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1. **Jumbled text:** download and cut up the programme transcript. Ask the students to reorganise them into the correct order and then listen to or read the original transcript to check their answer.
 2. **Jigsaw reading / listening:** use one of the areas of the website with more than one programme (e.g. 'Preparing'). Put the students into groups. Ask each group to listen to or read one of the programmes and take notes. They should then compare these within their groups. Re-group the students so there is one person from each original group in each new group. Ask them to share what they have learned. This could also work well with the 'Advice from IATEFL' section of the website.
 3. **Exam Clinic Roleplay:** ask the class to listen to one of the programmes and take notes. Assign the roles of 'advisor' and 'student' to half the class each. The 'students' should write down five questions they want to ask the advisor about what they have heard. The 'advisors' should study their notes and try to anticipate the questions the 'students' might ask. Re-pair the class so there is one 'student' and one 'advisor' working together. The 'students' should then ask their questions and the 'advisor' should answer as fully as they can. They can then swap roles and re-do the activity with the same or a different programme.
 4. **Vocabulary prediction:** introduce the topic of the programme you are going to focus on. Ask the students to work in groups and make a list or mind map of the key vocabulary items they are going to hear / read. The students then listen to / read the programme and tick off any vocabulary they correctly predicted and add any they had not anticipated.
 5. **Content prediction:** introduce the topic of the programme you are going to focus on. Put the students into groups and tell them to predict the advice they are going to hear / read. The students then listen to / read the programme and tick off any advice they correctly predicted and add any they had not anticipated.
 6. **Script reading:** choose one of the programmes. Put the students into groups with the same number of students as there are speakers in the programme. Assign roles. Ask the students to read through the programme together.
 7. **Useful links:** assign the students to each of the 'Useful links' websites. Ask them to explore the site for homework and be ready to discuss what they found in the next class.
 8. **Dos and don'ts:** as you work through the programmes with the class, ask the students to make a list of 'Dos' and 'Don'ts' for taking exams. The list could be displayed in the classroom and added to with each new programme you focus on. This could be followed up with asking the students to select their 'Top 5' pieces of advice.

9. **Letter-writing:** ask the students to write a letter detailing what they find difficult about taking exams. Swap letters with another student. They should then write back offering advice for how to improve in these areas.

10. **Programme-making:** students can script their own 'Exam Skills' programme, including roles such as presenter, student, guest expert etc. They can then practice and perform their programme for the class, or record themselves if the equipment is available.