

# Linguaskill

from **Cambridge**

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LINGUASKILL PREPARATION | INTERCAMBIOIDIOMASONLINE |  
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### Glossary

**Linguaskill:** The computer adaptive test

Cambridge Exam English has introduced the latest of their range of qualifications for learners of English. Part of the University of Cambridge, Cambridge Exam English helps millions of people to learn English, as well as proving their English skills through their globally recognised qualifications.

The new Linguaskill assessment is an adaptive test, in which candidates receive graded questions that are matched to their level of ability. When referring to adaptive, it means that each question depends on the candidate's own performance in the previous question.

As the test is an adaptive test, the number of questions in the reading and listening skills sections is variable. The computer based program will continue until a satisfactory measurement of the candidate's level is achieved.

### **The benefits of adaptive tests include:**

The new adaptive-test format of Linguaskill is an innovative alternative to conventional leveled testing. The exam offers candidates to consult their English level in a way that will always have a quantifiable end product.

**Efficiency:** computer based testing is fast and efficient

**Results:** the results are reliable and will get to the candidate much quicker than with other standardized tests

**Security:** as tests are adapted to each candidate, the questions change depending on responses and thus enhancing security

**Flexibility:** as the test is online, the availability of said exam is at any time or date

**Price:** the test is online and more cost effective than conventional testing methods

**Accepted:** by over 20,000 organisations worldwide

**Available:** 5.5 million assessments taken every year in 2,800 exam centres in 130 countries

**Experienced:** providing English language assessments since 1913

**Exam overview:**

Linguaskill is a computer-based English language assessment from Cambridge Exam English. The exam is divided into two sections (see overview) and the candidates are assessed based on their responses. The test length is variable and only finishes when the computer has a sufficient sample of data to understand their level.

EXAM SKILLS	TASKS	NUMBER OF QUESTIONS	TIME
<b>READING AND LISTENING</b>	<p><b>Part 1: Read and select.</b> Candidates need to read a short text (note, letter, memo, label, diagram) and choose the sentence that matches it (A, B or C)</p> <p><b>Part 2: Gapped sentences.</b> Read a sentence with a missing word and fill in the gap (A, B, C or D)</p> <p><b>Part 3: Multiple-choice gaps.</b> Candidates read a text and fill in the gaps with the correct word (A, B, C or D)</p> <p><b>Part 4: One word gaps.</b> Candidates read a short text and fill in the gaps with the missing word.</p> <p><b>Part 5: Extended reading.</b> Candidates read a longer text and answer a series of multiple-choice questions (A, B, C or D). The questions are in order.</p> <hr/> <p><b>Part 1: Listen and select.</b> Candidates listen to a short recording and answer the multiple-choice questions (A, B or C).</p> <p><b>Part 2: Extended listening.</b> Candidates listen to a longer recording and answer a series of multiple choice questions based on it (A, B or C).</p>	VARIABLE	60-85 MINUTES
<b>Results</b>	-	-	Immediate

<b>EXAM SKILLS</b>	<b>TASKS</b>	<b>NUMBER OF QUESTIONS</b>	<b>TIME</b>
<b>WRITING AND SPEAKING</b>	<p><b>Part 1: Email.</b> Respond to an email and answer the three points given. (50 words)</p> <p><b>Part 2: Long text.</b> Candidates read a short scenario and respond to it using the three bullet points. (180 words)</p> <hr/> <p><b>Part 1: Interview.</b> The candidate needs to answer questions about themselves (the first two are not marked)</p> <p><b>Part 2: Reading aloud.</b> The candidate needs to read 8 sentences aloud</p> <p><b>Part 3: Long turn (1)</b> The candidate needs to talk about a topic for 1 minute (40 seconds to prepare)</p> <p><b>Part 4: Long turn (2)</b> The candidate is given one or more pieces of information (chart, graph or sheet) and talk about it for 1 minute (1 minute to prepare)</p> <p><b>Part 5: Communicative activity.</b> The candidate gives their opinion in the form of short answers to 5 separate questions related to a topic (1 minute for preparation)</p>	<p style="text-align: center;">2</p> <hr/> <p style="text-align: center;">8 (6 count)</p> <p style="text-align: center;">8</p> <p style="text-align: center;">1</p> <p style="text-align: center;">1</p> <p style="text-align: center;">5</p>	60 MINUTES
<b>Results</b>	-	/25	12/48 hours

**Activities:** Reading and listening  
What do you need to do in the exam?

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**Reading:** about 40-60 minutes

**Part 1: Read and select.**

Candidates need to read a short text (note, letter, memo, label, diagram) and choose the sentence that matches it (A, B or C). Part 1 assesses the reading comprehension skills of the candidate and the ability to identify synonyms and antonyms to be able to logically select the correct option.

**Part 2: Gapped sentences.**

Read a sentence with a missing word and fill in the gap (A, B, C or D). Part 2 assesses the candidates lexis and understanding of word patterns, collocations, phrasal verbs and vocabulary in context to be able to logically select the correct option.

**Part 3: Multiple-choice gaps.**

Candidates read a text and fill in the gaps with the correct word (A, B, C or D). Part 3 assesses the candidates lexis and understanding of word patterns, collocations and phrasal verbs to be able to logically select the correct option.

**Part 4: One word gaps.**

Candidates read a short text and fill in the gaps with the missing word. Part 4 assesses the candidates ability of word classes and grammatical structures to be able to fill in the gap in the text.

**Part 5: Extended reading.**

Candidates read a longer text and answer a series of multiple-choice questions (A, B, C or D). The questions are in order. Part 5 assesses the comprehension skills of the candidate and the ability to identify synonyms and antonyms to be able to logically select the correct option.

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**Listening:** about 20-25 minutes

**Part 1: Listen and select.**

Candidates listen to a short recording and answer the multiple-choice questions (A, B or C). Part 1 assesses the listening comprehension skills of the candidate and the ability to identify synonyms and antonyms to be able to logically select the correct option.

**Part 2: Extended listening.**

Candidates listen to a longer recording and answer a series of multiple choice questions based on it (A, B or C). Part 2 assesses the listening comprehension skills of the candidate and the ability to identify synonyms and antonyms to be able to logically select the correct option.

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**Activities:** Writing and speaking

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**Writing:** about 45 minutes

**Part 1: Email.**

Respond to an email and answer the three points given. (50 words). Part 1 assesses the candidates ability to give a short response to information in writing based on the information in the question provided.

**Part 2: Long text.**

Candidates read a short scenario and respond to it using the three bullet points. (180 words). Part 2 assesses the candidates ability to express themselves with an extended piece of writing. The text format is either a letter or a report.

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**Speaking:** about 15 minutes

**Part 1: Interview.**

The candidate needs to answer 8 questions about themselves (the first two are not marked). Part 1 assesses the candidates ability to respond to questions about their life with fluency, familiar vocabulary and accurate grammar.

**Part 2: Reading aloud.**

The candidate needs to read 8 sentences aloud. Part 2 assesses the candidates pronunciation and intonation.

**Part 3: Long turn (1)**

The candidate needs to talk about a topic for 1 minute (40 seconds to prepare). Part 3 assesses the candidates ability to give an organised and extended answer using cohesive devices and discourse markers.

**Part 4: Long turn (2)**

The candidate is given one or more pieces of information (chart, graph or sheet) and talk about it for 1 minute (1 minute to prepare). Part 4 assesses the candidates ability to analyse information and give an organise and extended response to the information provided.

**Part 5: Communicative activity.**

The candidate gives their opinion in the form of short answers to 5 separate questions related to a topic (1 minute for preparation). Part 5 assesses the candidates ability to give a fluent response to a question on a familiar topic.

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### Evaluation scale:

The Linguaskill exam is tested against the Cambridge English Scale according to the CEFR level for each tested skill so that the candidates can see where they have performed well and also where they can improve. Each candidate is provided with an overall average result if they are tested on all skills. Along with the exam results, each candidate will receive a test report form that includes a brief description of what a candidate can do at each CEFR level.

<b>SCORE</b>	<b>CEFR LEVEL</b>
180+	C1+ and above
160-179	B2
140-159	B1
120-139	A2
100-119	A1
82-92	below A1

The Linguaskill results are provided in a clear and understandable test report form:

Download an example form in the following link:

<https://www.cambridgeenglish.org/Images/Linguaskill%20Example%204-Skill%20Test%20Report.PDF>

**Results:** One of the main advantages of computer-adaptive tests like Linguaskill is the results. The time between doing the actual exam and receiving the results is much shorter than conventional linear testing methods.

**Reading and listening:** exam duration (60-85 minutes)

The results of the reading and listening part of the exam are given immediately after finishing the exam.

**Writing and speaking:** exam duration (about 60 minutes)

The candidate's responses are recorded on the exam platform for both the writing and speaking parts of the exam, and the candidates later receive their results. The results of the writing within 12 hours and the speaking within 48 hours.

All candidates will receive a test report:

Linguaskill

Reference No.  
BDGExample10D541  
To be quoted on all correspondence

### Test Report

Candidate name  
**Example Candidate**

Date of birth      Organisation  
**08 August 1997**      **Example**

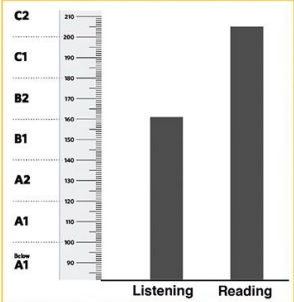
Average Score      CEFR Level  
**186**      **C1**

Skill	Test Date	Score	CEFR Level
Listening	19 August 2016	161	B2


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.

Skill	Test Date	Score	CEFR Level
Reading	19 August 2016	210	C2

Can read almost all forms of written language related to daily life and work with little or no effort. Can fully understand texts written for specific audiences that might include highly precise or specific vocabulary and complex structures to convey information.



Skill	Score	CEFR Level
Listening	161	B2
Reading	210	C2



Linguaskill results are presented as a Test Report instead of a certificate. Cambridge English Language Assessment reserves the right to amend the information given.

**Course format:**

This preparation course has been carefully written by experienced English language experts to give candidates the best possible preparation for the Linguaskill exam. Intercambioidiomas has over 4 years experience providing quality exam preparation and is a recognised Cambridge Platinum Centre. The course is focussed on preparation for the Linguaskill exam and will provide learners with all the necessary language skills and exam technique necessary for the exam.

The format of the course has been logically assembled to prepare candidates for the specific exam tasks. For that reason the course has been separated into 10 learning topics that enable language learners to learn in a communicative way. All of our exercises were written on the basis of an extensive study of previous Cambridge Exam English exam papers to focus on high frequency language that will appear in the exam. All tasks will enhance the learner's language skills and give them the platform to demonstrate their ability in an exam situation.

The course is exam focussed and will develop both the learners language skills and exam technique. On completing the exam, the candidate will make the transition from the course to the actual exam with ease as all of the tasks will be familiar to them and they will understand perfectly: what they need to do, how long they have to do it and how many points they need to achieve each level.

The time scale of each level:

- A2 (30 hours)
- B1 (40 hours)
- B2 (50 hours)
- C1 (60 hours)

The candidate will have unlimited access to our platform and be provided with this material:

- Course book in PDF format
- Grammar guide in PDF format
- Vocabulary lists in PDF format
- Phrasal verbs list in PDF format
- Idioms list in PDF format
- False friends list in PDF format
- Fixed expressions list in PDF format
- Auto-correctable vocabulary and exam tasks
- Exam advice, class videos and audios
- Forum

## **Methodology: PASS**

An essential part of language learning is the method that we use to achieve fluency. Everyone learns in their own way and these small individual differences make every learning process unique, therefore, we have developed a simple methodology that can easily be adapted according to each learner's individual nuances. What is essential however is that learners have a strict process that is both achievable and they enjoy:

### **FIND A WORD - WRITE THE WORD - WRITE 5 SENTENCES - SAY THEM ALOUD**

**PRIORITIZE:** language learners must choose what they wish to learn and focus their attention on what they need to know. A language has an almost infinite amount of vocabulary and structures, and learners need to pick what they wish to learn and write it down in their notebook in an organised way.

**APPLY:** learners should use the language that they have selected and put it into phrases and contexts that they are likely to use. It is important to have a clear idea of how you will use language. Write phrases, questions and expressions that are relevant to your life, you will remember them if they are personal.

**SAY:** to consolidate language, learners need to use language in a conversation. Saying new words, phrases and expressions out loud is a key element of our method. It will give you the confidence to speak fluently and you can also check pronunciation.

**SEARCH FOR A SYNONYM:** learners should avoid translation and try to improve your vocabulary. You need to link new vocabulary to synonyms and similar expressions, this will help you to enhance your speaking, reading, listening and writing skills.

This is a tried and tested method that is based on solid linguistic theory. We have based our method on a communicative approach to language learning that uses simplified grammar. Our principal focus is on communication, consistency and organisation. If it is followed in a consistent way, success is guaranteed!

## **Curriculum:** Learning Topics

Each learning topic contains high frequency vocabulary and example exams that give the learner a balanced and complete preparation for the exam.

### Unit 1: People and their lives

Learn language about routines, where people live and how to .

### Unit 2: Hobbies and leisure time

Learn about free time and how to express preferences.

### Unit 3: Education and learning styles

Learn about education and language learning.

### Unit 4: Travel and movement

Learn about travel, transport and how people get around.

### Unit 5: Work and employment

Learn about jobs and our working lives.

### Unit 6: Money and consumerism

Learn about finance and the way people use and spend money.

### Unit 7: Health and wellbeing

Learn about the human body, food and diets,

### Unit 8: Technology and communication

Learn about technological advancements and development.

### Unit 9: The environment and the natural world

Learn about our planet, nature and the changing environment

### Unit 10: Crime and social issues

Learn about current and past social issues such as crime

## **Exercises:**

Each unit contains the essential language needed to pass a Cambridge Exam English assessment. All of our exercises are focussed on the necessary skills to pass the Linguaskill exam. As linguaskill is an adaptive test, all tasks are graded from A2 to C1 level according to the European Framework for languages to match questions to each learner's level of ability.

### **In each of the learning topics/units:**

**Language learning advice:** material will be provided in audio format and PDF

**Vocabulary tasks:** general vocabulary activities to enhance the learner's lexis.

The vocabulary tasks consist of a downloadable vocabulary list (available in A2-C1 level) in PDF. The activities are designed to be repeated and recycled to better consolidate language. Vocabulary is also put into context to enable the learner to use it when needed.

**Reading exam tasks:** the 5 reading tasks assessed in Linguaskill

The reading tasks target high frequency answers and enable the learner to develop exam technique, for this reason each exam simulation has a time limit, just like in the exam. The exam advice will help the candidate to save time and carry out each activity efficiently and accurately.

**Listening exam tasks:** the two listening tasks assessed in Linguaskill

The listening tasks consist of high quality voice recording just like in the exam. They provide the range of English accents that candidates will experience in the exam. The tasks target high frequency answers and enable the learner to develop exam technique and practise simulations of exams. The exam advice will help the candidate to save time when preparing the exam questions so that they can carry out each activity with ease and it will enhance their general listening skills.

**Writing tasks:** the two listening tasks assessed in Linguaskill

The writing tasks target high frequency questions and provide example answers for the candidate, this will enable the learner to develop exam technique. The example answers are corrected by Cambridge Write and Improve online.

**Speaking tasks:** the 5 reading tasks assessed in Linguaskill

The speaking tasks target high frequency questions and provide example answers to enable the learner to develop exam technique. These questions ought to be practised with a language learning partner to be able to carry out each activity fluently and at the required level.

## **Improve your English: 5 simple ways to boost your learning**

Learning English requires lots of hard work and effort, but there are some simple ways in which language learners can make the whole process a lot easier. The first thing that you need to do is study in a consistent way; just 15-30 minutes per day are needed to make steady progress. It is essential to learn in a way that you enjoy and also to have a balanced approach. You need to use all of the key learning skills (Speaking, Reading, Listening and Writing) in a consistent manner.

**Think in English and speak to yourself:** To achieve fluency in any language, one must think in the language and stop translating. The best way to improve your English level is to think in English all the time; when you have some spare time or you are doing something that does not require a lot of concentration, like walking to work or washing the dishes, try to think in English. Everytime you go blank because you do not know a word, write it down because that is a gap in your language knowledge and needs to be addressed. Instead of just thinking in English, you can also speak to yourself. In the language field, we call this “shower conversations”. This will enhance your fluency and confidence. Trust me, it works!

**Have a notebook:** Our PASS method is centred on the theory that the learner needs to organise the way they learn by selecting what they wish to focus on (**P**rioritize), use the language in context (**A**pply), use the language in a conversation (**S**ay) and the final thing is to improve your vocabulary by relating new language to synonyms (**S**ynonym). To do this, learners should always carry a notebook with them to be able to take notes and focus their attention on what they need to know!

**Read and listen all the time:** Language learners need to learn in a balanced way and focus their time on learning vocabulary and grammar structures, as well as the 4 key language skills (Speaking, Reading, Writing and Listening). But a fantastic way to improve your English as quickly as possible is to read and listen frequently. It is not necessary to understand everything, but learners should always try to read or listen and take notes so that they can apply our PASS method and progress. These passive language learning skills are essential to be able to get enough comprehensible input and immerse oneself in the language in an Intensive and extensive way. The internet has opened up the opportunity to access podcasts and texts in English, you need to use them every day!

**Watch TV in English:** As we have mentioned before, it is important to enjoy your language learning, therefore, a great way to improve is to watch your favourite films and series in English with English subtitles. It is important to start watching things you have already seen in your own language and to use the programs as a learning tool. As the learners already understand what is happening in the program, they can focus on listening, reading the subtitles and taking notes. Our recommendation is that learners should watch the program and take notes of what they don't understand, then look up the words. After this, the learner should watch the program again to notice that they have improved their understanding. Do not be afraid to repeat and recycle!

**Be organised:** Language learners need to prioritize what they need to know because they cannot learn everything. Therefore, it is important to not waste time and study every day. Learners should have a positive attitude towards their learning and focus on what they have learned and not on what they do not know. It is important to use the language that you can use well to speak fluently and master a language. This is why learners should use their favourite phrases all the time and repeat and recycle language. It is essential to recall language frequently to consolidate it. However, the key to language success is to be positive, have confidence in yourself and learn to love language learning!



## **Vocabulary:** 5 ways to improve

A language learners lexis can never be good enough, in fact, it is an element of language that never ends. We all learn new words every day, even in our native language. What happens is that it just becomes easier.

**Focus on your interests:** when learning new vocabulary, you should always start with what you think you are going to use most. Begin with your interests and favourite topics, and then the types of phrases that you will use every day. A great way to take this a step further is to take common words and focus on word families. For example, the verb “spend”. You need to know its form as a verb (spend/spent/spending), noun (expense, expenses), adjective (expensive) and adverb (expensively).

**Take notes:** to learn a new word, you need to write it down when you first see it. This way you can focus on what you need to improve. The Germans have a phrase for this “Was man schreibt, bleibt”, it means, what you write, remains. If you do not write it down, you will forget it.

**Learn it as a phrase:** you must avoid learning random words as you will not be able to remember many and they will be easily forgotten. The key is to put new words into a phrase and use the phrase as quickly as possible.

**Mnemonics:** mnemonics are strategies and processes that trigger memory and help you to remember. It is a good idea to make an acronym to remember something, such as our PASS method (**P**rioritize, **A**pply, **S**ay, **S**earch). The use of images and stories are also very useful to be able to retain large amounts of information.

**Recall:** you need to use words frequently to avoid forgetting them or being rusty. If you do not recall words often, you will have “tip of the tongue syndrome”, in which you know a word, you can understand it, but you can not say it when you need to.

## **Grammar: 5 ways to improve**

Grammar is the basis of language and helps us to form new sentences and organise our ideas. It is best to use grammar in a communicative way so that it can be applied to language use. It is also essential to apply grammar to the exam format.

**Learn fixed phrases:** the use of grammar is much easier to learn through context. It is necessary to understand why certain grammar structures are used and the reason we use them, this helps us to use language in a flexible way.

**Stop translating:** to use grammar effectively, you must think in the target language. Translation often leads to simple grammatical errors.

**Prioritize language:** when learning grammar structures, you should always think about what you need to know. You must think what is necessary and what is not. This is often determined by the way you write and speak and also the exam itself.

**Read:** reading is a fantastic way to passively learn grammar structures. Many native speaker cannot explain grammatical theory, yet they can use a language perfectly well. This is because they have internalised the grammar in this way, they just know it!

**Apply it to the exam:** you should always focus your attention on the parameters of the exam. You should be clear about what each exercise in the exam is evaluating and apply the necessary grammar to it.

## **Speaking: 5 ways to improve**

Speaking skills are possibly the most desired element of language use. People wish to communicate with others and build relationships. It is essential to understand that speaking needs to be learned through trial and error. Making mistakes is a natural part of language learning and they are necessary to become fluent in a language and later master it.

**Think in English when you speak:** to be fluent in a language you must be able to speak in a flexible way. It is very difficult or even impossible to translate all the time as it takes too much time and also leads to errors. Use the English that you know and try to use that as a base to improve.

**Talk to yourself:** a great way to improve your English is to practise and speak every day, if you do that you will improve. If you have no one to speak to, you should speak to yourself when you are alone to achieve fluency. You can also record your own voice and listen back to it.

**Shadowing:** shadowing is an excellent way to improve your pronunciation, intonation as well speaking level. The activity consists of listening to phrases or simple texts and repeating them. It can also be done simultaneously (speaking as you listen).

**Listen all the time:** speaking and listening skills are interrelated. So much so that they are really one and the same. Speaking is the active part in which you produce language, listening is the passive part in which you receive language. To improve your speaking, you should listen, take notes and also imitate other speakers.

**Get a language learning partner:** speaking is about conversing, giving and receiving information. It requires the learner to listen to information and use this information to respond. There is no valid substitute for speaking to a real person and therefore all language learners should have a language learning partner to be able to practise with.

## **Listening: 5 ways to improve**

Listening is possibly the most challenging aspect of language learning for people to master due to its complexity. The issue is that the learner cannot control the content that they need to process and can often find it stressful. On account of this, many learners avoid it and tend to focus on other areas. The key is to understand that listening does not need to be difficult, it requires practice and perseverance.

**Listen for gist:** it is a good idea to listen for general meaning, the gist of something means the “essence” of something. Therefore listening for gist is to focus on the basics of an audio or dialogue (What, Who, Where, When, Why).

**Take notes:** at the beginning of language learning it is essential to take notes so that you can later look up words and expressions that you have not understood or need to brush up on. It is a good idea to train your listening skills by taking notes of key information and interesting phrases.

**Listen for key words:** it may sound a little weird, but in fact, most native speakers only listen to about 20% of what they hear. They take the key information and use it to continue the conversation. A key skill is being able to withdraw key information and key words from an audio or dialogue.

**Dictations:** there are two types of dictations. The first is when you listen and write everything that you hear. These tend to be short texts or even single phrases or questions. Secondly there are native level audios, in which the learner simply needs to withdraw the key information.

**Have conversations:** when holding a conversation, listening can be stressful. That is because in many cases, the listener is more concerned about what they are going to say to be able to process the information that they are listening to. This is why learners must practise real conversations to sharpen up their listening skills.

## **Reading: 5 ways to improve**

Reading might just be the most undervalued language learning skill that there is. It is a fantastic way to enhance your vocabulary, understanding of grammar and even your speaking skills. It is essential to read on a daily basis and to read all types of texts.

**Read for gist:** it is a good idea to listen for general meaning, the gist of something means the “essence” of something. Therefore reading for gist is to focus on the basics of an audio or dialogue (What, Who, Where, When, Why). Reading for gist is often also known as skim reading.

**Scan reading:** scan reading is a process in which the learner searches for key information. This is a key process for exam technique and needs to be practised.

**Highlighting:** it is essential to get into the habit of highlighting key parts of the text while doing exams. This helps you to check your answers and also reduce the amount of information that you are trying to process.

**Searching for synonyms:** a key element of reading activities in language exams is the ability to identify synonyms and antonyms. For this reason, it is important to have a great understanding of synonyms and similar expressions in context.

**Discarding:** in many cases in language exams, reading activities do not depend so much on understanding the correct answer, they are passed by those who know how to discard incorrect answers. You must learn to know how to discard unnecessary information.

## **Writing: 5 simple ways to improve**

As one of the four key skills needed for language learning, writing is one of the areas in which most language enthusiasts seek to develop and grow. Writing can be seen as a difficult area to improve, especially for people who are not used to writing on a daily basis, or for those who feel they lack imagination and creativity. These 5 tips will look to improve your written English in a way that is easy to follow and can be incorporated into any student's study regime.

**Use your favourite phrases all the time:** When people write, even professional writers, they tend to repeat their favourite expressions and phrases. This is a natural tendency and something that should be present in our writing. When you write, you should have a good bank of language that you can apply to various contexts and genres of texts. This way you will be very clear on language usage and you will not have doubts about how to use specific words and phrases, especially in an exam situation when you cannot look up information or ask for confirmation. My suggestion is to have a bank of connectors and phrasal verbs so that you can review and recycle them frequently.

**Imitate other writers:** To write well you must read, and when I say read, I mean read A LOT. A great way to improve your writing is to read all types of texts, this will enhance your vocabulary and understanding of language. What you should do is COPY other writers and use the parts of language that you like. For language exams you should look at example answers from previous exams and use the grammar structures and vocabulary forms that you like. Obviously you cannot copy entire texts, but you ought to take the parts that you like and use them in your own pieces of writing.

**Research language well:** When you write about something, clearly it is much easier if you know something about the topic. This is reinforcing my earlier point about the importance of reading. You should look at topics that are likely to come up in the exam and know some interesting points to include in your texts. It is also essential to review language and have a good understanding about vocabulary and grammar structures needed to carry out the tasks that you face. A great thing to do is to look at suggestions from teacher and examiners to write effectively.

**Ask others for advice:** A great way to improve your writing is to show it to other writers, or in this case, other language learners (or your teacher) to review and correct. You should ask others to read your work and then ask them to explain what they like or dislike about it. This is called FEEDBACK and it can be used to correct errors and mistakes, or to just generally improve the level of your writing.

**Review and correct your own work:** If you wish to become an accomplished writer, you must be able to review and criticise your own work. It is of the utmost importance to go over your written work and look to communicate in the most efficient way possible. You should always want to improve the way you use language and look to push your own boundaries. In exam situations, you will mostly be looking for typos and grammatical errors though.

## Glossary:

- ❑ **Adjective:** a word that names an attribute of a noun
- ❑ **Adverb:** a word that names an attribute of a verb
- ❑ **Clause:** a unit of grammar organisation that constitutes a full sentence
- ❑ **Collocation:** words that are generally placed side by side
- ❑ **Discarding:** remove or get rid of something that is no longer useful
- ❑ **Expression:** the way we make our thoughts known
- ❑ **False friends:** a similar word to that of a word in your native language that does not have the same meaning
- ❑ **Gist:** general meaning
- ❑ **Grammar:** the structures that govern a language
- ❑ **Idiom:** a group of words that has a different meaning from the individual words alone
- ❑ **Intonation:** the rise and fall of the voice and tone in speaking
- ❑ **Lexis:** the level of language and the use of vocabulary
- ❑ **Long turn:** a monologue
- ❑ **Mnemonics:** methods to enhance the efficiency of memory
- ❑ **Noun:** a word used to identify a person, place or object
- ❑ **Paragraph:** a distinct section of piece of writing
- ❑ **Phrase:** a group of words standing together as a unit of language
- ❑ **Phrasal verb:** a verb and preposition that have a change in meaning from the words alone
- ❑ **Prefix:** a word or part of a word placed at the beginning of a word to adapt it
- ❑ **Pronoun:** a word that substitutes a noun
- ❑ **Pronunciation:** the way a word sounds in speech
- ❑ **Recall:** to bring a word or fact back into one's mind frequently
- ❑ **Scan reading:** read quickly to find specific information
- ❑ **Sentence:** a set of words that are complete in themselves and convey meaning
- ❑ **Shadowing:** the act of listening and repeating language, at times simultaneously
- ❑ **Skill:** an ability (reading/writing/speaking/listening)
- ❑ **Skim reading:** read quickly focussing on the general meaning and not specific words
- ❑ **Suffix:** a word or part of a word that adapts it
- ❑ **Syntax:** the arrangements of words or phrases
- ❑ **Verb:** a word that describes an action
- ❑ **Word formation:** the creation of a new word or a semantic change by adapting the word
- ❑ **Word pattern:** a verb, adjective or noun plus preposition



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**Written by**

Marc Andrew Huckle