increase in complexity (from description to opinion). You are expected to talk for 45 seconds per question.	You should try to be fluent and spontaneous, showing little sign of effort. Make sure you answer all three questions.
<b>Part 3</b> <b>Describe, compare and provide reasons and explanations</b>	In this part, you are asked to compare two pictures and then answer two questions related to the topic. The three questions increase in complexity (from description to speculation). You are expected to talk for 45 seconds for each question.	To prepare for this task, practise comparing two different things (e.g. two cities or two houses). Focus on describing their advantages and disadvantages.  To achieve a very high score in this part, it's important to make sure you are using correct grammatical

		structures when you speculate.
<b>Part 4</b>  <b>Discuss personal experience and opinion on an abstract topic</b>	<p>In the final part, you will see a picture and be asked three questions about an abstract topic.</p> <p>You are given one (1) minute to prepare an answer and in this time you can take notes. You are expected to talk for two (2) minutes.</p>	<p>A common error is to describe the photo. You will not receive a high score if you just describe the photo. The questions are more abstract (e.g. how you feel about something).</p> <p>Another common error is to go off-topic. Focus on answering each question in clear, flowing, well-structured speech.</p> <p>To prepare for this part it is a good idea to practise speaking for two minutes on an abstract topic (e.g. How do you feel about_____?).</p> <p>Make sure you practise using your planning time to structure what you're going to say.</p>

## Sample speaking questions

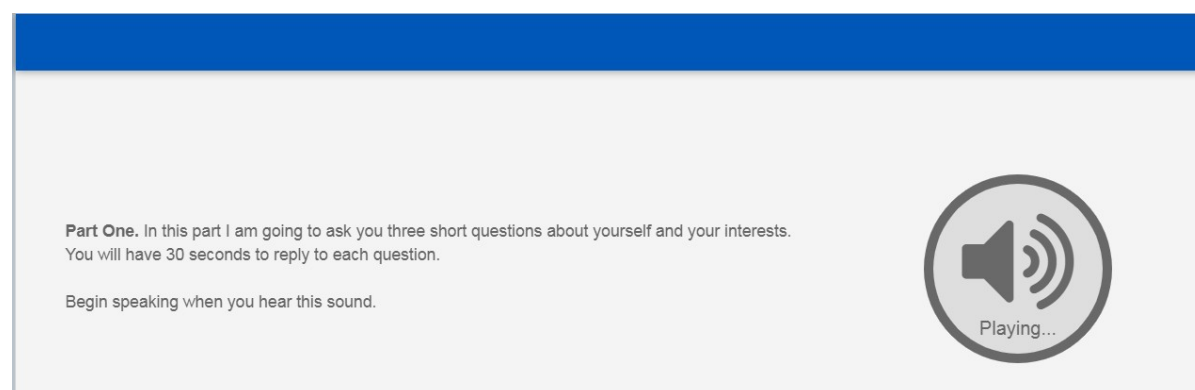
Before the Speaking Test begins, you'll be asked to check your microphone.



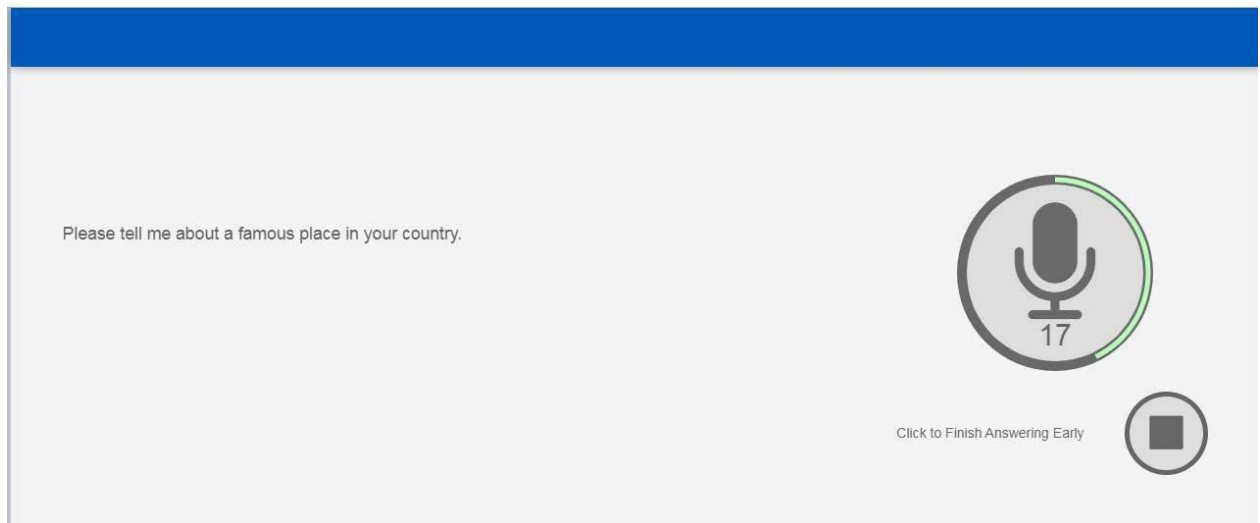
### Speaking part 1: Personal information

In this part, you answer some questions about yourself. Listen to the instructions and speak clearly into your microphone when you hear the signal.

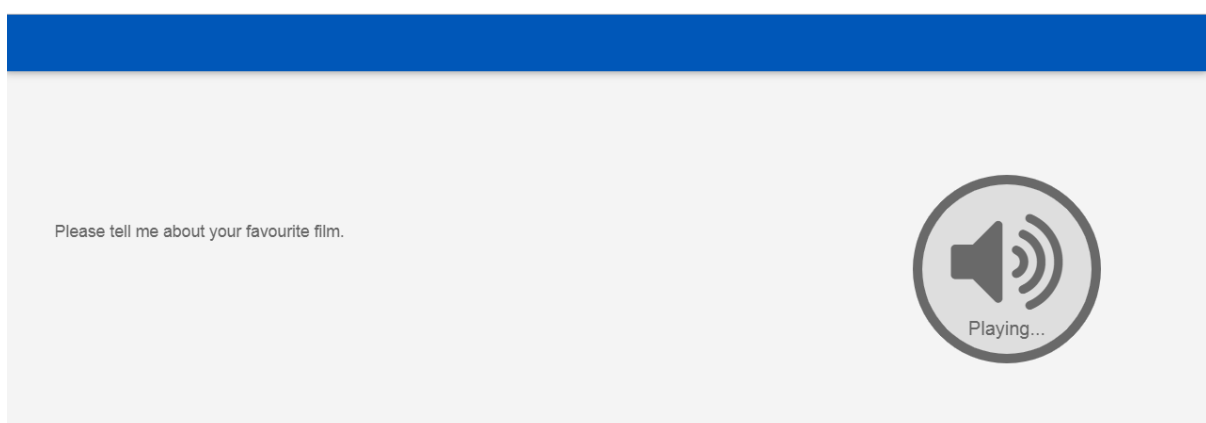
Each part of the test will appear automatically. You can stop recording your response before the timer runs out by tapping on the stop button, but we recommend that you try and speak for the full time available to maximise your score.



When the time to record comes, the timer begins. This tells you the amount of time you have been recording for (in the screen shot below the timer shows that it has been recording for 17 seconds).



As each new question appears, the same procedure is followed.



The areas assessed in this part of the Speaking Test are how completely and relevantly you have answered the question, grammatical range and accuracy, vocabulary range and accuracy, pronunciation and fluency. Here is the marking scale.

---

Highest score - above the descriptor below.



---

Responses to all three questions are on-topic and show the following features:

Some simple grammatical structures used correctly but basic mistakes systematically occur.

Vocabulary is sufficient to respond to the questions, although inappropriate lexical choices are noticeable.

Mispronunciations are noticeable and frequently place a strain on the listener.

Frequent pausing, false starts and reformulations but meaning is still clear.

---

Responses to two questions are on-topic and show the following features:

Some simple grammatical structures used correctly but basic mistakes systematically occur.

Vocabulary is sufficient to respond to the questions, although inappropriate lexical choices are noticeable.

Mispronunciations are noticeable and frequently place a strain on the listener.

Frequent pausing, false starts and reformulations but meaning is still clear.

---

Responses to at least two questions are on-topic and show the following features:

Grammatical structure is limited to words and phrases. Errors in basic patterns and simple grammar structures impede understanding.

Vocabulary is limited to very basic words related to personal information.

Pronunciation is mostly unintelligible except for isolated words.

Frequent pausing, false starts and reformulations impede understanding.

---

Response to one question is on-topic and shows the following features:

Grammatical structure is limited to words and phrases. Errors in basic patterns and simple grammar structures impede understanding.

---

---

Vocabulary is limited to very basic words related to personal information.

Pronunciation is mostly unintelligible except for isolated words.

Frequent pausing, false starts and reformulations impede understanding.

---

No meaningful language or all responses are completely off-topic (e.g. memorised script, guessing).

---

Low Scoring

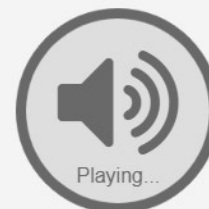


## Speaking part 2: Describe, express opinion and provide reasons and explanations

You will see a photo and answer three questions. You have 45 seconds to respond to each question.

**Part Two.** In this part I'm going to ask you to describe a picture. Then I will ask you two questions about it. You will have 45 seconds for each response.

Begin speaking when you hear this sound.



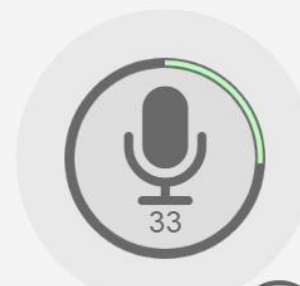
Describe this picture.



Click to Finish Answering Early



Tell me about a time when you gave or received a gift.



Click to Finish Answering Early



Why is it important to give people gifts on special occasions?



Click to Finish Answering Early



The areas assessed in this part of the Speaking Test are how completely and relevantly you responded to the question, grammatical range and accuracy, vocabulary range and accuracy, pronunciation, fluency and cohesion. Here's the marking scale.

---

Highest score - above the descriptor below.



---

Responses to all three questions are on-topic and show the following features:

Control of simple grammatical structures. Errors occur when attempting complex structures.

Sufficient range and control of vocabulary for the task. Errors occur when expressing complex thoughts.

Pronunciation is intelligible but inappropriate mispronunciations put an occasional strain on the listener.

Some pausing, false starts and reformulations.

Uses only simple cohesive devices. Links between ideas are not always clearly indicated.

---

Responses to two questions are on-topic and show the following features:

Control of simple grammatical structures. Errors occur when attempting complex structures.

Sufficient range and control of vocabulary for the task. Errors occur when expressing complex thoughts.

Pronunciation is intelligible but inappropriate mispronunciations put an occasional strain on the listener.

Some pausing, false starts and reformulations.

Uses only simple cohesive devices. Links between ideas are not always clearly indicated.

---

Responses to at least two questions are on-topic and show the following features:

Uses some simple grammatical structures correctly but systematically makes basic mistakes.

Vocabulary will be limited to concrete topics and descriptions. Inappropriate lexical choices for the task are noticeable.

Mispronunciations are noticeable and put a strain on the listener.

---



---

Noticeable pausing, false starts and reformulations.

Cohesion between ideas is limited. Responses tend to be a list of points.

---

Response to one question is on-topic and shows the following features:

Uses some simple grammatical structures correctly but systematically makes basic mistakes.

Vocabulary will be limited to concrete topics and descriptions. Inappropriate lexical choices for the task are noticeable.

Mispronunciations are noticeable and put a strain on the listener.

Noticeable pausing, false starts and reformulations.

Cohesion between ideas is limited. Responses tend to be a list of points.

---

Below the descriptor above or no meaningful language or the responses are completely off-topic (e.g. memorised script, guessing).

---

Low Scoring

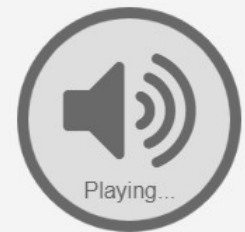


### Speaking part 3: Describe, compare and provide reasons and explanations

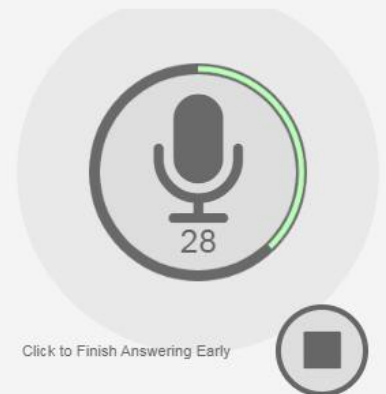
In this part, you will see two photos and answer three questions.

**Part Three** - In this part I'm going to ask you to compare two pictures, and I will then ask you two questions about them. You will have 45 seconds for each response.

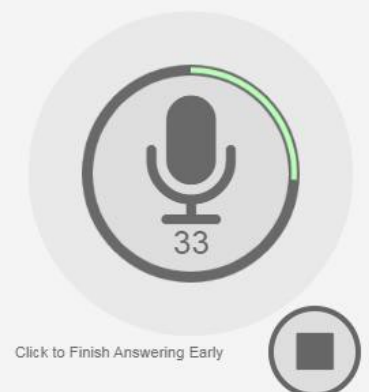
Begin speaking when you hear this sound.



Tell me what you see in the two pictures.



What would it be like to work in these two places?



Which of these two places would you prefer to work in? Why?



The marking scale is the same as for part 2.

---

Highest score - above the descriptor below.



---

Responses to all three questions are on-topic and show the following features:

Control of simple grammatical structures. Errors occur when attempting complex structures.

Sufficient range and control of vocabulary for the task. Errors occur when expressing complex thoughts.

Pronunciation is intelligible but inappropriate mispronunciations put an occasional strain on the listener.

Some pausing, false starts and reformulations.

Uses only simple cohesive devices. Links between ideas are not always clearly indicated.

---

Responses to two questions are on-topic and show the following features:

Control of simple grammatical structures. Errors occur when attempting complex structures.

Sufficient range and control of vocabulary for the task. Errors occur when expressing complex thoughts.

Pronunciation is intelligible but inappropriate mispronunciations put an occasional strain on the listener.

Some pausing, false starts and reformulations.

Uses only simple cohesive devices. Links between ideas are not always clearly indicated.

---

Responses to at least two questions are on-topic and show the following features:

Uses some simple grammatical structures correctly but systematically makes basic mistakes.

Vocabulary will be limited to concrete topics and descriptions. Inappropriate lexical choices for the task are noticeable.

Mispronunciations are noticeable and put a strain on the listener.

---

---

Noticeable pausing, false starts and reformulations.

Cohesion between ideas is limited. Responses tend to be a list of points.

---

Response to one question is on-topic and shows the following features:

Uses some simple grammatical structures correctly but systematically makes basic mistakes.

Vocabulary will be limited to concrete topics and descriptions. Inappropriate lexical choices for the task are noticeable.

Mispronunciations are noticeable and put a strain on the listener.

Noticeable pausing, false starts and reformulations.

Cohesion between ideas is limited. Responses tend to be a list of points.

---

Below the descriptor above or no meaningful language or the responses are completely off-topic (e.g. memorised script, guessing).

---

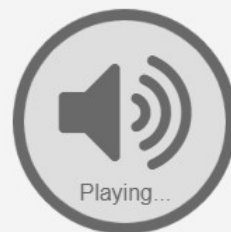
Low Scoring



### Speaking part 4: Discuss personal experience and opinion on an abstract topic

In this part, you again need to answer three questions but this time you answer them all in one response.

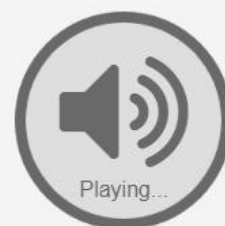
**Part Four** - In this part I'm going to show you a picture and ask you three questions. You will have one minute to think about your answers before you start speaking. You will have two minutes to answer all three questions. Begin speaking when you hear this sound. Look at the photograph.



Tell me about a time when you visited a very tall building.

How did you feel about it?

Why do you think so many cities have tall buildings?



You have one minute to prepare a structured response. A timer on the screen will show how long you have left. When preparation time is over, the message appears at the bottom 'You now have two minutes to talk'. You should speak until the recording automatically stops after two minutes.



Tell me about a time when you visited a very tall building.

How did you feel about it?

Why do you think so many cities have tall buildings?

**You now have one minute to think about your answers. You can make notes if you wish.**



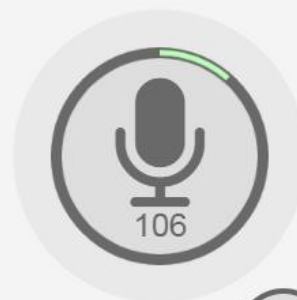


Tell me about a time when you visited a very tall building.

How did you feel about it?

Why do you think so many cities have tall buildings?

**You now have two minutes to talk.**



Click to Finish Answering Early



During the preparation time in part 4, it's important to make notes, as these will help you organise your response and remember what you want to speak about. Rather than writing out exactly what you want to say, make brief notes and use these to structure your speech.

Areas assessed in this part are how completely and relevantly you've answered the questions, and the grammatical range and accuracy, vocabulary range and accuracy, pronunciation, fluency and cohesion of your response.

Here's the marking scale:

---

Highest score - above the descriptor below.



---

Response addresses all three questions and is well-structured.

Uses a range of complex grammar constructions accurately. Some minor errors occur but do not impede understanding.

Uses a range of vocabulary to discuss the topics required by the task. Some awkward usage or slightly inappropriate lexical choices.

Pronunciation is clearly intelligible.

Backtracking and reformulations do not fully interrupt the flow of speech.

A range of cohesive devices are used to clearly indicate the links between ideas.

---

Responses to all three questions are on-topic and show the following features:

Some complex grammar constructions used accurately. Errors do not lead to misunderstanding.

Sufficient range of vocabulary to discuss the topics required by the task. Inappropriate lexical choices do not lead to misunderstanding.

Pronunciation is intelligible. Mispronunciations do not put a strain on the listener or lead to misunderstanding.

Some pausing while searching for vocabulary but this does not put a strain on the listener.

A limited number of cohesive devices are used to indicate the links between ideas.

---

Responses to two questions are on-topic and show the following features:

Some complex grammar constructions used accurately. Errors do not lead to misunderstanding.

Sufficient range of vocabulary to discuss the topics required by the task. Inappropriate lexical choices do not lead to misunderstanding.

Pronunciation is intelligible. Mispronunciations do not put a strain on the listener or lead to misunderstanding

---

---

Some pausing while searching for vocabulary but this does not put a strain on the listener.

A limited number of cohesive devices are used to indicate the links between ideas.

---

Responses to at least two questions are on-topic and show the following features:

Control of simple grammatical structures. Errors occur when attempting complex structures.

Limitations in vocabulary make it difficult to deal fully with the task.

Pronunciation is intelligible but occasional mispronunciations put an occasional strain on the listener.

Noticeable pausing, false starts, reformulations and repetition.

Uses only simple cohesive devices. Links between ideas are not always clearly indicated.

---

Response to one question is on-topic and shows the following features:

Control of simple grammatical structures. Errors occur when attempting complex structures.

Limitations in vocabulary make it difficult to deal fully with the task.

Pronunciation is intelligible but occasional mispronunciations put an occasional strain on the listener.

Noticeable pausing, false starts, reformulations and repetition.

Uses only simple cohesive devices. Links between ideas are not always clearly indicated.

---

Below the descriptor above or no meaningful language or the responses are completely off-topic (e.g. memorised script, guessing).

---

Low Scoring





## 6. Numeracy Test

The Numeracy Test has two parts.

In part 1, you will answer 26 questions without using a calculator. When you need to do calculations, you should use the pen and paper provided on your desk.

In part 2, you will answer 24 questions. You can use a calculator, which will be provided on screen. The questions will get more difficult as the test continues.

The questions are a mixture of multiple choice and short answer items. For the short answer items, you will only need to key in numbers. You cannot key in letters or special characters in the answer box in short answer items.

Each time you complete a question and move onto the next screen your answer is locked. This means that you cannot go back during the test and change your answer.

TEST DESIGN	DESCRIPTION	PREPARATION
<b>Part 1</b>  <b>Simpler questions (no calculator)</b>	In this part of the test, you answer 26 questions.	To prepare for this part, you should practice adding, subtracting, multiplying and dividing from 0 to 100 without a calculator, adding and subtracting units of time, calculating percentages, or interpreting simple line graphs and pie charts.  It is also a good idea to make sure you understand basic mathematical symbols and abbreviations such as \$, kg, or m (a list of symbols and abbreviations is provided on the following page).
<b>Part 2</b>  <b>More complex questions with calculator</b>	In this part of the test, you answer 24 questions.  A calculator is provided. To access it, click on the calculator icon at the top right hand corner of your screen.	To prepare for this part, you should practice applying operations such as the Pythagorean Theorem, using and manipulating formula, computing the probability of combined events, and using various algebraic methods as problem-solving tools.

## Mathematical formula used in the WPN assessments

Area of a rectangle	$Length \times Width$
Area of a triangle	$\frac{1}{2} \times Length \times Height$
Circumference of a circle	$2 \times Radius \times \pi$
Diameter of a circle	$2 \times Radius$
Perimeter of a rectangle	$2 \times (Length + Width)$
Pythagorean theorem	$c^2 = a^2 + b^2$
Speed	$\frac{Distance}{Time}$
Surface area of a cylinder	$2 \times Radius \times \pi \times Height$
Surface area of a sphere	$4 \times \pi \times Radius^2$
Volume of a box	$Length \times Width \times Height$
Volume of a cone	$\frac{1}{3} \times Radius^2 \times \pi \times Height$
Volume of a cylinder	$Radius^2 \times \pi \times Height$

## Units of measurement, symbols and their abbreviations

\$	dollar sign	g	gram
°	degrees (angle) or degrees Celsius (temperature)	kg	kilogram
Mm	millimetres	ml	millilitre
cm	centimetres	l	litre
m	metre	mins	minutes
km	kilometre	h	hours
cm <sup>2</sup>	centimetre squared	mA	milliamps
m <sup>2</sup>	metre squared	A	amps
cm <sup>3</sup>	centimetre cubed	V	volume
m <sup>3</sup>	metre cubed	am	ante meridiem (before midday)
		pm	post meridiem (after midday)

# Sample numeracy questions





## Numeracy part 1: Simpler questions (no calculator)

Question 1 of 5

18 + 2 =

Question 2 of 5

You find the following coins and notes in your wallet.  
How much money do you have?



☐ \$80      ☐ \$89      ☐ \$90      ☐ \$99

Question 3 of 5

A heat wave reached Tokyo on Saturday. The temperature rose from 25°C at 10:00 am to 38°C at 5:30 pm.  
How long did it take the temperature to rise from 25°C to 38°C?

☐ 2 hours  
☐ 5 ½ hours  
☐ 6 hours  
☐ 7 ½ hours

## Numeracy part 2: More complex questions with calculator



Question 1 of 5



You work for the local administration and are responsible for the green spaces in town. You need to put a fence around the field in the picture.  
How long will the fence be?



- ☐ 17 m
- ☐ 30 m
- ☐ 34 m
- ☐ 60 m



Question 2 of 5



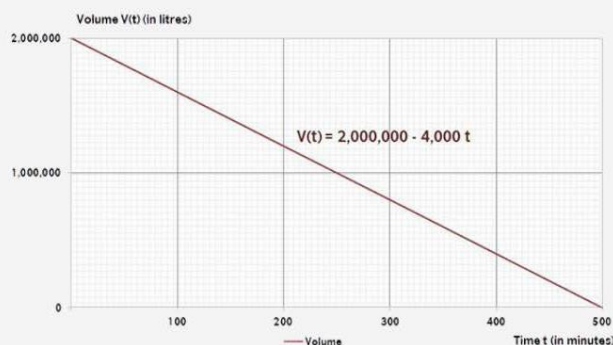
Benjamin works on a building site. He needs to mix 21kg of concrete. The ratio of cement, stone and sand is 1 : 3 : 3.  
How many kilograms of cement does Benjamin need to mix 21kg of concrete?  
Give your answer in kg, without unit of measurement.



Question 3 of 5



Rajesh has to drain the swimming pool so he can clean it. The pump pumps out 4,000 litres each minute. The pool is filled with 2,000,000 litres.

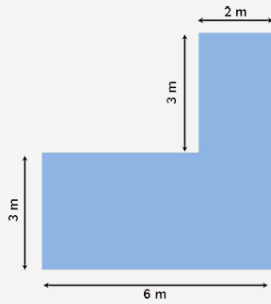


Looking at the graph above, how many minutes (t) will it take until 100,000 litres are left in the pool?

- ☐ 250 minutes
- ☐ 300 minutes
- ☐ 475 minutes
- ☐ 500 minutes



Rajesh wants to fill his pool with water. The pool is 2 m deep.



***Volume of Cuboid = Length  $\times$  Width  $\times$  Height***

Volume of Cuboid = Length  $\times$  Width  $\times$  Height

What is the volume of the pool?

Give your answer in m<sup>3</sup>, without unit of measurement.

## WPLN Assessments for all

The British Council is committed to promoting equality, diversity and inclusion in testing. We believe that the WPLN Assessments should be accessible to anyone who wants to take them. We also believe that each person should have the opportunity to perform to the best of his or her ability on the WPLN Assessments.

If you have a disability and believe that the WPLN Assessments are not accessible to you or believe that the form of the test will not allow you to show your true level of English or numeracy, please contact British Council Singapore Customer Service to talk about ways in which the test can be modified for your needs. We can make changes to the test such as offering a Braille version or adjusting the font size on screen. We need at least 4 weeks notice to prepare these adjustments so please contact us as early as possible.

Please discuss your needs with us to ensure that we can support you with a test which is both fair to you and maintains the high standards and reliability of the WPLN Assessments.

## Final checklist

We hope these notes will help you prepare for your Workplace Literacy and Numeracy tests. Here's a checklist to make sure you're fully prepared:

Review the different grammar parts:

<http://englishagenda.britishcouncil.org/continuing-professional-development/cpd-teacher-trainers/british-council-eaquals-core-inventory-general-english>

Visit the LearnEnglish website to prepare for the grammar and vocabulary test:

<http://learnenglish.britishcouncil.org/en>

Visit the English Club to prepare for the vocabulary test: [www.englishclub.com](http://www.englishclub.com)

Practise your English skills at every opportunity. Listen to English radio (e.g. BBC World Service), watch English-language television and films and read the graded readers (e.g. Cambridge, Penguin, Macmillan and Headway).

Read the tips in this booklet on how to prepare for each test.

### Useful web resources

<https://www.teachingenglish.org.uk/article/british-council-eaquals-core-inventory-general-english>

<http://learnenglish.britishcouncil.org/grammar>

<http://learnenglish.britishcouncil.org/vocabulary>

<https://www.englishclub.com/>

<https://www.bbc.co.uk/worldserviceradio>

For more information, please visit [www.britishcouncil.sg/exam/wpln](http://www.britishcouncil.sg/exam/wpln)

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