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C1

Annotated responses

This document can be used for exam preparation for Skills for English: SELT or Skills for English: Global at C1 level.

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Introduction

About Skills for English

In a Skills for English test, test takers can show their knowledge of the English language for a range of purposes, including working, studying, or living in an English-speaking country. The test is available in 6 levels, from A1 (Basic user) to C2 (Proficient user). The qualification is assured by the Scottish Qualifications Authority (SQA), an international leader in education and qualifications development, and powered by PSI, a global leader in workforce solutions with over 75 years' experience delivering testing programs to help people achieve success in their academic, personal, and work lives.

The one-session test is entirely computer based, and booking is simple with a choice of delivery channels and locations. Reading and Listening tests are automatically marked during the test session; Speaking and Writing tests are marked by trained and qualified examiners after test takers have finished the test.

What is the difference between Skills for English: SELT and Skills for English: Global?

Skills for English: SELT is a Secure English Language Test approved by the UK Home Office for UK visa purposes. Test takers take the level they need for their required visa. Skills for English: SELT is available to book in our network of test centres in over 130 countries.

Skills for English: Global is ideal for academic applications or professional development. Test takers can take the test in a test centre, or on their laptop or computer at home, using our secure online proctoring.

About the C1 test

Tests at C1 level are made up of 4 separate tests: Speaking, Listening, Reading, and Writing.

The result for the C1 test is simple: Pass or Fail for each test and overall.

Test takers must receive a Pass in all 4 tests to achieve an overall result of Pass.

How to use this document

This document can be used to help test takers prepare for the Skills for English (SELT and Global) Speaking AND Writing tests at C1 level. It includes samples of C1 Speaking and Writing tests with transcripts showing examples of test taker responses to each question. The test taker responses also have comments from senior examiners to explain how each test taker performed. You can see the kind of questions and tasks that test takers can expect at C1 level, but please remember that in the actual test you may be asked about other topics.

These sample questions and tasks are taken from Practice Test 2, which is available on our website as an online practice test and a downloadable pdf:

<https://skillsforenglish.com/test/self/self-practice-tests/>

The C1 Speaking Test

There are 3 parts to the Speaking test.

In Part 1, test takers will answer questions about themselves (not assessed).

In Part 2, test takers will answer questions on 2 topics.

In Part 3, test takers will talk about prompts set around a specific scenario or role card, such as giving advice to a friend.

There is no live interlocutor or examiner present; the computer delivers the questions as pre-recorded audio clips and the test taker's answers are recorded.

Examiners listen to the test taker's performance in both Parts 2 and 3 and allocate a mark based on their whole performance across both parts of the test.

Test takers are permitted to take notes during the Speaking test.

C1 Speaking sample test and performances

Overall comment about test takers' performances

Test taker A:
In the responses below, test taker A does not provide sufficient evidence of C1 language. See responses and comments from senior examiners for more information.
Test taker B:
In the responses below, test taker B is an example of a good C1 test taker. See responses and comments from senior examiners for more information.

C1 Speaking: Part 1

In Part 1, there are 5 questions about the test taker. These 5 questions are the same for all levels (A1 to C2).

In Part 1, the test taker responses are recorded but not assessed. Part 1 transcripts are not included in this document.

The questions in Part 1 are as follows:

1. What is your name?
2. Can you spell your first name, please?
3. Where are you from?
4. What is your date of birth?
5. What do you do?

C1 Speaking: Part 2

In Part 2 there are questions about 2 topics. Test takers will answer 5 questions about each topic. Test takers have 30 seconds to answer questions 1 to 4 and 40 seconds to answer question 5 in both topic areas. Test taker responses are recorded. Test takers will hear each question once, followed by a beep.

TEST TAKER TIP: Practise speaking with friends on topics of general interest so that what you say flows naturally. Practise forming constructive and relevant arguments and ideas. Remember to answer the questions fully and expand on what you say.

Questions and Responses: Homes and places where people live

Note: the words in the blue boxes are recorded instructions the test taker hears

Now I am going to ask you some questions about homes and places where people live. Remember to answer the questions after each beep. You will hear each question once. You will have up to 40 seconds to answer each question.

1. Where do you think you might be living in five years' time, and why?

Test taker A:

So, opefully [hopefully] I will be outside of France, and opefully in a great company outside of the world, maybe, but ... no, yeah ... I would like to be in a different country than mine because, like, I really enjoy it, to be on a different country.

Test taker B:

I fink [think] I will live in France, where I am from, and the reason for that is that ... because I have already travelled in the past. I spent 5 or 6 years in the UK and I fink [think] it's enough for me and I want to settle down in France. I don't know if I will live in the same city as now, but maybe I will relocate to the countryside so that I can live in a house instead of a flat.

2. In your opinion, what are the key considerations when choosing a house or a flat to live in?

Test taker A:

Okay, so the key between boff [both] it's going to be the price first, and after it depend about what you want to do. If you want a family, it's going to be better to have, like, a house not flat ... depend about the size flat ... if you want a dogs, cats, everything, you need to a house I thinks.

Test taker B:

Okay, so, first of all, you have to think about the needs of you and your family. If you have children or pets, maybe you want to live in a ouse [house]. Why? Because it's bigger than a flat and most of the times you don't have any outside space with a flat. Errr, owever [however] the price is more expensive than it is with a flat. And you have to think about what you do for work, because if your job is office-based, maybe you have to live in a city centre so a flat would be better for you. So, I think the location and the size are both important, but that depends on the person and his situation.

3. In what ways has the place where you live changed over the last 10 years?

Test taker A:

Building. A lot of building, constructions, like we can see the ... the village try to involve like more people in the town and the city to be bigger. They just build markets, they build company ... they build all the things you need to live in the centre.

Test taker B:

If we're talking about the accommodation I live in, definitely the size. So, before I used to live in a ... in just a room in a shared ouse [house], with a communal kitchen and bathroom, so that's when I used to be a student. Then I moved to a bigger ... a bigger flat by myself, and then a bigger ouse [house] when I started to get ... to work, because I wanted to pay for a bigger flat and live with my girlfriend. If we're talking about the city I live in, we can also talk about the size. It has developed a lot in recent years, with more people and lots more opportunities for work and for leisure activities.

4. What improvements do you think should be made to where you live in the future to make it a better place for people of different ages?

Test taker A:

Coming back to the answer before ... it's hard [hard] to say because my opinion about my village, it was better before.

Test taker B:

Okay, so in terms of improvement in the city where I live, I think [think] what we need is to reinforce all the buses, the trains, and all the public transport. I think this is really the key, so that you can have some elderly or disabled person that can take the buses, you know, improve the access and comfort for them. And also, in another way, I think [think] you need to ... to ... to be implemented, as you can have in the north of Europe, all cycling roads in most of the city. As examples, when you go – I live in Nancy – and when you go to Nancy there are few cycling roads to move from place to place, so you need to share the road with cars and with buses, which is quite hazardous. And, another topic, I think you need to, in all the city, introduce more and more trees and parks, and start to destroy old buildings and replace them with parks.

5. What do you consider to be the advantages and disadvantages of living in an urban compared with a rural environment?

Test taker A:

It's two opposites, so ... the rural, like noisy, really noisy. You've got people everywhere every time and it depends about your character, but I like to be myself alone sometimes.

Test taker B:

Okay. So, in a city you can find everything you want on your doorstep, so if you want to go to the cinema, if you want to go to the supermarket, you can go to the supermarket, if you want to buy some bread, if you feel like having a coffee, you can do all those things very quickly. If you want to call in on your friends, it's very easy to move around the place and do lots of kinds of activities. But it is more like entertainment activities you do in a city, but ... but if you like nature, if you like walking, running, if you like cycling, definitely it's not the best to live in a city because when you run in a city, you run and you breathe [breathe] ... there is plenty of pollution.

Questions and Responses: Learning a foreign language

Now I am going to ask you about learning a foreign language. Remember to answer the questions after each beep.

1. How important is it to learn a foreign language nowadays?

Test taker A:

It's the universe now, so if you don't speak English, you can't speak with everyone so it's just like really cool ... not cool ... yeah cool, to speak with everyone around the world like, the beautiful things you can do with everyone, just speak with everyone. So, I think for me, like, English is just the basic thing you need to learn after your first language.

Test taker B:

It is ... from my point of view, it is very important. After all, for work it is crucial ... so, as an example, today I am working in an American company and most of the people I am dealing with communicate in English. When I want to ... if I have a question, like a technical question, in our production team, the experts are based in America and to speak to this person, I need to have, like, a common language. I need to speak to them and they need to understand me, so I think it's key to speak a universal language. I cannot learn all the languages in the world, so I think it's good to have one language that everyone can speak and I think English is this language.

2. In your opinion, what are some of the best ways to learn a foreign language?

Test taker A:

The best way? The best way for me, it was like video games at the beginning, and you just need to put in your mind – you need to love that because for the future you will enjoy to speak it. This is my ... it was my opinion about that.

Test taker B:

The best way, definitely, one hundred per cent, is to go to the country and speak to the locals. That's the best way. You can learn language from book or in a classroom to a certain extent, but then when you arrive to that country, you realise that the people there speak very differently to that in real life – in the workplace or in the street. I also think watching films and series is a good way to learn a language, because you can relax and enjoy yourself at the same time as learning. But the best way is to live and work in that country.

3. When learning a foreign language, how important is it to learn about the culture of the people who speak that language? Why?

Test taker A:

Ummm ... yeah, for me you need to get the culture a little bit about the language you need to put some pictures, videos and memories from your language, so you need to learn all the culture of a country and even about the language and the ... the language start.

Test taker B:

So, I have a good example for this one. It's because I've been ... I spent 6 years in the UK, and definitely if you want people to accept you in the working environment, for example, you need to adopt the culture. It's a must. Otherwise, you won't have the same interests as the people there and the integration will be pretty difficult. As an example, if you don't like football, I would advise you not to go to the UK! Everyone talks about it and watches it a lot.

4. What makes a good learner?

Test taker A:

What's make a good learner? Errr ... you need to like what you want to do, you need to love what you want to do and I think you need to be focused on what you want to mend. it depend about language, about the step in your life and everything, so I think you need to be focus on what you want.

Test taker B:

Definitely someone who is asking questions and is inquisitive. If you are not inquisitive, if you not ask questions, if you don't go to see people to ask about themselves or what they are doing, what they like, and take an interest in them, you will not be integrated to the culture and to the people and you won't learn as fast as you want – the culture, the language, stuff like this. Even if you don't have a chance to live in that country, but you learning language in classrooms, you should make an effort to ask your teachers lots of questions, and watch TV and read the local press too.

5. What advantages and disadvantages might there be of having a single language for international communication?

Test taker A:

If you are in a country and you can't even speak or order or ask something, or just want information about the things, you are ... you can't do anything. But with

multiple languages, you have like proficiency in everything. I fink (think) more speaking of languages are goud (good) for culture.

Test taker B:

The advantages is, as I have said before, that everyone can understand each other ... that's definitely the good thing. It means that business and travel would be easier and that barriers are broken down for everyone. But in terms of disadvantages ... to be honest, I don't see any. I think, just for me, that if everybody could talk the same common language, it would bring only positive outcomes, so I don't see any disadvantages.

Comments

Test taker A:

The test taker answers all the questions and their answers are generally relevant. However, sometimes it is unclear how an answer relates to the topic. For example when asked about learning the culture of people who speak a language, the test taker says: *you need to put some pictures, videos and memories from your language*. In most cases the test taker gives extra information to develop their answer, but sometimes answers are short and lack detail, for example, *Coming back to the answer before ... it's ard [hard] to say because my opinion about my village, it was better before*.

Some complex structures are used accurately, for example, *you need to like what you want to do* (verb + verb), *If you are in a country and you can't speak ... you can't do anything* (zero conditional). However, this test taker tends to rely on simple grammatical structures, and these often contain errors, for example, *enjoy to speak* (enjoy speaking), *it's going to better* (it's going to be better), *I thinks* (I think), *I really enjoy it, to be on a different country* (I really enjoy being in a different country).

In general, this test taker uses simple vocabulary accurately. However, they rarely use more complex words and expressions, and there are sometimes errors in word choice, for example, *involve* (expand / develop?), *it depend about* (it depends on), *step in your life* (stage in your life), *be focused on what you want to mend* (... what you want to improve),

Some words are mispronounced which leads to lack of clarity at times (*fink, boff, 'ard*). Cohesion is usually achieved with simple linking words (*so, because, after*). At times there is a lack of coherence due to the inadequate use of cohesive devices, for example: *Building. A lot of building, constructions, like we can see ...* They also make errors with, and overuse *it depend about*.

Test taker B:

The test taker gives clear and relevant answers to all questions. They always give very detailed responses. For example when talking about how to improve where they live, they mention improvement to public transport, the impact of this on the various people, addition of cycle paths and the danger of sharing roads with motorists, and the addition of green spaces.

The test taker successfully uses a mix of simple and complex grammatical structures. Error-free sentences are frequent, for example, *if you don't like football, I would advise you not to go to the UK!* (first conditional, 'would' for suggestion, verb + negative infinitive), *I think ... that if everybody could talk the same common language, it would bring only positive outcomes* (second conditional). There are a few errors, for example, *you learning language in classrooms* (if you are learning a language in a classroom), *if you not ask questions* (if you don't ask questions).

They use a wide range of less common words and expressions successfully, for example, *settle down, relocate, communal, inquisitive*. They also use some idiomatic language accurately, *on your doorstep, take an interest in, the local press*. There are some errors with word choice, but meaning is still clear, for example, *reinforce all the buses* (improve / renovate), *cycling roads* (cycle paths / lanes), *plenty of pollution* (lots of / a substantial amount of).

Coherence is generally good, and this test taker uses a range of cohesive devices. For example, *first of all, but that depends, if we're talking about, to a certain extent*. At times they make mistakes with these, but the message is still clear, *as examples* (for example), repetition of *Okay, so...*

C1 Speaking: Part 3

In Part 3, the test taker will talk about a subject on a role card. The words on the role card will help them.

They can say more things if they like but they must say something about each point on the role card.

They have 1 minute to look at the role card, then they will have up to 5 minutes to respond. Test taker responses are recorded.

TEST TAKER TIP: Read, think about and discuss topics of general interest in English. Practise talking about concrete and abstract issues and giving advice.

Task

Role Card: Presentation to a community group about how local businesses can become more environmentally friendly

- Explain how you first became interested in environmental issues.
- Give some reasons why you believe it is important to protect the environment.
- Give some practical suggestions for ways in which local businesses can become more environmentally friendly.
- Describe the challenges that local businesses may face when trying to become more environmentally friendly.
- How could a change in the approach of one local business be expanded to the wider community?

Responses

Test taker A:

So, errr ... okay, basically we would like to introduce our company because we had like a really big changement in our environments. So, we had to see a big difference in all the co-worker and worker inside the company, so first we decide to be more focus on all-around-the-world worker, like it start to be the security, the lifestyle and all the things we can give them to improve their work. So, we decide to put our finger on this fact. So, because like first things it's very important to care

about the planet so we decide to change a lot of things in our company. First at all, we decide to change the ... our time shift ... shift time, time shift ... yeah, shift time. We had less than, five hours less than a week for them. They worked ... they have less ... they have five hours less than normally on the week to work. We had more fings [things] in the bioculture around us, like we try to go to the village and buy things from *producteur* [producer]. And also we try to put some more funny time the break time for the co-worker, so we had like soccer, pool table ... pool table, soccer as well ... I don't know the word, sorry. We had more things ... I can't do it more. I don't get 'the wider community' ... I don't know what it mean.

[2 minutes]

Test taker B:

We have definitely all noticed that the summer that we've been facing this year, so 2022 summer, has been one of the ottest [hottest] summers we've had in Europe for the last couple of years. When we notice the increase in temperatures over the last couple of years, it should make us interested in climate change and why these problems in the environment are happening. When you hear that, before, your grandparents had winters with a lot of snow in the south, but today you ask questions, when you don't know if you will be able to ski in the mountains in the north ... you definitely need to take the environmental issues as critical and as a topic that everybody, that can be at home or in industry, you need definitely to deal with as a priority for our future.

In term of what we can do in business ... what we can do day-to-day to reduce our carbon footprint, we can do different things. First of all, everybody in business needs to understand that the environment is our priority. Once you have everybody aligned in your business that knows that it is a priority, it will be easier to start to move and do things concrete ... for example what we can do is to improve our processes to consume less gas or less electricity. Businesses should stop printing paper documents and do everything online. They should discourage unnecessary travel, whether that's local or international, and ask people to work from home where they can as it is better for the environment.

However, sometimes making changes to your working habits or your processes has a financial cost, because maybe you have to buy some new equipment or pay for some training. So okay, there is an effort to do it, and there is a cost to do it, but there is a need to try to find some solutions to be more environmentally friendly. It will definitely be saving for the future – a saving in Euros, but also a saving for our children to have a better life.

And how could a change in the approach of one local business be expanded to the wider community? Errr, definitely we need to talk and spread the word ... talk to

our customers, our suppliers, our families ... to make sure everyone knows that implementing environmentally friendly practices is the priority for the future of our business and also the future for our children. A business can also share their ideas for becoming more environmentally friendly business on social media or in the newspaper, and then hopefully other companies in the same sector will follow.

[4 minutes]

Comments

Test taker A:

The test taker has misunderstood the scenario. They talk about their company and changes it has made rather than how local businesses can become more environmentally friendly. They talk a little about things the company did to be more environmentally friendly, so bullet point three is partially addressed. However, in general, their answer lacks relevance. They are also only able to talk for two minutes about the topic.

The test taker attempts some complex sentences, but these often contain errors, for example, *we decide to be more focus* (we decided to focus more), *things we can give them to improve* (things we could give them...). Simple grammatical structures also tend to contain a lot of errors, for example errors with past simple, *we decide* (we decided), *we try to go* (we tried to go).

The test taker uses some simple words and expressions accurately, *coworker, a big difference, care about the planet*, but there are noticeable errors in word choice and these can sometimes make the message difficult to understand, for example, *changement* (change), *producteur* (producer), *put some more funny time* (introduce some more fun / entertainment).

The test taker only uses simple, basic linking words such as *so, first, because*. At times, repetition or language errors make the message difficult to follow, for example, *our time shift ... shift time, time shift ... yeah, shift time, like it start to be the security*.

Test taker B:

The test taker talks about all the bullet points, adding details and examples. Some of the information is less relevant, for example, they talk generally about why people should be interested in environmental issues rather than stating directly when they became interested in them.

They demonstrate that they can use complex structures with a good degree of accuracy, for example, *once you have everybody aligned ... that knows that it is a priority, it will be easier to start to move* (once + present, relative clause, 'will' future,

comparative, verb +verb). However, they make some errors, for example, *when we notice ... it should make us* (when we noticed ... it should have made us), *do things concrete* (do concrete things), but the message is still clear.

The test taker uses a wide range of less common words and expressions with a good degree of accuracy, for example, *a priority for our future, reduce our carbon footprint, have everybody aligned, spread the word*. There are occasions where phrases are not completely natural, for example, *take the environmental issues as critical* (treat environmental issues extremely seriously).

The test taker speaks at length and their message is generally easy to follow. They use discourse markers, although the range of linking words is a little limited (*first of all, for example, however, so okay*), and there are errors at times, *in term of* (in terms of).

The C1 Writing Test

There are 2 parts to this test. Test takers must write a response to both parts.

In Part 1, test takers will write a short e-mail, forum or social media post, or a similar piece of communication. They should write between 150 and 200 words in Part 1.

In Part 2, test takers will write a discursive text in response to a given statement, point of view, problem or argument. They may be asked to give their opinion or present an argument as well as describe or explain a view or position. They should write between 250 and 300 words in Part 2.

Test takers will have 1 hour for the C1 Writing test. We recommend spending 20 minutes on Part 1 and 40 minutes on Part 2.

C1 Writing sample test and performances

Overall comment about test takers' performances

Test taker A:
In the responses below, test taker A does not provide sufficient evidence of C1 language. See responses and comments from senior examiners for more information.
Test taker B:
In the responses below, test taker B is an example of a good C1 test taker. See responses and comments from senior examiners for more information.

C1 Writing: Part 1

Part 1 will always be a short e-mail, forum or social media post, or a similar piece of communication.

Test takers should aim to write between 150 and 200 words and spend about 20 minutes on Part 1.

TEST TAKER TIP: Practise writing in formal and informal styles. Show that you can use words and phrases appropriate to the style when you write. Make sure you write something about each bullet point. Always proof-read your answer to check for mistakes.

Task

Your town council has received a proposal from a property company to replace the town's old library building with a new hotel. You disagree with the proposal.

Write an email to the council giving your opinions on the subject.

In your email:

- say why you dislike the company's proposal.
- suggest ways of using the old library building.
- give your views on the value of keeping old buildings.

You should write between 150 and 200 words.

Responses

Test taker A:

Dear local council,

I am writing to comment about a proposal that I recently, seen in the local newspaper to build a hotel where is currently the old library. I do not agree with proposal because our town does not need more accommodation for tourists. It would be better if get some facility would benefit local community. the old library is a beautiful building and has been built several years before and we do not want see it repaired with a ugly, concrete building. It would be better to use the building as community centre. we can show holidays or local art or use it to hold meetings. In my opinion, it is good to kept the history of our town. including it's beautiful old buildings. the past it is important for local people and the old places, are one reason that tourists, visit to our town.

[147 words]

Test taker B:

To whom it may concern,

I have been made aware that a property company is planning to replace the old town's library building with a new hotel. by opening a hotel, you would only be increasing the population in a town that does not have the infrastructure or entertainment to satisfy the level of tourism you desire. Therefore, I strongly oppose your proposal.

After many discussions with the community, I would like to suggest some different ways to use the old building that would not only improve the economy but would also enrich the town more.

Here are some ideas the council should take into consideration:

- A fitness centre: this would create jobs and promote healthy living.
- A grocery store: this would eliminate the need to go to out-of-town shopping centres to buy food.
- A full-service restaurant: having just the local takeaway shop is not sufficient for the size of the town.

Any of these suggestions could utilise the current building without the need to knock it down. Old buildings are attractive and also teach the residents something about our history. we should do everything we can to preserve our history and culture for future generations.

Yours,

Helen York [199 words]

Comments

Test taker A:

The test taker answers the bullet points and adds relevant details. Bullet point three is a little less relevant as they focus on the importance of old buildings for their town rather than generalizing about the value of keeping old buildings. Meaning is not always clear, for example, *we can show holidays*. The email also lacks structure as it is only one paragraph. There is limited use of simple cohesive devices, for example, *because, and, or, in my opinion*.

The test taker has attempted to use complex grammatical structures, but they make frequent errors, for example, *It would be better if get some facility would benifit local community* (it would be better if facilities, which would benefit the local community, were built). Even simple grammatical structures contain frequent errors, for example, *I recently, seen* (I have recently seen), *has been built several years before* (was built several years ago), *it is good to kept* (it is good to keep). Punctuation also contains errors such as missing capital letters and misplaced commas.

The range of language used is generally simple, and sometimes the word choice makes the message unclear, for example, *holidays (exhibitions?)*, There are also several spelling errors, for example, *benifit, because, propse*.

Test taker B:

The test taker covers all the bullet points. Their ideas are relevant and well-developed. The writing flows smoothly and the message is easy to follow at all times. The test taker has organized the writing using bullet points to good effect, as well as using a range of cohesive devices, for example, *therefore, after many discussions, not only ... but, any of these suggestions*.

They use a mix of simple and complex grammatical structures accurately and they maintain good control, for example, *I have been made aware that a property company is planning to replace the old town's library building...* (present perfect passive, present continuous, verb + verb). The punctuation is mostly accurate and appropriate, with only occasional errors with missing capital letters.

This test taker uses a wide range of vocabulary and phrases appropriately and accurately, for example, *strongly oppose, enrich the town, promote healthy living, eliminate the need, knock it down*. Spelling and word choice are accurate at all times.

C1 Writing: Part 2

The Part 2 task will always ask for a discursive response. Test takers will be given a statement, point of view or a problem. They may be asked to give their opinion or present an argument or a possible solution as well as describe or explain a view or position.

Test takers should aim to write between 250 and 300 words and spend about 40 minutes on Part 2.

TEST TAKER TIP: Practise writing discursive pieces expressing your thoughts, opinions, and arguments clearly. Think about how your answer is paragraphed. Make sure you have an introduction, a main body, and a conclusion, and that your ideas are linked together well. You need to address all the elements of the task. Always proof-read your answer to check for mistakes.

Task

Although working from home is welcomed by many members of the labour force, there may be disadvantages for some companies.

What might these disadvantages be?

What can companies do to minimise them?

You should write between 250 and 300 words.

Responses

Test taker A:

In past years, the way we work has changed a lot and many people are working from home now than in the past. The benefits for the employees are clear, but what about the drawbacks, to the employers? This essay will discuss.

If staff members are not working in an office anymore, then managers cannot keep an eye on them and make sure they are working in the correct and proper way. Some people may get idle, if they are working from home; there are also many things that agitate them at home, like if the children are in their way or if they like to do some housework or watching something on television. Maybe they get too hot or too cold in the home and cannot work.

[124 words]

Test taker B:

In recent years there has been an increase in remote working, and the trend is here to stay. This increase, however, has had an impact on some companies who are experiencing unforeseen disadvantages.

Managers have mentioned that one of the biggest disadvantages within their companies has been the lack of teamwork and connection amongst their employees. Due to the lack of connectivity and the increase in loneliness, bosses have noticed a rise in mental health problems, which has had a negative impact on employee morale and motivation. In order to minimise this, companies could propose a 50:50 commute to work/work from home labour force. This approach could create a balance between those employees who wish to carry on having the flexibility of remote working and those who wish to go back to the office.

Another disadvantage employers have encountered is a reduction in productivity and performance. This can be due to two factors: firstly, employees becoming more relaxed and taking frequent unmonitored breaks, and secondly, employees reporting a lack of equipment to ensure effectiveness. Companies could increase remote calls in order to keep track of the work as well as their employees. A good environment and correct equipment are paramount in order to achieve higher productivity. Bosses must ensure that their employers have the appropriate equipment before any demands are made. This could include computers, computer programs, office chairs and screens amongst other things. Companies would have to provide this in an office environment; hence, they should have to provide an equal standard of equipment for employees working remotely.

[259 words]

Comments

Test taker A:

The test taker has attempted to answer the first question but part of this answer is not relevant (they talk about disadvantages to employees rather than disadvantages to companies). They have not attempted to answer the second question. The answer is also well below the word count. They have only used simple linking words, for example, *but*, *and*. Some linking words are inappropriate for this style of writing, *but what about*, *like*.

They use some more complex grammatical structures accurately, for example, *if staff members are not working in an office anymore, there managers cannot keep a eye on them (first conditional)*, but these are rare. This test taker tends to rely on simple

grammatical structures, and often makes basic mistakes, for example, *many people are workings* (working), *they like do* (they like doing), *maybe they get to* (they might get). There are some errors with punctuation, particularly capitalization.

This test taker uses simple vocabulary accurately. They also use some less common phrases, but these are infrequent and are a little informal for this kind of text, (*keep a(n) eye on, in their way*). Basic spelling errors are noticeable, for example, *there* (their), *benifits* (benefits), *to* (too). There are also some inaccurate word choices which lead to a lack of clarity, for example, *agitate* (irritate), *crispy* (?).

Test taker B:

The test taker answers both questions and the ideas they present are fully appropriate and well-supported. Their ideas are organized clearly – paragraphs two and three each detail one disadvantage followed by possible solutions. They use a range of cohesive devices to good effect, for example, *due to, which has had, another disadvantage, this could, hence*.

This test taker's use of grammar is highly accurate. They use a variety of complex grammatical structures, for example, *This approach could create a balance between those ... who wish to carry on having the flexibility ...* (modal expressing possibility, defining relative clause, verb + infinitive, verb + -ing). Punctuation is also accurate.

They use a wide range of vocabulary appropriately and accurately, for example, *a rise in mental health problems, lack of connectivity, remote working, unforeseen disadvantages*. The test taker also shows some ability to use phrasal verbs (*keep track of, carry on*) and idiomatic expressions (*here to stay*).