



English Solutions for Careers (E4C)

CAMBRIDGE LINGUASKILL CEFR-R ENGLISH TEST: HOW TO SCORE C1 & ABOVE IN YOUR FIRST TRY

24 October 2020

Proud partners of:



**Cambridge Assessment
English**





"Call me Henry!"




Henry Law

Corporate Strategy Director

- Head of Cambridge Linguaskill Test Operations in Malaysia.
- Providing Linguaskill Training.
- Invigilating Cambridge Linguaskill for about a year.

Scored CEFR C1 & Above.
Going for CEFR C2 testing soon.

Linguaskill 

Test Report

Reference No.
ExampleOrganisation0000021400
To be quoted on all correspondence

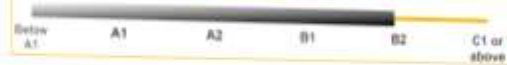
Linguaskill General

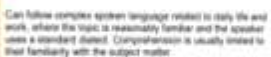
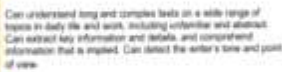
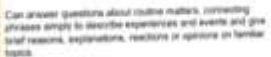
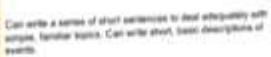
Candidate name
Example Candidate


Candidate number

Date of test
17 September 1994

Organisation
Example Organisation

Average Score	159	CEFR Level	B1
			

Skill	Test Date	Score	CEFR Level
Listening	03 December 2018	166	B2
			
Reading	03 December 2018	180+	C1 or above
			
Speaking	05 December 2018	148	B1
			
Writing	11 December 2018	138	A2
			

 Cambridge Assessment English



Cambridge Assessment English

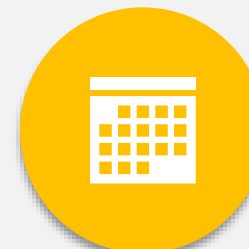
Cambridge Assessment English's Most Advanced and Accurate English Proficiency Test To-date.



AI-Powered



Anywhere



On-Demand



Instant Results



Modular



Accurate & Reliable

IF YOU HAVE MISSED OUT
CEFR-READINESS IN 2020...



...there are other options available for you to check out

CEFR Level	Tests Available
C2	Aptis Advanced / C1 Advanced / C2 Proficiency / IELTS (International English Language Testing System) / MUET (Malaysian University English Test)
C1	Linguaskills / TOEFL (Test of English as Foreign Language)

Tests are aligned to the
Common European Framework of Reference for Languages (CEFR)

Important Note!

Please determine your proficiency level by
31st December 2020

Linguaskill

from Cambridge



No need to travel
anywhere to take the test.



Can take the test anytime,
even on weekends.



It is a professional test,
not a university test.



The certification does not
expire. Good for life.



Tests your General English,
not Academic English.

UNDERSTANDING
**HOW TO SCORE
CEFR C1 & ABOVE
IN LINGUASKILL**

Linguaskill▶▶

from Cambridge



STEP ONE

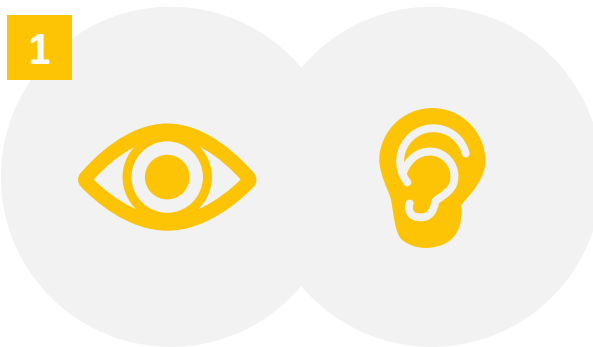
UNDERSTAND THE TEST COMPONENTS

Linguaskill 
from Cambridge



Linguaskill is a test that combines 3 modules together.

Linguaskill 
from **Cambridge**



Reading & Listening



Writing

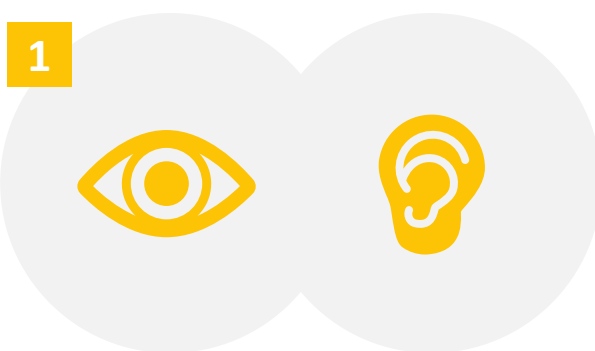


Speaking

STEP ONE: UNDERSTAND THE TEST COMPONENTS

The total test duration is 145 minutes (or 2 hours and 25 minutes long).

Linguaskill 
from Cambridge



Reading & Listening



Writing



Speaking

Test Duration

85 minutes

45 minutes

15 minutes

STEP ONE: UNDERSTAND THE TEST COMPONENTS

Your overall CEFR level will be the average score of all 4 skills.

Linguaskill 
from Cambridge



Reading & Listening



Writing



Speaking

Test Duration	85 minutes		45 minutes	15 minutes
Weightage	25%	25%	25%	25%

Example of how the scoring works:

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Reading & Listening

186

182



Writing

178



Speaking

174

Example Score
(Cambridge Scale)

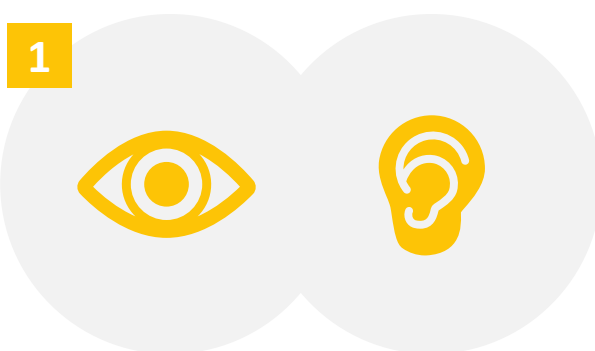
Average Score = 180 (CEFR C1)

180 is the minimum mark you need to achieve CEFR C1

STEP ONE: UNDERSTAND THE TEST COMPONENTS

All 3 modules are taken online, even the Speaking module.

Linguaskill 
from Cambridge



Reading & Listening



Writing



Speaking

Test Duration	85 minutes		45 minutes	15 minutes
Weightage	25%	25%	25%	25%
Administered	Online test		Online test	Online test

STEP ONE: UNDERSTAND THE TEST COMPONENTS

You will need these equipment to take the test at home.

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from Cambridge



Laptop or PC with Webcam

(If you don't have a webcam,
you will need to use a
smartphone's camera.)



**Internet Connection +
Google Chrome Browser**



Headset

(You can use your
headphone with mic that
came with your phone.)

STEP TWO

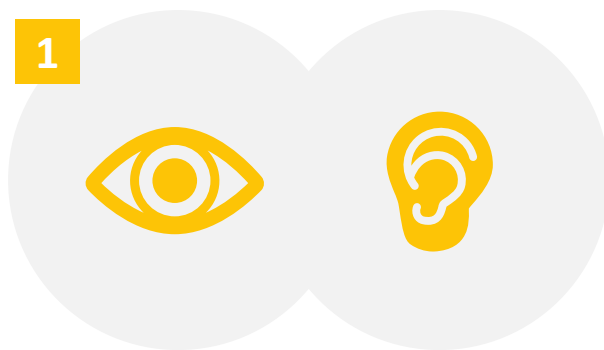
UNDERSTAND THE TEST FORMAT

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The Reading & Listening test has 7 Question Types in total:

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Reading & Listening

Listening Test Starts First

1. Listen and select
2. Extended listening **Hard**

Reading Test Starts Next

3. Read and select
4. Extended reading
5. Gapped sentences
6. Multiple-choice gap-fill
7. Open gap-fill **Hard**

**Random
number of
questions.**

**Use about 45
minutes in
Listening.
You may
speed up.**

Listening Question Type 1: Listen and select

1

Play the audio clip.



For this question, choose the correct answer.
Read the question first. Click play to listen. You can listen twice.

2

Answer one question.

1

What has the man just bought?



a van



a motorbike



a car

Listening



1

2

3

4

5

6

7



Listening Question Type 2: Extended Listening

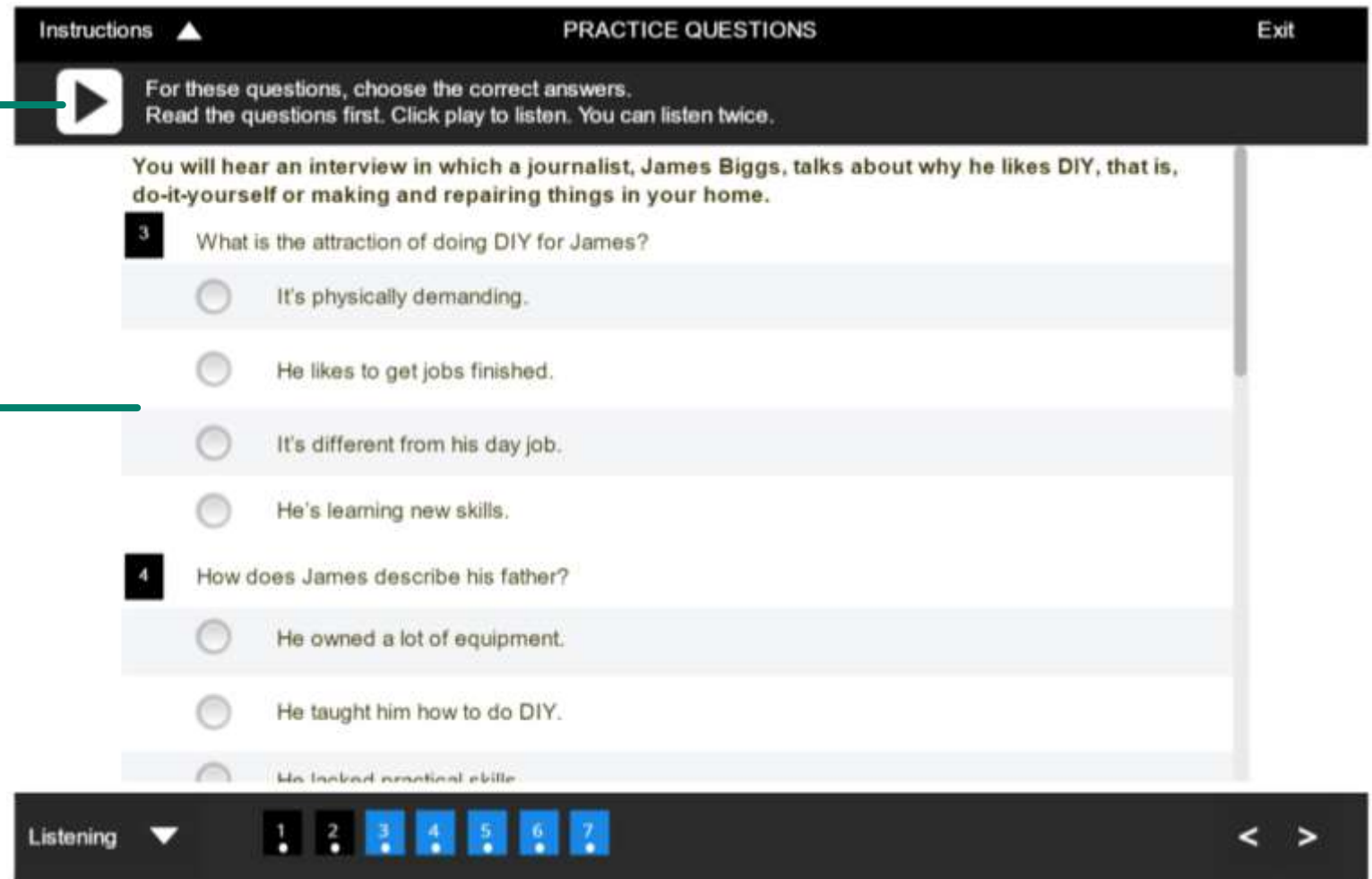
1

Play the LONG audio clip.

2

Answer FIVE questions.

Hard



The screenshot shows a digital interface for listening practice. At the top, there's a header bar with 'Instructions' on the left, 'PRACTICE QUESTIONS' in the center, and 'Exit' on the right. Below the header, a dark grey bar contains a play button icon and the text: 'For these questions, choose the correct answers. Read the questions first. Click play to listen. You can listen twice.' The main content area has a light grey background and contains the following text: 'You will hear an interview in which a journalist, James Biggs, talks about why he likes DIY, that is, do-it-yourself or making and repairing things in your home.' Below this, there are two questions, each with four radio button options. Question 3 is 'What is the attraction of doing DIY for James?' with options: 'It's physically demanding.', 'He likes to get jobs finished.', 'It's different from his day job.', and 'He's learning new skills.' Question 4 is 'How does James describe his father?' with options: 'He owned a lot of equipment.', 'He taught him how to do DIY.', and 'He lacked practical skills.' At the bottom, there's a dark grey bar with 'Listening' on the left, a series of seven numbered buttons (1-7) in the center, and navigation arrows on the right. The third button (3) is highlighted in blue.

Instructions ▲ PRACTICE QUESTIONS Exit

▶ For these questions, choose the correct answers.
Read the questions first. Click play to listen. You can listen twice.

You will hear an interview in which a journalist, James Biggs, talks about why he likes DIY, that is, do-it-yourself or making and repairing things in your home.

3 What is the attraction of doing DIY for James?

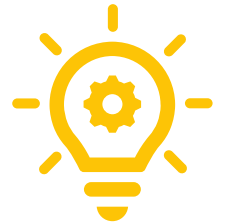
- ☐ It's physically demanding.
- ☐ He likes to get jobs finished.
- ☐ It's different from his day job.
- ☐ He's learning new skills.

4 How does James describe his father?

- ☐ He owned a lot of equipment.
- ☐ He taught him how to do DIY.
- ☐ He lacked practical skills.

Listening ▼ 1 2 3 4 5 6 7 < >

The Strategy to use for Extended Listening questions.



- 1 Don't play the audio immediately.
- 2 Read all the questions to understand what you need to listen out for.
- 3 Remember this: The answers to the questions appear in sequence in the audio recording.
- 4 Answer the question as you listen. Don't try to remember everything until the end.

Reading Question Type 3: Read and select

1 Read the prompt.

2 Answer one question.

Instructions ▲ PRACTICE QUESTIONS Exit

For this question, choose the correct answer.

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.

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

Reading Question Type 4: Extended reading

1

Read a long passage.

2

Answer a set of questions.

Instructions ▲
PRACTICE QUESTIONS
Exit

For these questions, choose the correct answer.

Welcome to AirSpace world

Go to Shoreditch Grind, in the middle of London's hipster district. It's a coffee shop with rough-hewn wooden tables, wide windows, and austere pendant lighting. Then head to Takk in Manchester. It's a coffee shop with a big glass storefront, reclaimed wood furniture, and hanging light bulbs. Compare the two: you might not even know you're in different spaces, but that's no accident. Though they're not part of a chain and don't have their interior design directed by a single corporate overlord, these coffee shops have a way of mimicking the tired style of a growing number of chains, obsessed with a superficial sense of history and the remnants of industrial machinery that once occupied the neighbourhoods they take over.

This style – let's call it 'AirSpace' to mark its sterile lack of imagination – is marked by an easily recognisable mix of symbols – like reclaimed wood and refurbished industrial lighting – that's meant to provide familiar, comforting surroundings for a wealthy, mobile elite, who want to feel like they're visiting somewhere 'authentic' while they travel, but who, actually, just want more of the same: more coffee, interior

21 What point does the writer make in the first paragraph?

- ☐ Independent businesses sometimes co-operate to design environments with a similar style.
- ☐ Businesses that are in a position to adopt a distinctive style are choosing not to do so.
- ☐ Coffee shops have become trend-setters in their use of a particular style of interior decor.
- ☐ Independent coffee shops use the style of their decor to differentiate themselves from chains.

22 In the writer's opinion, the customers of places like Shoreditch Grind and Takk

23 Which of the following is one of the 'tropes' that the writer refers to in the third paragraph?

24 What does the writer suggest about social media platforms?

25 The writer ascribes the increasing sameness of Airbnb to

26 Which of the following best summarises the writer's opinion?

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

Reading Question Type 5: Gapped sentences

Instructions ▲ PRACTICE QUESTIONS Exit

For this question, choose the correct answer.

1

Read the gapped question.

The amount that local businesses have raised so far to fund a football team for young people 9 []
at over £5,000.

2

Select an answer to fit the gap.

stands	reckons	comes	totals																	
Reading ▼	9 ●	10 ●	11 ●	12 ●	13 ●	14 ●	15 ●	16 ●	17 ●	18 ●	19 ●	20 ●	21 ●	22 ●	23 ●	24 ●	25 ●	26 ●	<	>

Reading Question Type 6: Multiple-choice gap-fill

1

Read the gapped paragraph.

2

Select an answer to fit each gap.

Instructions ▲
PRACTICE QUESTIONS
Exit

Click on each gap then choose the correct answer.

University courses in art history

An art history course will enable you to explore art through the ages, from the earliest cave paintings to the present day, and learn how the style of a painting or sculpture has its **11** [] in the particular period when it was created. You will increase your appreciation of pieces of art and their creators, and soon be able to **12** [] the difference between a Monet and a Manet, or a Leonardo and a Raphael!

Art historians often try to examine a piece of art from the **13** [] of the artist. In particular they focus on the message that the artist wants to **14** [] and their motivation for creating the work: these can differ greatly between, say, artists of the 13th and 19th centuries. Not only do art historians identify changes in art over the centuries, but they can also provide new **15** [] into how people in ancient cultures lived.

cause

footings

principle

roots

Reading ▼
9
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Reading Question Type 7: Open gap-fill

Instructions ▲
PRACTICE QUESTIONS
Exit

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

A car's electrics

Not too long ago, for the majority of car owners, the average automotive electrical system only consisted 15 [] a battery, a dynamo, a few motors and a bunch of switches, relays, fuses and lights. Not 16 [] longer. In the last few decades, car electrical systems have become increasingly elaborate. The rate at 17 [] electronic systems are evolving outpaces development on other parts of the car. As most 18 [] probably aware, there's a lot of complexity 19 [] be found in these systems in even the simplest new cars.

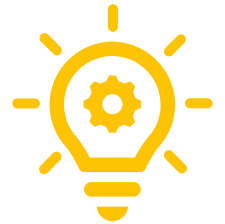
1 Read the gapped paragraph.

2 TYPE the correct answer.

Hard

Reading ▼
8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24
< >

The Strategy to use for Open Gap Fill questions.



- 1 The answer is always a one-word answer.
- 2 The answer will fall into one of two groups: grammar words (e.g. articles, prepositions, conjunctions, etc.) and collocations.
- 3 Collocations are words that are commonly juxtaposed together in the English language. For example, “good choice”, “save time”, “deep pockets”, “cash flow” etc.
- 4 They are like a form of idiom or metaphor that is commonly used in English.

The Writing test has 2 Question Types:

2



Writing

Writing Test

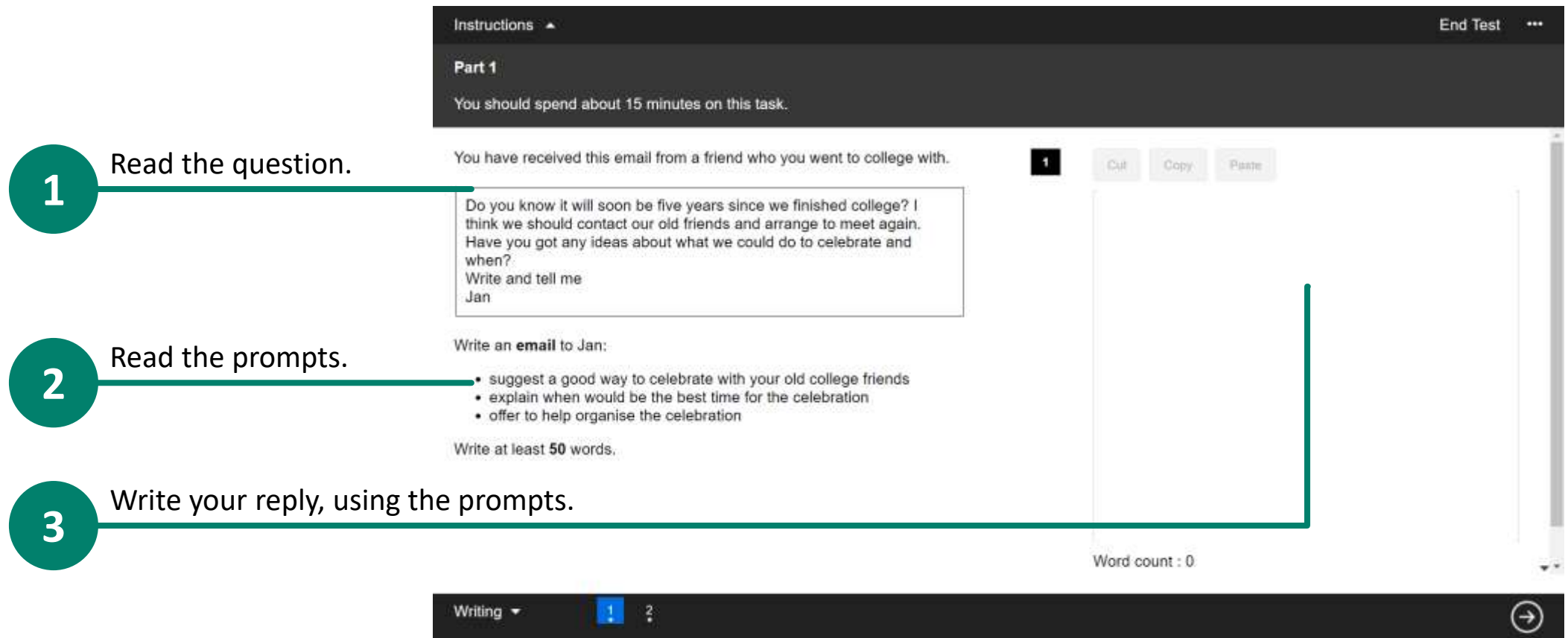
1. Write an email (minimum 50 words)
2. Write an essay (minimum 180 words)

**Two
questions
only.**

**You should
spend 15
minutes on
the email**

**You should
spend 30
minutes on
the essay**

Writing Question Type 1: Write an email



1 Read the question.

2 Read the prompts.

3 Write your reply, using the prompts.

The screenshot shows a writing test interface. At the top, there is a dark header with 'Instructions' and 'End Test'. Below this, 'Part 1' is displayed with the instruction: 'You should spend about 15 minutes on this task.' The main content area shows a prompt: 'You have received this email from a friend who you went to college with.' followed by a text box containing an email from Jan: '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'. Below the email, it says 'Write an **email** to Jan:' followed by three bullet points: '• suggest a good way to celebrate with your old college friends', '• explain when would be the best time for the celebration', and '• offer to help organise the celebration'. At the bottom, it says 'Write at least **50** words.' On the right side, there is a large text area for writing the reply, with a 'Word count : 0' at the bottom. The interface also includes a '1' in a black box, 'Cut', 'Copy', and 'Paste' buttons, and a 'Writing' dropdown menu at the bottom left.

STEP TWO: UNDERSTAND THE TEST FORMAT

Key: Write according to the email format

1

Start with a salutation.

Dear Mr Jordan.

2

Address the prompts
with proper
paragraphing.

I am Gareth Bale and I called you two days ago regarding the details of the master's degree in environmental education that is offered in your university. You wanted to me to send an email with the questions regarding the course.

I want to know when the course is opened and also about the job training that is offered by your university. Can a student choose an desired internship? Are there any placements special offered to meritorious students and whether there is a provision forgiving a scholarships to low income students. It would be nice if a brochure could be delivered with all these details.

Kindly send me the details at the earliest as I am planning to get started on the course that beginning as soon as possible.

3

End with your signature.

Thanks and regards,

Gareth Bale

Writing Question Type 2: Write an essay

1

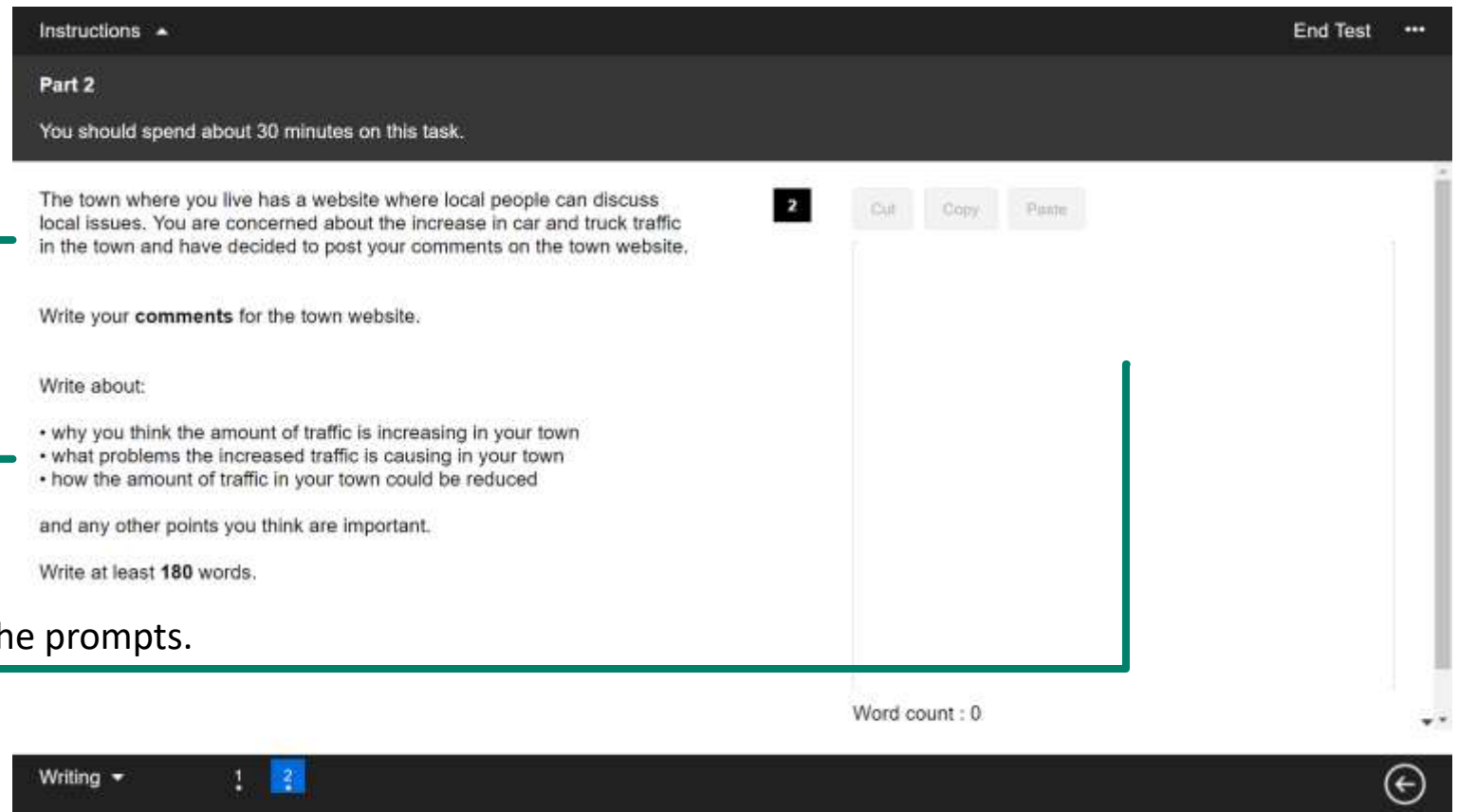
Read the question.

2

Read the prompts.

3

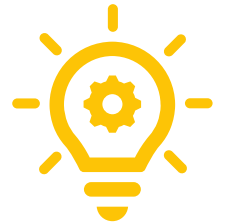
Write your reply, using the prompts.



The screenshot shows a writing test interface. At the top, there is a dark header bar with 'Instructions' on the left and 'End Test' with a menu icon on the right. Below this, a section titled 'Part 2' states: 'You should spend about 30 minutes on this task.' The main content area has a dark background. It starts with a question: '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.' Below this is a prompt: 'Write your **comments** for the town website.' Then, it says 'Write about:' followed by a bulleted list: '• why you think the amount of traffic is increasing in your town', '• what problems the increased traffic is causing in your town', and '• how the amount of traffic in your town could be reduced'. Below the list, it says 'and any other points you think are important.' and 'Write at least **180** words.' To the right of the text is a large white text area for writing, with a small '2' in a black box above it and 'Cut', 'Copy', and 'Paste' buttons. At the bottom right of the text area, it says 'Word count : 0'. At the very bottom, there is a dark footer bar with 'Writing' on the left, a tab indicator showing '1' and '2' (with '2' selected), and a back arrow icon on the right.

Strategy for Writing: Remember your best practice in writing!

- 1 Stay on topic. Answer the prompts. Reach the word limit.
- 2 Have a beginning, middle, and end.
- 3 Use paragraphs properly. Each paragraph should start with a topic sentence, followed by supporting sentences.
- 4 Grammar is important. Try to use different vocabulary or expressions.
- 5 Spelling and punctuations matter.
- 6 Use “flowery” language sparingly. Don’t overdo it!



Let's look at the example given and see the examiner's comments.

Part 2 C1 Writing

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

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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.

2

I am writing this comment to complain about the worrying increase in car and lorry traffic in our town lately.

As far as I am concerned, the main reason for this issue is that a 40-block building is being constructed in our neighborhood. Lorries need to function at full speed to carry necessary material for the construction. Moreover, the main road that leads to the center of the city is banned for decoration of the coming festival. People whose workplaces are located in the center have no choice but to drive through our town to their work everyday. Therefore, our town, which used to be quiet and peaceful, has become noisier. The citizens in the town not only endure the syren that is made by the vehicles, but also suffer from illnesses caused by air-polluted, especially the elderly. They cannot sleep well at night since the lorries works 24 hours per day. Everything is dusty because of carelessly covered containers of the lorries. We cannot let our children play at the playground of the town for the fear that they can put themselves in danger. Futhermore, we are usually late for work and school because of traffic jams in crush hours.

As a citizen of the town, I think the authority should take action to reduce the amount of traffic that travels to our town every day. Lorries must be banned in crush hours. Moreover, the container of lorries should be covered carefully in order not to drop any material that they are carrying. Last but not least, people should be shown other ways that lead to the center so that they do not put pressure on our frastructure.

I hope that my complain can be taken into consideration so that our town can become an enjoyable place to live again.

Hover over this box to see comments on Part 2: C1 level script

Word count : 301



No penalty for exceeding the minimum number of words.

Let's look at the example given and see the examiner's comments.

Part 2 C1 Writing

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

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At this level candidates can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. They can expand and support points of view at some length with subsidiary points, reasons and relevant examples. The candidate here provides evidence of her ability to do this.

The text is well organised; it is cohesive and uses a straightforward organisational pattern to good effect. The writer uses a number of expressions to signal her purpose for writing and to make clear her stance (*I am writing this comment to complain about the worrying increase; As far as I am concerned; As a citizen of the town, I think the authority should; I hope that my complain can be taken into consideration*). The writer sets out the causes of the increase in traffic, and then details the effect this has on residents, overtly signalling the transition between these two parts of the text (*Therefore, our town, which used to be quiet and peaceful, has become noisier*). Solutions to the problems are then put forward in a new paragraph, with this stage of the discussion also clearly signposted (*I think the authority should take action to reduce the amount of traffic...*). There is a slight over-reliance on a limited number of linking words, which are deployed a little formulaically for writing at this level (*Moreover; Therefore; Furthermore*). For example, *Therefore*, could be replaced by a phrase such as *'As a result of these developments, ...'* which would provide a smoother means of transitioning from given to new information at this point in the text.

Some complex grammatical forms have been used to underline the principal causes of the increased congestion (*the main reason for this issue is that a 40-block building is being constructed in our neighborhood; People whose workplaces are located in the center have no choice but to drive...*). Similarly, a variety of structures is used with a good degree of control to outline the various ways in which residents are affected by the congestion (*The citizens in the town not only endure the... but also suffer from..., especially the elderly*). A limited range of structures is used to put forward solutions (*lorries must be banned; the container of lorries should be covered carefully in order not to; people should be shown other ways...so that they...*) although these are not expanded upon.

The writer has used a reasonable range of vocabulary relevant to the topic, including some complex noun phrases (*necessary material for the construction; carelessly covered containers*) and collocations (*put themselves in danger; take action*). Although the meaning is clear, there are imprecisions in the use of a fair number of lexical items (*40-block building; svren that is made; air-polluted; playaround of the town; crush hour; frastructure; my complain*). The candidate should receive credit for attempting to use this lexis; greater accuracy would contribute to a higher score.

Good structure, paragraphing, topic sentences, supporting sentences

Linking words are important!

Complex grammar usage

Variety of vocabulary, grammar

Minimise spelling, lexical errors

The Speaking test has 5 Parts:

3



Speaking

Speaking Test

1. Interview – 8 questions
2. Reading Aloud – 8 questions
3. Long Turn 1 – 1 question **Hard**
4. Long Turn 2 – 1 question **Hard**
5. Communication Activity – 5 questions **Hard**

**5 parts,
23 questions
in total.**

Why is the Speaking Test hard?

1

The speaking test is the only test that does not let you control your own pacing.

2

The speaking test forces you to “think on your feet”, like in a real conversation.

3

Not only do you have to think about what to say, you have to think about how you say it.

NOTE: The speaking test does not evaluate your accent.

Speaking Part 1: Interview

You will be asked a series of 8 questions about yourself.

Thinking Time

0 seconds

Speaking Time

10–20 seconds

Read or Listen?

You will have to listen to the questions.

Example questions:

- What is your name?
- How do you spell your family name?
- Where are you from?



Use up the
timer, try not
to give
simple
answers

The
examiner is
not
evaluating
your “facts”

Speaking Part 2: Reading Aloud

You will be asked to read 8 sentences on the screen.

Thinking Time

0 seconds

Speaking Time

10 seconds

Read or Listen?

You will read the questions.

Example questions:

- The library is closed for staff training until 11am.
- How easy will it be for students to find accommodation near the university?



**Avoid
contracting
words,
unless
shown.**

**Pronounce
and
Enunciate
your words
correctly**

Speaking Part 3: Long Turn 1

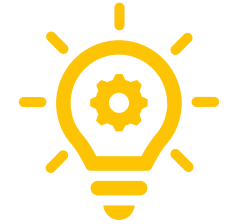
You will be asked to talk about a topic presented on screen.

Thinking Time

40 seconds

Speaking Time

60 seconds



Read or Listen?

You will read the question.

Example question:

Talk about a practical skill you would like to learn. You should say:

- What practical skill you would like to learn
- why you would like to learn this practical skill
- how difficult you think it would be to learn this skill

You are allowed to jot down notes to prepare.

Answer all questions in the prompt!

Speaking Part 4: Long Turn 2

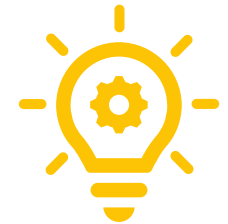
You will be asked to talk about a graphic presented on screen.

Thinking Time

60 seconds

Speaking Time

60 seconds



Read or Listen?

You will read the graphic and question.

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
Waterproof fabric	★★★★★	★★★★★
Colour	★★★★★	★★★★★
Comfort	★★★★★	★★★★★
Price	\$75	\$110
Overall rating	7/10	9/10

Use all the facts in the graphic.

Then, remember to answer the question.

Speaking Part 5: Communication Activity

You will be asked to share your opinion on 5 questions.

Thinking Time

40 seconds

Speaking Time

20 seconds

Per question



Read or Listen?

You will read some prompts on the screen, then listen to the question.

A journalist is writing a magazine article about people's attitudes to technology and the internet. He wants to find out your opinion about technology and the internet.

He will ask you questions about:

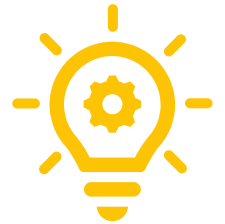
- useful technology in daily life
- having the newest technology
- social media
- online advertising
- depending on technology

Again, the examiner is not assessing **your knowledge/facts.**

If you don't understand the question, use your best guess.

Strategy for Speaking:

- 1 Try to say as much as you can, but make sure you stay on-topic.
 - Use the prompts in the question to plan what you need to say.
 - Where possible, add extra details to your answers.
 - Remember to expand your answer by giving supporting facts, examples, details, and/or reasons.
 - Use the planning time given to jot down some notes. This is especially useful to tackle complex questions.

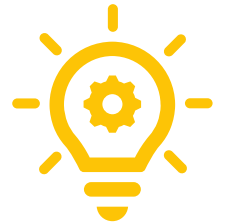


Strategy for Speaking:

2

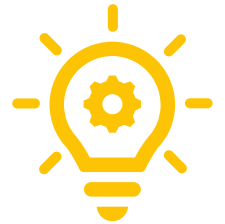
Use a range of grammar and different vocabulary.

- Use different tenses and modal verbs appropriately.
- Use different words (vocabulary) and language expressions appropriately.
- Speak using well pronounced sentences and sentence structures.
- Speak in full sentences as much as possible.
- Use comparisons and conditionals appropriately.
- Where appropriate, using complex sentences or grammar structure will score higher marks.
- Focus on pronunciation and enunciation, and avoid contracting words as much as possible.



Strategy for Speaking:

- 3 Take note of the timer when you speak.
- Give full answers to all parts of the question.
 - Avoid short or single words answers.
 - Use up the timer. If you get cut-off mid-sentence, you will not be penalized.

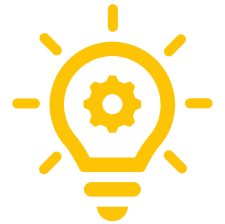


Strategy for Speaking:

4

For questions with multiple parts, you must respond clearly to all of them.

- The speaking test does not evaluate the whether your facts and statements are true or false.
- The speaking test does evaluate whether you can respond to the questions that are being asked, and whether you understand what is being asked.

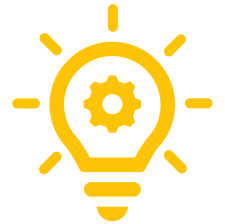


Strategy for Speaking:

5

Respond to all questions.

- Sometimes, you may get a question that you do not know the answer to.
- Do not stay silent, as you will not get any marks.
- In such cases, try to respond to the question fully based on what you do understand from the question.




QUESTION AND ANSWER SESSION

Linguaskill 
from Cambridge



WHAT'S NEXT: YOU WILL RECEIVE A COPY OF TODAY'S CLASS

Linguaskill 

Test Report

Reference No.
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To be quoted on all correspondence

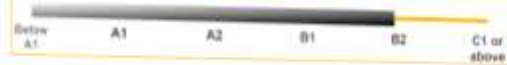
Linguaskill General

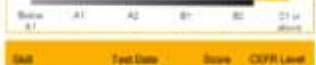



Candidate name
Example Candidate


Candidate number
Example Number

Date of test
17 September 1994

Organisation
Example Organisation

Average Score	159	CEFR Level	B1
			

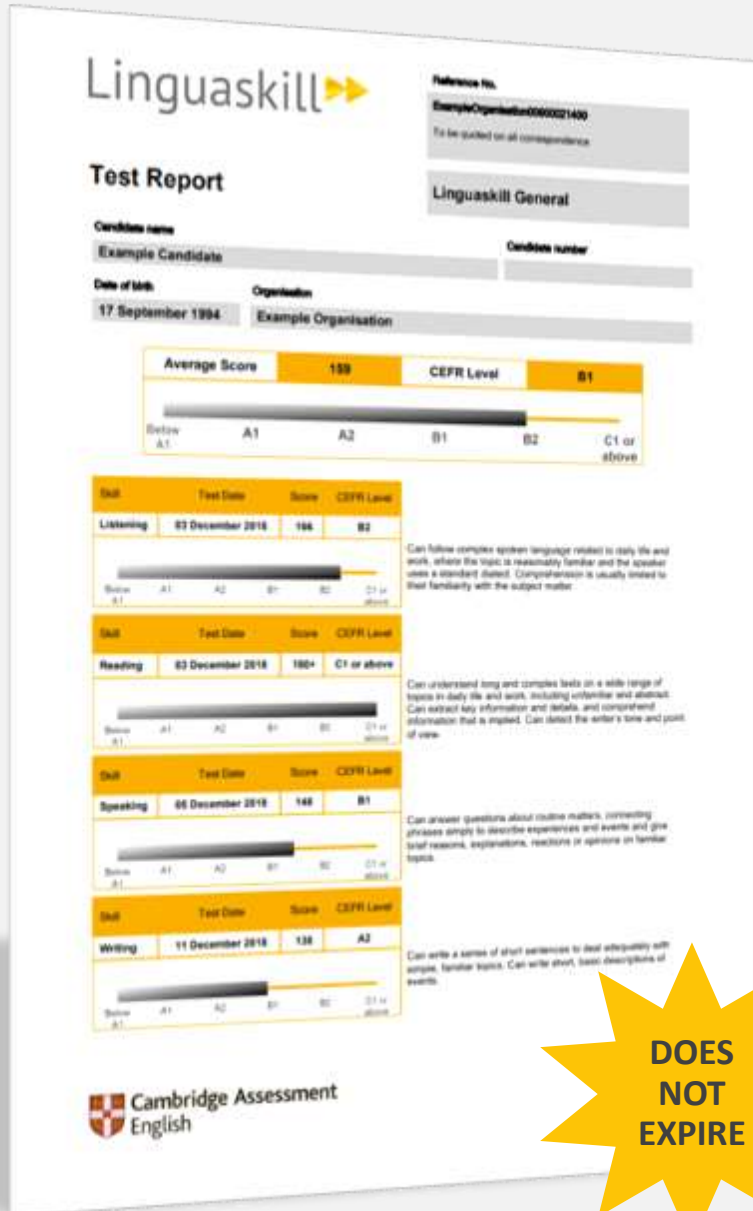
Skill	Test Date	Score	CEFR Level
Listening	03 December 2018	166	B2
 <p>Can follow complex spoken language related to daily life and work, where the topic is reasonably familiar and the speaker uses a standard dialect. Comprehension is usually limited to their familiarity with the subject matter.</p>			
Reading	03 December 2018	180+	C1 or above
 <p>Can understand long and complex texts on a wide range of topics in daily life and work, including unfamiliar and abstract. Can extract key information and details and comprehend information that is implied. Can detect the writer's tone and point of view.</p>			
Speaking	05 December 2018	148	B1
 <p>Can answer questions about routine matters, connecting phrases simply to describe experiences and events and give brief reasons, explanations, reactions or opinions on familiar topics.</p>			
Writing	11 December 2018	138	A2
 <p>Can write a series of short sentences to deal adequately with simple, familiar topics. Can write short, basic descriptions of events.</p>			

 Cambridge Assessment English



Today's online class video will be emailed to you.

You will also receive the slides I presented.



Linguaskill Test Report

Reference No.
ExampleOrganisation0000021400
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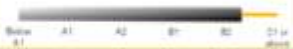



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Speaking	05 December 2018	148	B1
			
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Cambridge Assessment English

**DOES
NOT
EXPIRE**

How to take the Linguaskill CEFR-R Test?

1

Complete the Linguaskill CEFR-R Test online registration form @ e4c.sasbadi.com/cefr_r

2

Prepare yourself with Linguaskill's free prep materials and sample tests @ e4c.sasbadi.com/cefr_r

3

An invigilator will invite you to an online test session using Google Meet or Zoom.

4

A test link will be shared with you, along with your username and password.

5

Complete the Linguaskill CEFR-R test. Results are available within 48 hours or less.



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