



Cambridge Assessment
English

Linguaskill

**Official Quick
Guide to
Linguaskill**

Imprint to be come here

Useful links for the Linguaskill test

You can access these links for more information and do practice tests online:

<https://www.cambridgeenglish.org/exams-and-tests/linguaskill/>

<https://www.cambridgeenglish.org/exams-and-tests/linguaskill/information-about-the-test/practice-materials/>

The practice tests under the section Linguaskill General and Business practice tests are divided into Elementary, Intermediate and Advanced. **They are not adaptive** and don't give you a level. They have an answer key with a score and they offer useful information about why an answer is correct or not. They give you practice of the question types you have seen in this information booklet.

The free online sample tests **do not give a score or save answers**. The Listening and Reading test is **shorter** than a real online Linguaskill test.

<https://writeandimprove.com>

<https://speakandimprove.com>

Write and Improve and *Speak and Improve* are free online tools to help you practise and develop these skills for tests like Linguaskill or any other exams you are taking.

Contents

Overview of the Linguaskill test	4
Listening module	8
Reading module	9
Writing module	10
Speaking module	11
Linguaskill in the future	12
Preparing for and taking Linguaskill	13
Example tasks:	
Listening	16
Reading	19
Writing	22
Speaking	24
Example tasks and tips answer key	34

What is Cambridge Assessment English Linguaskill?

Cambridge Assessment English Linguaskill is an online test which checks your level of English as an individual or as a group of people. It has different **modules** and it tests reading, listening, writing and speaking. As the test is **modular** it means you or an organisation (your workplace or study centre) can choose which of the four areas you want to test to find out your level of English. For example, you can test all four main skills or only one or two of them.




There are two test options: **General** and **Business**. You can choose the type of test you take based on your English needs or objectives. (See **Test options**, page 4.)

Where and when can I take Linguaskill?

Linguaskill is flexible so you can take it at any time and at any place with an organisation that administers the test. To take the test you need a computer, an internet connection, a microphone and a set of headphones.

What is the test format and approximate time for each module?

Listening and Reading are tested together in one module. This part of the test is **adaptive**. The computer will **adapt** the questions to what you can do in order to evaluate your level of English. This means that the questions you answer will become easier or more difficult based on the answer you give to a question you answered before.

Test format	
	Listening and Reading (combined) 60–85 minutes approximately
	Writing 45 minutes
	Speaking 15 minutes approximately

Test options

General English

This tests English in daily life and topics may include studying, future plans, travel, technology and work. You don't need to know any specific language about the world of work or business. If you are a general English student or planning to study at university, this test is the best option for you.

Business English

This tests English in a business context and topics may include buying and selling different products or services, situations in the office, business travel and human resources, etc. If you are going to apply for a specific job or you are already working and your company/organisation wants to test your level of English, this test is the best option for you.

How is the test graded and how do I get my results?

Linguaskill gives you fast and accurate results. You can get your results for the Listening and Reading module as soon as you finish the test and results for all other modules within 48 hours – although in most cases it will be sooner than this.

Instead of a printed certificate you will get a **Test Report Form** which is generated automatically. You may also see your results directly online if the place or institution where you take the test authorises this.

Linguaskill uses the Common European Framework of Reference for Languages (CEFR) to give you a grade from A1 or below to C1 and above. The CEFR is an international standard that helps you to understand your ability, or what you **can do**, in a language. You can compare your Linguaskill results to international standards. Each CEFR level is linked to test scores in the Linguaskill test.

Score	CEFR
180+	C1 or above
160–179	B2
140–159	B1
120–139	A2
100–119	A1
82–99	Below A1

For more information about the CEFR go to <https://www.cambridgeenglish.org/exams-and-tests/cefr/>

The Test Report Form shows:

The screenshot shows a 'Linguaskill Test Report' form. At the top, it displays the 'Linguaskill' logo and a 'Reference No.' (ExampleOrganisation00900021400). Below this, it identifies the test as 'Linguaskill General'. The form includes fields for 'Candidate name' (Example Candidate) and 'Candidate number', 'Date of birth' (17 September 1994), and 'Organisation' (Example Organisation). A summary bar shows an 'Average Score' of 159 and a 'CEFR Level' of B1, with a progress bar indicating the score's position relative to CEFR levels (Below A1, A1, A2, B1, B2, C1 or above). Below this, three skill modules are detailed: 'Listening' (03 December 2018, Score 166, CEFR Level B2), 'Reading' (03 December 2018, Score 180+, CEFR Level C1 or above), and 'Speaking' (05 December 2018, Score 148, CEFR Level B1). Each skill module includes a progress bar and a descriptive text box explaining the CEFR level's capabilities. Annotations 1-4 point to specific parts of the form: 1 points to the test name, 2 points to the average score and CEFR level, 3 points to the skill-specific scores and CEFR levels, and 4 points to the CEFR descriptions for each skill.

For more information about test results and an example of a Test Report Form or a Group Report go to

<https://www.cambridgeenglish.org/exams-and-tests/linguaskill/information-about-the-test/how-results-are-presented/>

What is the format of each test module and what questions or tasks are there?

Listening and Reading

This is an **adaptive** test so the tasks don't come in a specific order.

Time: There is no fixed time for this module but it may take between 60 and 85 minutes. The test will finish when you have answered enough questions for the computer to identify your English level.

Listening

This part of the test consists of short and longer recordings. You can hear each recording twice.

Example questions/tasks

- ▶ Listen to different short recordings. For each question, choose one correct option. There are three different options for each question.
- ▶ Listen to a longer recording. Choose one correct option for each question. The questions are in the same order as the recording.

Reading

This part of the test has short and longer reading texts. You need to understand the texts to answer the questions.

There are also some texts to complete with missing words. This tests you on **language structures** in a text, for example: verbs and tenses, different parts of speech (nouns, adjectives, adverbs, etc) words which connect with others (prepositions), words which connect sentences together, etc.

Example questions/tasks

- ▶ Read a notice, diagram, label, note, email. Choose the sentence or phrase which gives the best meaning of the text. There is one question with three possible answers.
- ▶ Read sentences with one missing word. Choose the correct word to complete the gap. There are four different options to choose from for each question.
- ▶ Read a short text with gaps. Choose the correct word or phrase to complete the gaps. There are four different options to choose from for each question.
- ▶ Read a short text with gaps. Complete the gaps with one word.
- ▶ Read a longer text. Choose the correct option to answer the questions. The questions are in the same order as the text.

Writing

Write your answers into the answer text box on the screen. Your marks are generated automatically and you are guaranteed to get your result within 48 hours. Your overall mark is a combination of your marks for Part 1 and Part 2.

Time: 45 minutes

Example questions/tasks

Part 1

Read a short email. Use the information in the text and the three main points to write an email of a minimum of 50 words. Spend about 15 minutes on this part.

Part 2

Read a short text which gives you a situation or context and three main points. Use the information and the three points to write an answer of a minimum of 180 words. For Linguaskill General, this piece of writing may be, for example, a review or an article. For Linguaskill Business, it could be a report or a letter. Spend about 30 minutes on this part.

Speaking

There are five parts to the Speaking module. You will see some questions on the screen or hear them through headphones. A timer on the screen will show you how long you have to answer questions. In some parts you have time to think and prepare. The computer records your answers and you get your results within 48 hours. Each part is 20% of your final mark.

Time: 15 minutes

Example questions/tasks

Part 1

Answer eight questions about yourself. You will hear the questions. For questions 1–4 you have ten seconds to speak. For questions 5–8 you have 20 seconds to speak. The first two questions aren't marked/graded. In this part you will talk about yourself, your personal experiences, interests, studies or work, future plans, etc.

Part 2

Read eight sentences on the screen. The sentences appear on the screen one by one and you have ten seconds to read each sentence aloud. This part tests pronunciation, including stress, rhythm and intonation.

Part 3

Talk for one minute about a topic. On the screen you can see the topic and three main points to help or guide you. You have 40 seconds to think and prepare before you speak.

Part 4

Talk for one minute about one or more graphics on screen. The graphic may be a chart, a diagram, a process or some information. It stays on the screen when you record your answer. You have one minute to think and prepare. In this part you may need to describe things, compare and contrast things or make recommendations about things.

Part 5

Answer five questions about a topic. You have 40 seconds to read the task which explains the topic and gives you key points about what the questions will be about. You will hear the questions and have 20 seconds to answer each question. In this part you will need to describe things, give opinions, explain your ideas and give examples to support your ideas.

Linguaskill in the future

Cambridge Assessment English is part of the University of Cambridge and many different institutions and organisations recognise its English language exams around the world. Experts study and update the exams and qualifications regularly because they want to give learners and exam takers the best opportunities to do well with their English.

The three modules of Linguaskill (Listening and Reading, Writing, and Speaking) will become **four** modules in the future and the format will be:

Use of English:

this will test grammatical structures and vocabulary. It will be adaptive and the types of questions will be similar to the more grammatical ones in the reading part of the Reading and Listening module, e.g. completing sentences with a word or phrase, or choosing the correct option to complete a text, etc.

Listening and Reading:

this will test your understanding of reading and recorded texts with comprehension questions, e.g. choose the correct answer from a choice of three options.

Writing:

there will be one question. The style of writing will be similar to the existing Writing module, e.g. emails, reports, letters.

Speaking:

the format and different parts will be similar to the existing Speaking module.



Preparing for and taking Linguaskill

Key points to remember: General

- ▶ When you take any test, make sure you know about the format.
 - How many modules are you taking?
 - What do they test?
 - How many parts are there in a specific module, e.g. Speaking or Writing?
 - What types of questions are there?
 - How much time do you have for each module, e.g. Speaking or Writing?
 - Do you have any time to think and prepare?
 - Check you know about **the timing** for each module or part of a test, e.g. Speaking and Writing.
 - There is a clock on the computer screen which shows you how much time you have for some modules.
 - If the test module doesn't have a fixed time (e.g. the Listening and Reading module), check if the place where you take the test will set a time on the computer screen. Find out before you take the test!
- ▶ Read all the instructions for each part of the test carefully. They are there to help you.
- ▶ Use any online resources to practise taking the test modules before you take the real test. This will help you to become familiar with the test and questions in each part. (See **Useful links for the Linguaskill test** for more information.)
- ▶ Try to answer all the questions and make a guess, even if you aren't sure.
- ▶ Try to write and speak as much as you can in the time you have in the Writing and Speaking modules.



Key points to remember: Specific Linguaskill Modules

Listening and Reading

- ▶ Remember, the computer will give you easier or harder questions based on how you have answered a previous question.
- ▶ You cannot go back or forward to look at questions or to check your answers because the test is online and adaptive.
- ▶ Don't worry if some questions seem difficult or you think you haven't answered a question correctly. Always try to answer and the computer will **adapt** the questions to your level of English.
- ▶ In the listening module, speakers often talk about **all** the things in the pictures or task options but not necessarily in the same order. Only **one** picture or option is correct based on what the speakers say.
- ▶ There is a longer reading text and listening section in this module with multiple choice questions. Don't worry if you can't answer all the questions the first time. Remember that with the listening, you can hear each recording twice.
- ▶ Don't worry if another person taking the test finishes and leaves the room before you. Remember, this module **doesn't have a fixed time**.

Writing

- ▶ Read all the instructions and the information to answer the question first.
- ▶ Make sure you know what type of text you need to write, e.g. an email, a report, etc.
- ▶ You can make notes in the answer text box to answer the question but remember to delete any notes you make on screen before you submit your answer.
- ▶ You can cut and paste parts of your answer using the cut and paste buttons above the answer text box. You can also use Ctrl + C/X/V to do this.
- ▶ Don't spend time counting the words you write. There is a word count at the bottom of the computer writing screen that does this for you.
- ▶ Use the information for the task and three main points to help you structure your writing.
- ▶ Try to write as much as you can to show what you can do.
- ▶ Spend about 3–5 minutes to check your piece of writing before you submit it. Check: the style of writing, spelling, punctuation, grammatical structures, words and phrases.

Speaking

- ▶ Before you start the test check your headphones and the microphone. Try to speak clearly and keep the microphone the same distance from your mouth throughout the test.
- ▶ Use all of the time you have for each part of the test and say as much as you can.
- ▶ You will hear a sound to tell you when to start and stop speaking. Don't worry if the computer stops you in the middle of your answer.

Example questions, tasks and tips

In this section there are different types of questions or tasks that may appear in the Linguaskill General and Business test. Remember, they are *examples*. The tips are to guide you and help you think about how to answer the questions.

For examples of test practice materials that you can use to practise taking the test go to <https://www.cambridgeenglish.org/exams-and-tests/linguaskill/information-about-the-test/practice-materials/>

Listening and Reading

Listening example: Question 1

Instructions ▲ PRACTICE QUESTIONS Exit
For this question, choose the correct answer. You have ten seconds to read the task. You will hear the recording twice.

1 Two friends are planning to go shopping together. Where do they decide to meet?

Listening ▾ 1 2 3 4 5 6 7 8 >

Instructions ▲ PRACTICE QUESTIONS Exit
For this question, choose the correct answer. You have ten seconds to read the task. You will hear the recording twice.

1 A man is talking to his colleague. What does he want to borrow?

Listening ▾ 1 2 3 4 5 6 7 8 >

1 Always read the instructions carefully. You have time to look at the pictures or read the questions first.

- How many times can you hear the recording?

2 How many question options are there?

3 Read the question carefully.

- Who is talking?
- What are they talking about?
- What can you see in the pictures?

4 Listen carefully. The second time you listen, choose only one answer and click on the button.

5 If you're sure about your answer the first time, don't listen again. Click on the call out line and go to the next question.

Listening and Reading

Listening example: Question 2

Instructions ▲ PRACTICE QUESTIONS Exit
For this question, choose the correct answer. You have ten seconds to read the task. You will hear the recording twice.

2 Two friends are about to go to the cinema. Why does the woman want to set off now?

Listening ▾ 1 2 3 4 5 6 7 8 >

1 Look for key words in the question, e.g. *Two friends are about to go to the cinema*. Now find key words in the second example question.

2 Read the complete question and options. Try and guess any words you might not know. *Why does the woman want to set off now?* She wants to have time to buy refreshments. Does set off mean a) not go or b) leave now? Does refreshments mean a) something to eat or drink b) the best seats?

3 Listen for words you know in the conversation first. Try to match them to the question options. Match these words to a question option: *drink, popcorn, big car park, traffic, heavier*

Instructions ▲ PRACTICE QUESTIONS Exit
For this question, choose the correct answer. You have ten seconds to read the task. You will hear the recording twice.

2 Two colleagues are discussing the invitation to a business dinner they are organising. What's the problem with the invitation?

Listening ▾ 1 2 3 4 5 6 7 8 >

4 Listen for specific items you know that might match an option. Match these items to an option. *at 8, at the Carlton, the 15th, at 7, the 14th*

5 Remember, there is only one possible answer. Click on one option before you go to the next question.

Listening and Reading

Listening example: Question 3

Instructions For this question, choose the correct answer. Read the question first. Click play to listen. You can listen twice. Listen to James Carter, a photojournalist who takes photographs for magazines, giving a talk about his work.

1 You have time to read the questions before you listen. You can start the recording when you are ready.

3 Read the main part of the question first. Find key words to help you focus on each question. Why did James decide he wanted to be a photographer? Now find key words in the main part of other questions.

2 The speakers will talk about all the things in the options but not always in the same order.

5 Listen for words or phrases which are similar to words in the questions, e.g. *grandfather, father, mother = Q1: several members of his family*. Try and match these words or phrases from the recording to parts of the questions: *advertising, the pictures were so exciting, ... without them knowing, the last feature, set up well*

4 Read the question options carefully. Find more key words in the options, e.g. He was impressed by the work of a famous photographer.

6 Check and listen for any words, phrases or language structures which may help you choose an answer. Match these words to two of the words in the questions: *the majority, just*. Match these phrases to different question options: *As a boy, I wanted to do something different*, *If you take too long people, won't be relaxed*, *Before, I'd been concentrating on wildlife*

Why did James decide he wanted to be a photojournalist?

Several members of his family worked for newspapers.

He enjoyed taking photographs when he was a boy.

He was impressed by the work of a famous photographer.

James has recently attended a course on

commercial photography.

action photography.

colour photography.

What was the subject of the last article James did in Australia?

towns

deserts and mountains

wildlife

James mostly gets ideas for his photographs

by talking to reporters.

from conversations with picture editors.

when he's walking around.

James says that when he photographs people

he treats them politely.

he does so secretly.

he needs a long time to prepare.

Listening and Reading

Reading example: Question 1

Instructions For this question, choose the correct answer. Exit

1 Read the notice or message quickly first.

2 Read the three options in the questions quickly. Find any words in the options that are in the text, e.g. *transport*. Find more words in the text and options.

4 Try to guess the meaning of words you might not know. BE Option 2: The post should be offered to the acting Network administrator. However, she is unwilling to take on the role. Does *unwilling* mean a) interested b) not interested? What word in the sentence means *but*?

3 Look for words or phrases in the options that connect to parts of the text. Find similar or different meanings. GE Option 1: can provide transport > *must have own transport*. Different. Are these examples similar or different?

GE option 2: the same two evenings every week > *Every* Tuesday evening, some Wednesday evenings

GE option 3: has looked after children before > *experience essential*

BE option 1: An external candidate should be appointed > *ask recruiting agency to find someone*

BE option 3: an employee should be transferred > *no-one else in the company has the required skills*

9 Babysitter wanted for two children

Every Tuesday evening, some Wednesday evenings.

Experience essential and must have own transport.

Ring Carol to find out what's involved.

Carol can provide transport for the babysitter if necessary.

Carol requires the babysitter on the same two evenings every week.

Carol wants a babysitter who has looked after children before.

9 To: HR Section

From: Nicolas Sarra, Head of IT

Subject: Post of Network Administrator

I have offered the above post to Francesca Cardona, the acting Network Administrator. However, she is unwilling to take on the role on a permanent basis. As no-one else in the company has the required skills, our only option is to ask the recruiting agency to find us someone suitable.

The Head of IT now thinks an external candidate should be appointed.

The Head of IT now thinks the post should be offered to the acting Network Administrator.

The Head of IT now thinks an employee should be transferred from another department.

Listening and Reading

Reading example: Question 2

Instructions ▲ PRACTICE QUESTIONS Exit

For these questions, type the correct answer in each gap. Type only one word in each gap.

RMP Computers

Rob Parsons is the Managing Director of RMP Computers. He started the company 16 [] 1992 when he was 23. He opened a small shop which sold computers and computer parts. A year later, Graham Carter joined the business. Graham went 17 [] the same business school as Rob. Graham and Rob then decided to sell computers to local schools and companies. The next year, they started selling their products online. RMP is now 18 [] international company with customers in over 20 countries. It has more 19 [] 100 staff. Next year Rob and Graham 20 [] going to open new offices in the US and Canada.

Reading 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 < >

Instructions ▲ PRACTICE QUESTIONS Exit

Click on each gap then choose the correct answer.

Jermyn College, annual report

This has been a successful year for the college. The number of part-time students increased to a record high. 11 [] there was a small fall in the number of full-time students, which was disappointing. A rise in fees for full-time courses was almost certainly the main 12 [] for this fall, which we are confident will be temporary. We are pleased, however, that the results our students 13 [] in public examinations continued to improve.

Plans for the coming year 14 [] starting new part-time courses in nursing and in Arabic. In addition, the college will work with local businesses on 15 [] more courses that will prepare students for jobs in the region.

despite although even anyway

Reading 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 < >

Instructions ▲ PRACTICE QUESTIONS Exit

Click on each gap then choose the correct answer.

ACQUISITION

Acquisition is a favoured method of expanding rapidly into a new business area. This is in spite of research that shows takeovers frequently 11 [] to deliver. Yet they are popular because they allow companies to gain instant 12 [] to customers, market share and technology. In some cases, the company you are taking over may provide you with skills which are in short 13 [] in your own company.

An acquisition adds revenue to the top line from day one, assets that go on the balance 14 [] and, hopefully, profits that help the bottom line. By contrast, a great deal of uncertainty is 15 [] in starting a business from scratch and there is no guarantee that the business plan can be achieved.

fail lack miss stop

Reading 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 < >

1 Remember, there is **only one answer** for each gap in the text.
a) Write **one word** to complete the gap where a word is missing.
b) Click on **one** of four options in the blue options **at the bottom of the screen**.

2 Read the whole text quickly first and don't worry about the gaps. What is it about?

3 Decide what part of speech is missing from the gap. Do this before you look at any options, e.g. a noun, verb, adjective, adverb, preposition, etc.
Read the RMP computers text. Which gaps need a) a verb b) a preposition c) an article (*a/the/an*) d) a word to compare things?

4 Try putting each option in the gap. Eliminate any you think are definitely wrong. Look at Jermyn College Q11. Which options are **not** possible? Think about grammar. *despite there was although there was even there was anyway there was*
Look at Acquisition Q14: Which of these words aren't possible? Think about specific words and collocations: *account, paper, sheet, book*

5 Check any words **before** and **after** the gaps. They may help you choose your answer. Look at Jermyn College Q13: Which nouns go with the verbs *achieve, win, complete, reach*? *a prize / a project / a conclusion / results*
Look at Acquisition Q11. What prepositions go after *fail* or *lack*?

Listening and Reading

Reading example: Question 3

1 Scroll down and read the whole text quickly to get a general idea first.

2 Look at the main part of each question first. If they are questions, try to answer them before you look at the options.

3 Eliminate any options that are wrong, e.g. Q21 Option 3: It **has had sales** of 50 million this year. The text says **it is on target to hit sales of 50 million this year**
▶ Now look at Q22. Read line four: **Crawford admitted...at weekends**. Which option can you eliminate first?

Instructions ▲ PRACTICE QUESTIONS Exit

For these questions, choose the correct answer.

AN ENTREPRENEUR'S PLANS FOR A BANQUETING HALL

RPC, the food importing and processing business based in the north-west of England, is on target to hit sales of £50 million this year, up from £45 million last year. RPC has a number of other businesses including Tolleys, which sells meat wholesale in the UK and the USA. The group's combined turnover is expected to top £110 million this year. RPC is owned by entrepreneur Richard Crawford and his brother, Philip.

Richard Crawford also owns the Fragrance restaurant, which is expected to have a turnover of £2 million this year, an increase from £1.2 million last year. Crawford admitted that the restaurant was quiet at lunchtime during the week but very popular in the evening and at weekends. Crawford opened the restaurant two and a half years ago and says that, according to the business plan, it should begin to make a profit next year.

However, Crawford is not content to leave the restaurant as it is and has big plans for the future. He is now investing more than £2 million in a new banqueting hall. He says that the hall will create at least 50 new jobs and will cater for up to 800 people when it opens in June. His aim is mainly to attract large wedding parties but he would also welcome bookings for major corporate gatherings and cultural events such as art exhibitions. The banqueting hall will be on the currently empty ground floor beneath the Fragrance restaurant.

Crawford made the decision to open a banqueting hall after he had to turn down several events which had requirements to

21 What do we learn about RPC in the first paragraph?

It is the name of a group of businesses.

It buys all of its meat from Tolleys.

It has had sales of £50 million this year.

22 According to the second paragraph, the Fragrance restaurant

23 What does the third paragraph tell us about the banqueting hall?

It will be in the same building as the Fragrance restaurant.

It has provided work for 50 people.

It will mainly attract bookings for large corporate events.

24 According to the fourth paragraph, a problem for hotels that host events is that they

cannot provide enough free parking space.

are not convinced that there is enough demand for large events.

do not have enough seating capacity.

25 According to the fifth paragraph, what does Crawford think will help to make the banqueting hall succeed?

26 Terry Craven thinks that the banqueting hall will be successful because

Reading 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 < >

4 Pay attention to verb tenses in the options and the text. Do a true or false test on the option, e.g. Q23 Option 2: it **has provided** work for 50 people. The text says **it will create at least 50 new jobs year**
▶ Now look at Q23 option 3: read the text from *His aim... such as art exhibitions*. Is the option true or false?

5 Pay attention to questions that may have opinions or facts
Look at Q24 options 2 and 3. **Who** thinks there isn't a demand for big events at hotels? What does **Crawford** think?
What does he say about the number of seats most hotels have for big events?
Is option 2 or 3 correct?

Writing

Writing example tasks: Part 1

Instructions
Part 1
You should spend about 15 minutes on this task.

You have received this email from a friend who you went to college with.

Do you know it will soon be five years since we finished college? I think we should contact our old friends and arrange to meet again. Have you got any ideas about what we could do to celebrate and when? Write and tell me Jan

Write an email to Jan.

- suggest a good way to celebrate with your old college friends
- explain when would be the best time for the celebration
- offer to help organise the celebration

Write at least 50 words.

Word count : 0

Instructions
Part One
You should spend about 15 minutes on this task.

You have received this message from your Managing Director.

From: John Linden, Managing Director
Subject: Customer Complaints

We have recently received a number of complaints from our customers. In the last month they have returned 20% of goods because of poor quality. I need to know today what is causing this problem. What can we do about it, and how soon can this be done?

Write a reply to John Linden.

- explain what the problem is
- say what can be done about it
- say how soon this can be done.

Write at least 50 words.

Word count : 0

1 Remember there is a word count on the screen and you can cut, copy and paste your writing.

2 Check how much time the instructions suggest you should take to complete Part 1.

3 Read the instructions and the text. Check:
Who you are writing to and why
What type of text you need to write
How much you need to write
Now check this information in the second example question.

4 There are three main points with ideas to include. Make sure you write about all these points in your answer.

6 Before you submit your answer, check
▶ Spelling, punctuation, grammatical structures, words and expressions, and the style.

5 Look at the three main points. Try to think of useful phrases to include when you write.

- ▶ **Suggest** *Why don't we...? What about ...+ -ing? We could...*
- ▶ **Explain** *I think it would be best to / The best time would be... because...*
- ▶ **Offer** *I can/could help... If you want me to... I'll... Would you like me to...?*

Now do the same for the second example question.

Writing

Writing example tasks: Part 2

Look at the example tasks for Part 2. Answer the questions for both example tasks.

Instructions
Part 2
You should spend about 30 minutes on this task.

The town where you live has a website where local people can discuss local issues. You are concerned about the increase in car and truck traffic in the town and have decided to post your comments on the town website.

Write your comments for the town website.

Write about:

- why you think the amount of traffic is increasing in your town
- what problems the increased traffic is causing in your town
- how the amount of traffic in your town could be reduced

and any other points you think are important.

Write at least 180 words.

Word count : 0

4 What useful phrases can you use to structure ideas for the three points?
For example, question 1

- **Why you think the amount of traffic is increasing** in your town.
I think..., I believe..., In my opinion...

Try to add some more phrases for each point in both examples

5 You need to try and include more ideas of your own. What information could you add to answer the question? For example, bullet point 3: how the amount of traffic in your town could be reduced:
make public transport cheaper and more frequent, close off specific areas to cars and trucks, create more cycle and walking lanes
Any other points: *recommend the town council creates an online information site to encourage people to use public transport, cycle*
Try to add some more for both examples.

Instructions
Part Two
You should spend about 30 minutes on this task.

You are considering placing a large order with a new supplier and want to visit the factory. Write a letter to the factory manager to arrange the visit.

Write about:

- why you want to visit
- what you want to see
- what you want to discuss

and any other points which you think are important.

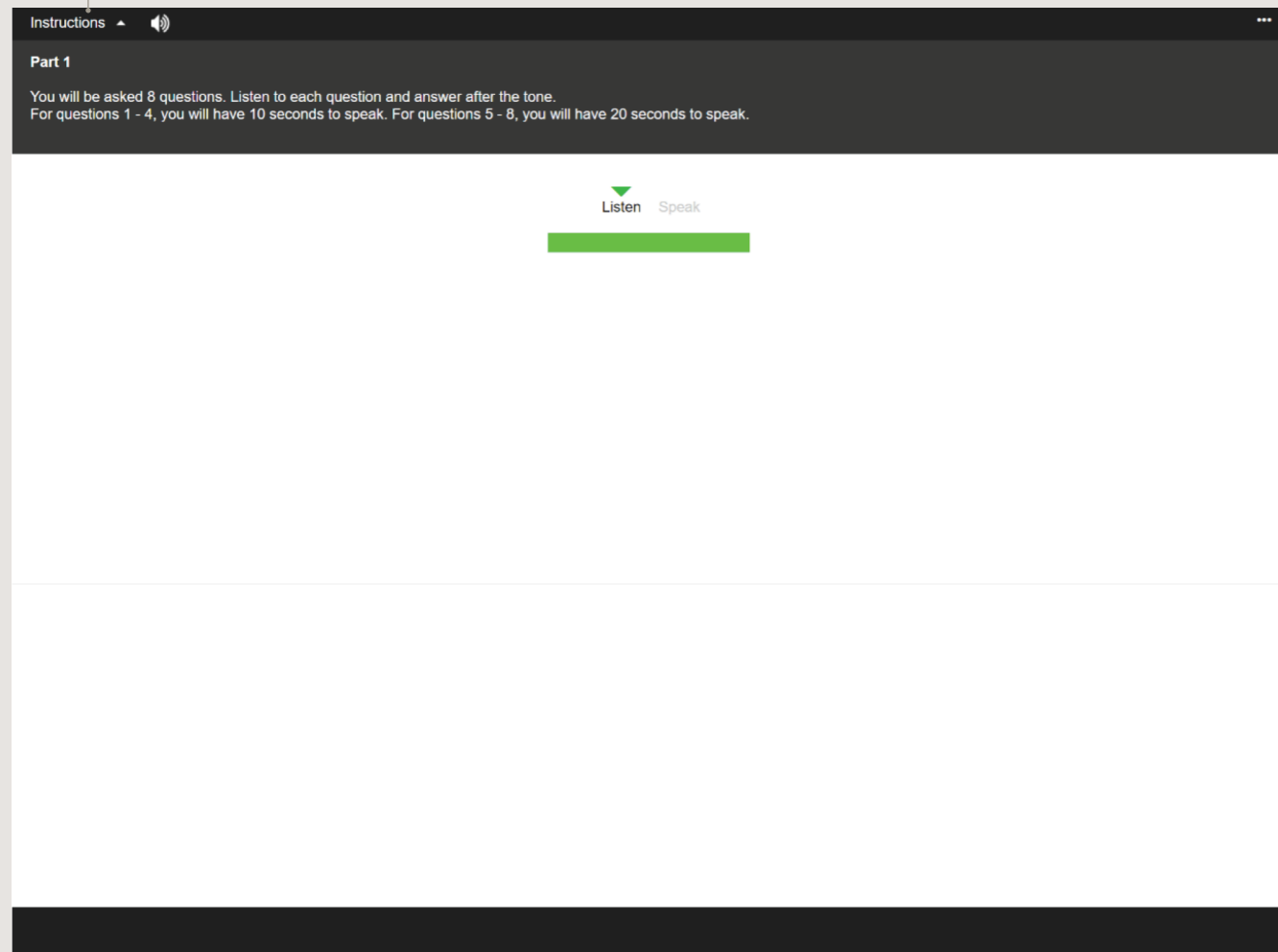
Write at least 180 words.

Word count : 0

Speaking

Speaking example task: Part 1

- 1 Read and listen to the instructions carefully for **all parts of the test**.
- How many questions are there?
 - How much time do you have to answer a) questions 1–4?
b) questions 5–8?



- 2 Remember the first two questions aren't assessed. They are to help you *warm up* for the test.

- 4 Look at the two sets of questions. Find different verb tenses you can use in your answers. For example, GE Q7: past simple tense for finished activities, and BE Q5: present perfect simple tense for activities which started in the past but continue now.

Part 1 General English

- 1 What's your name?
- 2 How do you spell your family name?
- 3 Where are you from?
- 4 Do you work or are you a student?
- 5 What do you enjoy doing at weekends?
- 6 Do you get many opportunities to speak English?
- 7 What the best thing that happened to you last week?
- 8 Where would you like to live in the future?

Part 1 Business English

- 1 What's your name?
- 2 How do you spell your family name?
- 3 Where are you from?
- 4 What's your job?
- 5 How long have you been with your present company?
- 6 How do you use English in your work?
- 7 What are the opportunities for promotion in your current job?
- 8 What will you do at work next week?

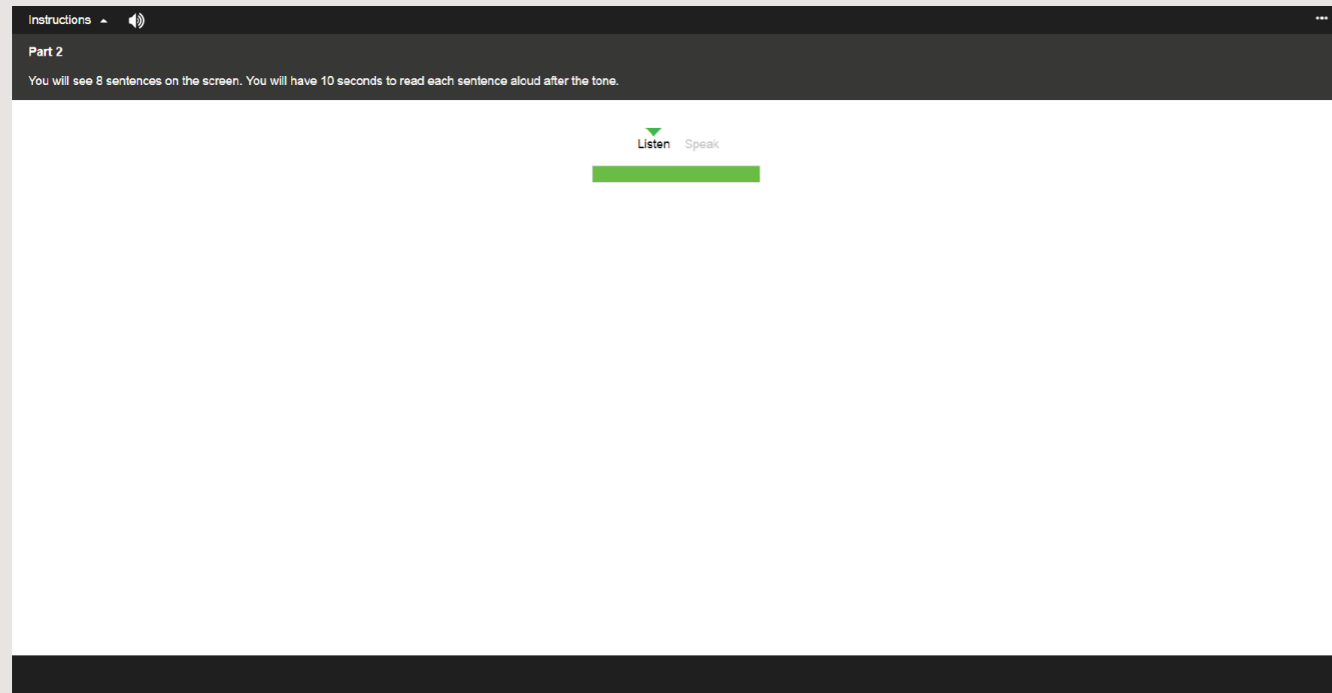
- 3 Remember, you will **hear** the questions, they won't be on the screen.

- 5 Remember to try and say as much as you can **in all parts of the test** in the time you have.

- 6 Practise answering the different questions in the time you have. Time yourself.

Speaking

Speaking example task: Part 2



1 This part of the test focuses on pronunciation, including stress, rhythm and intonation.

2 Practise saying numbers, money, letters in the alphabet before the test.
Say the numbers, times, signs (% , \$) and individual letters in GE Q1 and Q7 and BE Q2 and Q6

3 Check and practise sounds or stress in individual words you find in sentences before the test.
For example, GE Q2 invitation BE Q2 discount GE Q4 club BE Q1 language
Say these words: *notice, accommodation, extreme, average, conference, increase (verb), January, headquarters, Canada, distribution*

Part 2 GE (Sentences on screen)

- 1 The library is closed for staff training until 11am.
- 2 Mrs Hill would like to accept the invitation.
- 3 The bus timetable can sometimes change at short notice.
- 4 Thank you for coming to the film club's summer event.
- 5 How easy will it be for students to find accommodation near the university?
- 6 After you have finished making online payments, remember to log out of your account.
- 7 A 'UV index' reading of 11 indicates an extreme risk of harm from the sun's rays.
- 8 On average there are twice as many applicants for undergraduate degree courses as places available.

Part 2 BE (Sentences on screen)

- 1 The team needs sales staff who can speak more than one language.
- 2 The 5% discount is only on orders over \$10,000.
- 3 Have the long-term goals of the company changed?
- 4 Your account will become active on receipt of the first payment.
- 5 Mrs Atkins called to say that she is away at a marketing conference this week.
- 6 The R&D budget has been frozen for five years but will increase again next January.
- 7 The organisation, which has its headquarters in Canada, has now expanded into many European countries.
- 8 The best way to reduce distribution costs is to use our subsidiary to transport goods.

4 Some sentences may look difficult or long. Look for punctuation (e.g. commas) which helps you pause when you speak. Try to pace yourself and speak as clearly as you can.

- Practise reading GE Q6 and BE Q7. Use the commas to help you pause naturally when you speak.
- Practise reading GE Q8 and BE Q8.
- Try to find places in the sentence where you can pause and then continue, e.g. *On average / there are twice as many applicants / for undergraduate degree courses / as places available.*

5 Practise saying the sentences in the time you have. Time yourself.

Speaking

Speaking example tasks: Part 3

1 Read the instructions carefully. How much time do you have to a) prepare b) answer?

2 Read the topic and the three main points carefully. Check any verb tenses in the main points.

- What tenses or structures can you see in the main points for the question?
- What *wh*- question words are there, e.g. *what*, *how*, etc?

3 Check if you need to explain or describe, give a reason, give your opinion, recommend, etc. For example, BE point 1: *explain about / describe the course* Find other examples in the main points.

4 Find any words or phrases from the main points to structure your ideas. Think of other phrases you can use. For example, GE main points:
I'd like to learn...because...
I think it would be a useful skill to learn because...
It might be difficult but...
Think of more phrases for both questions.

6 Practise talking about one or both of the topics for one minute. Time yourself.

5 You can make some notes on paper if you want

Speaking

Speaking example tasks: Part 4

1 Read the instructions carefully. How much time do you have to a) prepare b) answer?

2 Read the information carefully.
a) Who are you speaking to?
b) What about?
Look at the information you can see in the graph or chart. Remember it will stay on screen when you record your answer.

Instructions Part 4

You will have 1 minute to leave a message for an English-speaking friend about some visual information. First, you have 1 minute to look at the information and prepare what you are going to say. You will then have 1 minute to leave your message. The visual information will stay on the screen. Please speak for all the time you have.

Listen Think Speak

50 seconds

Your English-speaking friend wants to buy a cycling jacket and has asked for your advice. This table shows product reviews for two cycling jackets. Look at the table and then leave a message for your friend, recommending which cycling jacket to buy.

	Be Seen Jacket	Stay Dry Jacket
Watersproof fabric	★★★★★	★★★★★
Colour	★★★★★	★★★★★
Comfort	★★★★★	★★★★★
Price	\$75	\$110
Overall rating	7/10	9/10

Instructions Part 4

You will have 1 minute to talk about some visual information. First, you have 1 minute to look at the information and prepare what you are going to say. You will then have 1 minute to speak. The visual information will stay on the screen. Please speak for all the time you have.

Listen Think Speak

58 seconds

Your manager has asked you for information about the types of complaints your company has received. This chart shows the percentage of total complaints received during Years 1 – 4. Look at the chart and then talk about the information, describing how the types of complaints changed during the four years.

Year	Stock availability	Faulty goods	Delivery problems	Other
Year 1	45%	30%	15%	10%
Year 2	40%	35%	15%	10%
Year 3	45%	30%	15%	10%
Year 4	55%	25%	15%	5%

3 Check for any numbers, facts or symbols, e.g. *seven out of 10*, *more than / less than 10 percent*. Practise saying the numbers, facts and symbols in the graphs.

4 Check for any words or phrases you might not know. Can you guess their meaning? How do you say them?

5 Think about any useful language structures to:

- compare or contrast the information e.g. *both, whereas, while*
- to recommend things or give an opinion e.g. *I'd recommend... because, I think / don't think... because*
- words/ expressions to connect your ideas e.g. *but, and, so, however*

Can you add any more ideas?

6 Practise talking about one or both of the topics for one minute. Time yourself.

Speaking

Speaking example tasks: Part 5

1 Read the instructions carefully. How much time do you have to a) prepare b) answer?

Part 5 GE (questions not on the screen)

- 1 Which technology do you think is most useful to people in their daily life?
- 2 How important do you think it is to have the newest technology?
- 3 In your opinion, is social media a good thing or a bad thing?
- 4 How do you think people feel about online advertising?
- 5 Some people say we depend too much on technology. What do you think?

4 The questions often ask you about your opinion. Think of words or useful phrases for giving your opinion, giving reasons why and adding any information. e.g. *I think/don't think that... I'm (quite/fairly/not) sure that... because... This means that... This is why...* Can you add any more ideas?

2 Read the information carefully. a) Who are you speaking to? b) What about?

Part 5 BE (questions not on the screen)

- 1 In your opinion, what are the benefits of companies offering sponsorship?
- 2 Would it be better to sponsor an individual or an organisation?
- 3 How long should a sponsorship programme last?
- 4 What problems **could** there be with a sponsorship programme?
- 5 How could a company judge whether its sponsorship has been successful?

3 There are five main points for each task. Try to think of a question for each point in about 40 seconds. Use *Wh-* question words and any key words in the points to help you. Time yourself. Then compare your ideas with the test questions on page 00. For example, GE point 1 *What technology is useful in daily life?* BE point 1 *What benefits are there for companies that offer sponsorship?*

5 Some questions may ask you to speculate. Think of any useful words or phrases, e.g. *could, might, may (not)*, etc. Can you add any more ideas?

6 Practise answering the questions about one or both of the topics for one minute. Time yourself.

EXAMPLE TASKS AND TIPS ANSWER KEY

Listening

Example Question 1

- 1 twice
- 2 three
- 3
- 1 Two friends / Where to meet to go shopping together. / An information desk, people in a café, a conference centre
- 2 A man and his colleague. / Something he wants to borrow. / a dictionary, scissors, a ruler
- Example Question 2**
- 1 Suggested answer Two colleagues are discussing the invitation to a business dinner they are organising. What's the problem with the invitation?
- 2 b/a
- 3
- Option 1: big car park Option 2: drink, popcorn Option 3: traffic, heavier
- 4
- Option 1: at 8, at 7 Option 2: at the Carlton Option 3: the 15th, the 14th
- Example Question 3**
- 3
- Suggested answers
- 1 James has recently attended a course on
- 2 What was the subject of the last article James did in Australia?
- 3 James mostly gets ideas for his photographs
- 4 James says that when he photographs people
- 4
- Suggested answers
- 1 Several members of his family worked for newspapers. He enjoyed taking photographs when he was a boy
- 2 commercial photography action photography colour photography
- 3
- looked after children before > experience essential **Similar**
- 1 BE option 1: An external candidate should be appointed > ask recruiting agency to find someone
- Similar**
- 1 BE option 3: an employee should be transferred > no-one else in the company has the required skills **Different**
- 4
- Unwilling means b). However means but
- Example Question 2**
- 2
- 2 The story of a computer company
- 2 A college annual report
- 3 Companies that are bought by others
- 3
- 16 preposition 17 preposition 18 article 19 word used with comparatives 20 verb
- 4
- 1
- despite there was X despite + -ing although there was correct even there was X even though there was anyway there was X would need punctuation and is more spoken, informal style Anyway, there was...
- 2
- account, paper and book are not possible. The correct phrase is balance sheet
- 5
- 1 fail to/lack of
- 2 achieve results, win a prize, complete a project, reach a conclusion
- Example Question 3**
- 3
- 3
- Option A
- 4
- 4
- False
- 5
- 1 Some people / Crawford thinks they are wrong.
- 2 Most hotels don't have seats for more than about 500 people. Option 3 is correct.
- Writing**
- Example tasks**
- Part 1**
- 3
- 1 Your managing director about customer complaints.
- 2 An email message.
- 3 At least 50 words.
- 5
- Suggested answers
- 1 The problem is..., What seems to have happened is... I think the reason for this is...
- 2 One thing that can/could be done is... Another way to improve is... We can remedy the situation by...
- 3 We'll make sure that this is done as soon as possible, We'll carry out these action points immediately
- Writing**
- Example tasks**
- Part 2**
- 1
- 1 about 30 minutes
- 2 at least 180 words
- 2
- 1 GE: a town website / to discuss the increase in car and truck traffic in town
- 2 BE: to the factory manager / to arrange a visit
- 3
- 1 GE: comments to the town website/ semi formal
- 2 BE: a letter/ semi formal to formal
- 4
- Suggested answers
- 1 GE:
- 1 From what I understand..., As far as I know... It seems to be/could be... The increase in traffic is due to... It's because... It's the result of... One of reasons why it's increasing is...
- 2 This is causing... and also... As a result, some of the problems are... We
- can see that...and consequently...
- 3 I'd like to suggest that... One of the ways we could...is/might be... I really believe that... if the council
- 2 BE:
- 1 I would like/I'd like to arrange a visit because/in order to... It would be useful to visit...so that...
- 2 I would like/I'd like to visit/see...if possible/if it's not inconvenient because... Would it be possible to have access to...because...
- 3 I would/I'd like to talk about/discuss the issue of/some points about... Would you mind putting...on the agenda for discussion?
- 5
- Suggested answers
- 1 GE: walk more, restrict times for trucks to travel through the town...
- 2 BE: build in time during the visit to discuss the delivery dates, any special discounts, etc.
- Speaking**
- Example tasks**
- Part 1**
- 1
- 1 eight
- 2 a) 10 seconds b) 20 seconds
- 4
- 1 GE: Q1-Q6: present simple for facts and routines, Q8: would like for preferences
- 2 BE: Q1-Q4, Q6, Q7: present simple for facts and routines, Q8 will for future facts
- Speaking**
- Example tasks**
- Part 2**
- 3
- notice, accommodation, extreme, average, conference, increase (verb), January, headquarters, Canada, distribution
- Speaking**
- Example tasks**
- Part 3**
- 1
- a forty seconds b one minute
- 2
- 1 GE: would like for preferences and would for hypothesis/what, why, how
- 2 BE: past simple for completed actions and would like for preferences/what, why, whether
- 3
- 1 GE: describe, give preferences, give reasons why, give your opinion
- 2 BE: describe, explain, give reasons why, make recommendations
- 4
- 1 GE: I've never tried...so..., It's a really important skill because..., I don't think it would be too difficult because...
- 2 BE: The course was about..., I chose to do this course because..., I'd definitely recommend it because... I wouldn't suggest doing this type of course because...
- Speaking**
- Example tasks**
- Part 4**
- 1
- a) one minute b) one minute
- 2
- 1 GE: a) an English speaking friend b) a cycling jacket
- 2 BE: a) your manager b) complaints your company has received
- 4
- 1 GE: waterproof: not allowing water to go through rating: how good or popular someone or something is
- 2 BE: stock availability: a supply of something that you can buy or get faulty: does not work correctly
- Speaking**
- Example tasks**
- Part 5**
- 1
- a) forty seconds b) 20 seconds
- 2
- 1 GE: a) a journalist b) people's attitudes to the internet
- 2 BE: a) a business owner b) the best way to organise a sponsorship programme
- 3
- Suggested answers
- GE
- 2 Why do people want to have the newest technology?
- 3 What are the advantages and disadvantages of social media?
- 4 What do you think about online advertising?
- 5 Do you think we depend too much on technology?
- BE
- 2 Who is it better to sponsor, a company or an individual?
- 3 How long should you sponsor a company or an individual?
- 4 What possible problems are there with sponsorship?
- 5 How can you decide if sponsorship has been a success?
- 4
- Suggested answers
- I guess/reckon that... so, I'd say that... apart from this... I'd like to add that...
- 5
- Suggested answers
- seems (to be/have), I imagine that... It's unlikely that... The chances are that...
- 5
- 1 one similarity/difference is... X is (a bit/a lot/much/more... than... Y isn't as... as.
- 2 X seems, might be/have, Y is probably better than, I'm (not) sure that...
- 3 also, on the one/other hand
- Speaking**
- Example tasks**
- Part 5**
- 1
- a) forty seconds b) 20 seconds
- 2
- 1 GE: a) a journalist b) people's attitudes to the internet
- 2 BE: a) a business owner b) the best way to organise a sponsorship programme
- 3
- Suggested answers
- GE
- 2 Why do people want to have the newest technology?
- 3 What are the advantages and disadvantages of social media?
- 4 What do you think about online advertising?
- 5 Do you think we depend too much on technology?
- BE
- 2 Who is it better to sponsor, a company or an individual?
- 3 How long should you sponsor a company or an individual?
- 4 What possible problems are there with sponsorship?
- 5 How can you decide if sponsorship has been a success?
- 4
- Suggested answers
- I guess/reckon that... so, I'd say that... apart from this... I'd like to add that...
- 5
- Suggested answers
- seems (to be/have), I imagine that... It's unlikely that... The chances are that...