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# B1 Test Information Sheet for Teachers

Exploring Skills for  
English Tests

**Version:** 2.0

**Effective from:** October 2023

**Classification:** Public



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# The B1 Student: CEFR Descriptors

According to the Common European Framework of Reference for Languages (CEFR), B1 students:

- can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- can deal with most situations likely to arise whilst travelling in an area where the language is spoken.
- can produce simple connected text on topics which are familiar or of personal interest.
- can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

Further details of the CEFR can be found in [this manual](#).

# The B1 Speaking Test

There are three parts to the Speaking test.

In Part 1, test takers will answer questions about themselves.

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

In Part 3, test takers will talk about a subject using a role card.

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.

After each question, test takers will hear a beep. They should answer each question after each beep. There is a clock displayed on the screen to show test takers how long they have to speak. There is also a volume button so that test takers can change the volume of the audio recording if they want to.

Examiners listen to the test takers' performance in both Parts 2 and 3 and allocate a mark based on their whole performance across both parts of the test. Responses to Part 2 and Part 3 of the Speaking test are marked together by trained and qualified examiners on:

- Relevance and appropriacy of response – score between 0 and 6
- Grammar: Accuracy and Range – score between 0 and 6
- Vocabulary: Accuracy and Range – score between 0 and 6
- Clarity and Pronunciation – score between 0 and 6
- Coherence and Structure – score between 0 and 6

Test takers can take notes during the Speaking test. These note pages will be collected from the test taker at the end of each test.

# Speaking Part 1

## Format of the task

In Part 1, test takers are asked five questions. These questions are always the same – in all tests and at all levels. Test takers hear each question once and are given 10 seconds to answer each one. Part 1 of the Speaking test is NOT assessed; this part allows test takers to familiarise themselves with the test and the test system.

Part 1 is like a “warm up” for the test taker; they can get used to the system without being assessed

## Speaking Part 1 task

Below are the five questions a test taker is always asked in Part 1 of the B1 Speaking test.

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?

Test takers have 10 seconds to answer each of these questions and their answers are recorded

Test takers can prepare and practise their answers in advance because Speaking Part 1 questions are always the same

## Sample responses

1. My name is Geraldine.
2. G - E - R - A - L - D - I - N - E
3. I am from the south of France.
4. I was born on the 27 May 1999.
5. I am a classroom assistant in a primary school.

Test takers should answer in full sentences,  
but do not have to worry about extending their  
answers in Part 1



# Speaking Part 2

## Format of the task

In Part 2, test takers are asked questions on two topics related to personal and everyday life. There are five questions per topic, so ten questions in total for Part 2. Test takers hear each question once, then they hear a beep. They are given 20 seconds to answer each question after each beep.

The topics and the language of the questions are accessible to B1 test takers. Topics include family, work, society, culture, past events, future plans, hopes and aspirations.

## Skills/functions being elicited and assessed

In Part 2 of the Speaking test, B1 test takers are assessed on their ability to respond to questions about their everyday experiences with a certain level of accuracy and flexibility. Questions will focus on aspects of life, work, culture and plans, such as:

- Describing hopes and dreams
- Describing various aspects of daily life, such as work or study plans
- Giving detailed descriptions of people, places and issues
- Talking about a variety of topics and ideas
- Discussing opinions

## Tips for teachers

- Give test takers plenty of opportunities to practise talking about themselves, their work/studies, their opinions, hopes and dreams.
- Provide examples of vocabulary and phrases test takers will need to talk about a range of topics.
- Give test takers the chance to practise talking about concrete and abstract ideas through pair-work and group-work activities.
- Support test takers with their pronunciation and fluency.
- Monitor and correct unclear pronunciation.
- Provide strategies so that test takers can expand on their responses where appropriate.
- Let test takers know that it doesn't matter if they run out of time before finishing what they want to say as their answers to Part 2 and Part 3 are marked as a whole. They also shouldn't worry if they don't understand a question; they should just give the best answer they can and move on.
- Remind test takers that there is no live interlocuter so they cannot ask for a repeat of the questions.
- Monitor and correct unclear pronunciation.

## Sample Speaking Part 2 task

The extract below is an example of the type of questions a test taker may encounter in Part 2 of the B1 Speaking test. This sample shows five questions with five sample responses. Part 2 of the Speaking test contains two sets of five questions, so ten questions in total.

In Speaking Part 2, there are 10 questions: 5 about one topic and 5 about another

The first couple of questions are usually personal in nature

## Sample questions

1. Tell me about something interesting you have recently heard in the news.
2. Do you prefer reading local, national or international news?
3. Do you prefer to read news stories online or watch the news on television? Why?
4. How important is it for young people to follow the news? Explain your answer.
5. Do you think younger and older people are interested in different kinds of news stories? Why?

Test takers have 20 seconds to answer each of these questions

The last couple of questions are usually more open and ask for a test taker's opinion on a broader issue

There may be some follow-up questions asking for more information, such as "Why or why not?", "Give reasons" or "Explain your answer"

## Sample responses

1. I was very interested to hear last week that a famous building in London is home to two rare birds. In fact, people built a special area for the birds on the roof of the building, costing £45,000. I thought it was amusing that the news article called them VIBs: Very Important Birds!

2. I think I prefer reading local news, probably because I can connect to it better. It's often a bit less serious as well. Our local newspaper's website tends to report more about events that are happening in the area, or news which affects the local community and businesses – content that is relevant to me.

Test takers should not be afraid to give their opinions; for example, if a test taker doesn't actually read the news, it's fine for them to say that and explain why

Make sure test takers answer follow up questions too – for example, Q2 asks for a preference **and** a reason why

3. I much prefer reading news stories on the internet to watching TV news. The main reason for this is that online news is much more up to date. Events are written about almost as soon as they take place, with existing stories changed or new details added as more information becomes available.

4. I believe that everyone ought to try to learn about what is going on in the world. It's important to keep informed about national and international news, especially serious events and things that are of important to everyone, such as the environment.

5. Certainly. I don't think that different generations are interested in the same news stories. Younger people only seem to be interested in hearing about celebrities and what they are doing, whereas older people prefer to find out about what's going on in the world – more serious issues. I think this is because younger people were brought up with social media.

This test taker uses a range of tenses and grammatical structures in their responses, such as past and present tenses, modal verbs, prefer + verb-ing and passives

# Speaking Part 3

## Format of the task

In Part 3, B1 test takers are presented with a role card with 5 prompts. They have 1 minute to read through the role card, think about their response and make notes if they wish. Then they have up to 4 minutes to speak and address the prompts on the role card.

The topics and the language of the prompts are accessible and appropriate to B1 test takers. Scenarios include giving advice to a friend, exploring a local or global issue, or describing plans and aspirations.

## Skills/functions being elicited and assessed

The aim of Part 3 is to allow test takers to speak at length about a given topic. The 5 prompts provide test takers with elements to include in their talk, as well as telling them how to address each element. Examples of skills being elicited include:

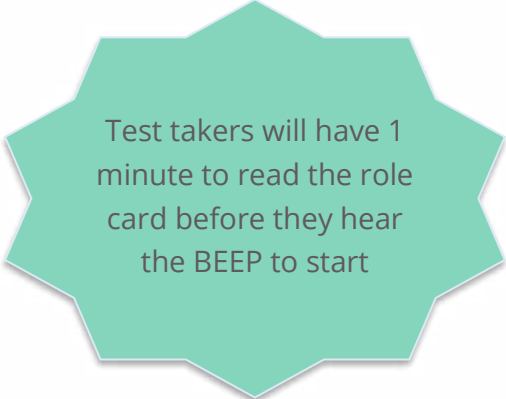
- Explaining
- Describing
- Recommending
- Advising
- Justifying

## Tips for teachers

- Provide test takers with opportunities to explore topics in groups and talk about their opinions and ideas.
- Provide examples of vocabulary and phrases needed to talk about a range of topics.
- Help test takers to research and prepare short talks.
- Encourage test takers to record themselves giving a short talk, then listen and correct any linguistic errors.
- Monitor and correct unclear pronunciation.
- Give test takers the opportunity to prepare notes and then talk from the notes to the class.
- Teach a variety of linking words and phrases that test takers can use to make their talk more coherent and cohesive.
- Practise time management skills; test takers should get used to keeping an eye on a clock/timer to see how long they have left to speak.

## Sample Speaking Part 3 task

Below is an example of the type of scenario and questions a test taker may encounter in Part 3 of the B1 Speaking test.



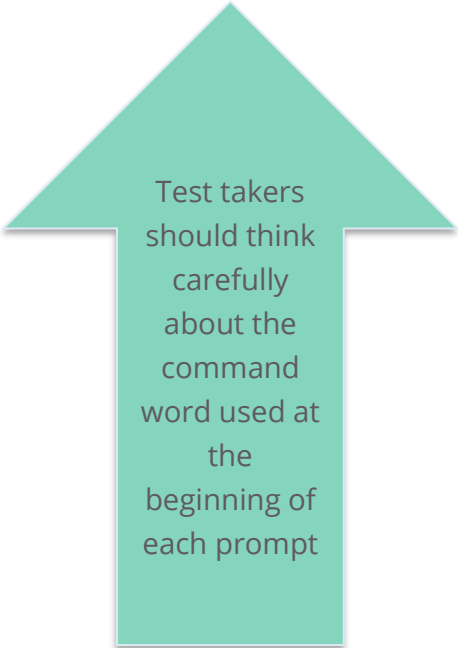
Test takers will have 1 minute to read the role card before they hear the BEEP to start



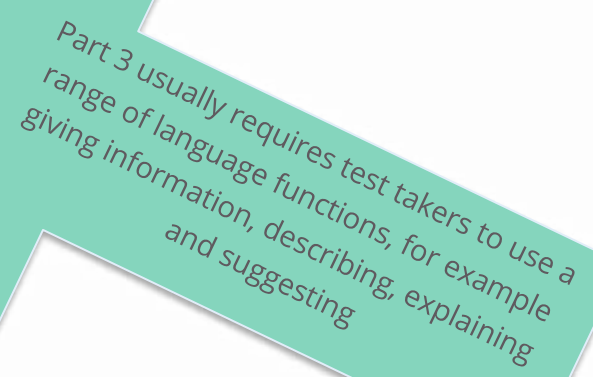
The scenario is always given at the beginning of Part 3

### Role Card: Giving a talk about the importance of young people learning to cook healthy meals.

- Describe the kinds of healthy food you think everyone should eat.
- Say whether you think young people where you live eat healthy foods.
- Say whether you think cooking should be taught in schools and why.
- Explain what the impact of poor-quality food is on health.
- Say what governments can do to encourage young people to eat more healthily.



Test takers should think carefully about the command word used at the beginning of each prompt



Part 3 usually requires test takers to use a range of language functions, for example giving information, describing, explaining and suggesting

## Sample response

I think it's important that we all eat as healthily as possible. We should eat lots of fruit and vegetables every day and avoid junk food. Where I live, we are lucky because we have a great market, where we can buy fresh fruit and vegetables straight from the farm as well as meat and eggs.

Test takers should structure their talk using cohesive devices

Test takers can add extra information in their response

However, in my city I don't think many young people know how to cook, which is a pity. Most are more interested in eating fast food like burgers, and this is not good for our health ...

It is okay if test takers hesitate and need time to think; there is plenty of time to do that

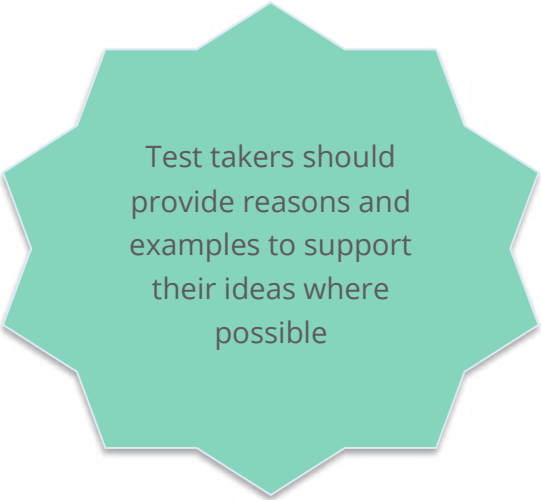
Eating a poor diet can affect our health when we are older. We are more likely to put on weight and have things like high blood pressure which can lead to other health problems. As for children, they can be less energy ... less energetic and not pay enough attention in school if they don't have a good breakfast for example.

If test takers make a mistake, they should self-correct - this test taker changes "energy" to "energetic" for example

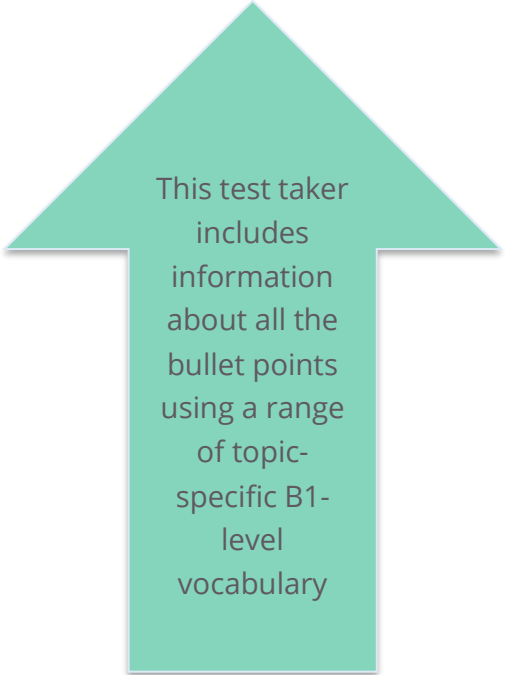
Test takers can address the prompts in any order, but they should cover them all. However, if they do miss one bullet point, it won't matter too much as the examiners listen to the whole recording and assess the speaking across Part 2 and Part 3

## Sample response (continued)

It would be a good thing if cooking was taught in schools. When I was young, we could take cooking lessons in school but nowadays not many schools have the space or the rooms to do this. One way governments could encourage people to eat healthily is to introduce cooking skills in schools, but also help farmers so that the price of fruit and vegetables is cheaper for everyone.



Test takers should provide reasons and examples to support their ideas where possible



This test taker includes information about all the bullet points using a range of topic-specific B1-level vocabulary

# The B1 Listening Test

There are three parts to the Listening test.

In Part 1, test takers will listen to 10 short recordings and answer one 3-option multiple choice question (MCQ) after each recording.

In Part 2, test takers will listen to a longer conversation and answer 10 MCQs.

In Part 3, test takers will listen to a longer monologue and complete 10 “drag and drop” sentences.

Each recording is played twice. Test takers have time to read the questions before the recordings start and time to check their answers afterwards.

Test takers can take notes during the Listening test as they listen to the recordings. However, they must make sure that they have answered the questions on the screen at the end of each recording before they move to the next part of the test. The notes pages will be collected from test takers at the end of the Listening test.

## Listening Part 1

### Format of the task

In Part 1, test takers will listen to 10 short recordings, which may be dialogues or monologues. The topics will be on everyday topics and life contexts, which are appropriate and accessible for test takers at B1 level. For each recording, the script will be 60 to 80 words.

Questions in this part consist of a single three-option multiple choice question (MCQ) for each recording. The focus of these questions will be on identifying key information, and test takers will need to answer the questions as they listen. Test takers will have time to read and check their answers, and each recording is played twice.

### Skills/functions being assessed

- Focus on identifying key information.
- Understanding of straightforward factual information.
- Comprehension of general messages about everyday life, work or study, for example recorded messages, public announcements, short radio bulletins, or weather reports.



## Tips for teachers

- Practise time management skills; test takers should use a clock or timer when practising so that they can see how much time they have to read the questions and check their answers.
- Encourage listening practice with a range of material used in different contexts, including everyday conversations and common announcements.
- Help test takers to identify key messages, key information and factual information from a variety of sources, and encourage them to pay attention to both/all speakers.
- Remind test takers that they can use the second recording to answer and questions they have missed and/or to check their answers.
- Provide test takers with the skills to be able to understand unfamiliar words and phrases through context.
- Build test takers' confidence by providing them with opportunities to do practice tests.

# Sample Listening Part 1 task

The extract below is an example of the type of recording and question a test taker may encounter in Part 1 of the B1 Listening test.

Both dialogues and monologues are used in Part 1

Each recording will be played twice

## Sample Script

Speaker 1	Good morning. How can I help you?
Speaker 2	Hello. I received an email from this library saying I have to return a book I borrowed last week, but I thought I could keep it for a month.
Speaker 1	You can usually ... unless someone else requests it. What's the name of the book?
Speaker 2	"Trees and plants of the jungle".
Speaker 1	Ah yes, one of the university professors needs it, so I'm afraid you will have to bring it back today. He only wants it for <u>two days</u> though. You are allowed to <u>photocopy</u> a few pages, so why not do that and then you can have it back again on Thursday?
Speaker 2	Okay.

The correct answer may come from one or both speakers

The incorrect options (in this case b and c, underlined) are also mentioned in the script/recording, so listen for the details connected to each option in order to choose the correct option

## Sample Question

What will the student do?

- a. **Return the book today.**
- b. Keep the book for two more days.
- c. Photocopy the book on Thursday.

The options will not necessarily be in the same order as the script/recording

MCQs will always have 3 options: 2 distractors and 1 correct answer

# Listening Part 2

## Format of the task

In Part 2, test takers will listen to a conversation between two speakers (one male and one female). The speakers will be exchanging information on everyday topics and issues which are accessible and appropriate for B1-level test takers. For Part 2, the script will be 650 to 750 words.

Questions in this part consist of 10 three-option multiple choice questions (MCQ). The focus of these questions will be on understanding of specific, detailed information, opinions, attitudes and feelings, agreement/disagreement, and negotiation of meaning.

Test takers will need to answer the questions as they listen to the recording, and they will have time to read the questions beforehand and check their answers afterwards. Test takers will hear this section played twice.

## Skills/functions being assessed

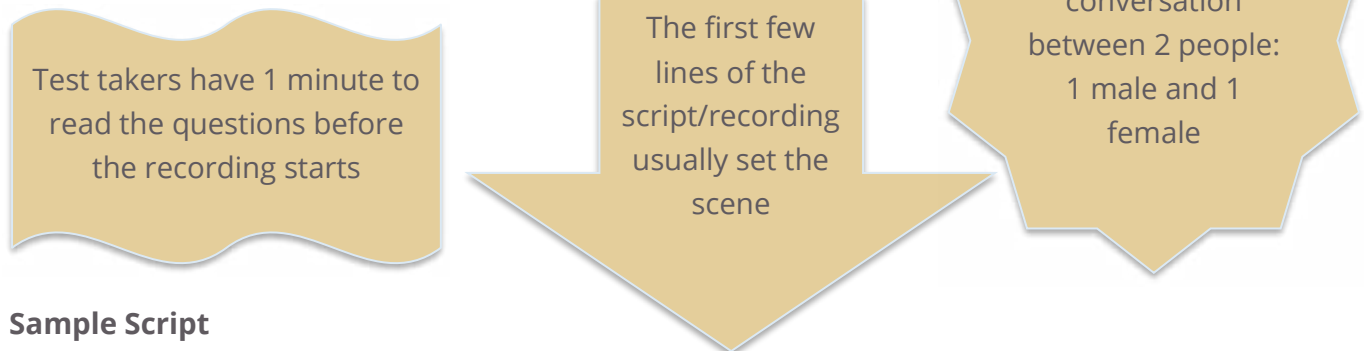
- Understanding of specific, detailed information, opinions, attitudes and feelings, agreement/disagreement, and negotiation of meaning.
- Understanding of main points/main message.
- Comprehension of familiar matters of a factual or concrete nature encountered in work, study or leisure, through discussion of issues of everyday interest, suggestions, and predictions of what will happen next.

## Tips for teachers

- Provide opportunities for test takers to listen to a variety of dialogues which cover a range of situations, speakers and contexts, including speakers giving opinions, agreeing or disagreeing.
- Provide test takers opportunities to practise different question types.
- Practise time management skills; test takers should use a clock or timer when practising so that they can see how much time they have to read the questions and check their answers.
- Help test takers to identify key information and factual information.
- Provide test takers with the skills to be able to understand unfamiliar words and phrases through context.
- Build test takers' confidence by providing them with the opportunity to do practice tests.

## Sample Listening Part 2 task

Below is an example of the type of recording and questions a test taker may encounter in Part 2 of the B1 Listening test.



### Sample Script

Speaker 1	Next, I have in the studio a young woman called Stella Jones, who you may have heard of if you love football. Stella, can we start by talking about your early life? Did you play a lot of football?
Q1	Speaker 2 Yes, I did. My father says he taught me how to kick a ball when I was three and that I kicked a ball very hard into his face one day when I was five! Well, that's the story he tells me anyway. My first memory is playing for the school when I was eight.
Speaker 1	Did you have a team for girls in your primary school?
Q2	Speaker 2 No, it was a mixed team. The boys were fine about it. I was better than them, and that could have made them jealous, but I scored a lot of goals for our team and we often won, so they liked me. But some parents weren't happy.
Q3	Speaker 1 Having a mixed team was quite unusual when I was at school. Most of the girls were more interested in gymnastics or playing games you tended to do inside, like basketball. In fact, not many seemed interested in sports at all – not like the boys. Anyway, tell me why some the other parents were not happy.
Q4	Speaker 2 Well, not all the parents, but the ones whose sons didn't get into the first team because there were three girls, including me, who were better. They thought the girls should have our own team.
Speaker 1	So, you've had to deal with this problem since you were a child?
Q5	Speaker 2 You mean people thinking football is a boys' sport? Yes. I imagine all female football players have had to deal with that attitude. You know women were not allowed to play football seriously for fifty years in the UK, between 1921 and 1971, because it was "too rough"? Actually,

	they could play in a park, for example, with their friends, but not at school, and not in any clubs or stadiums, and certainly not in any important competitions. Luckily for me, things had changed and football was being played by girls at my primary school when I started.
Speaker 1	So, somehow you came through that and became a player for the national team at 17.
Speaker 2 Q6	Well, you make it sound easy, but it was hours of training in the evenings and playing weekends with my town team, then I moved up to a team from a bigger city near my hometown, and finally the team for the whole of the southern region of the country.
Speaker 1	And then the national team?
Speaker 2 Q7	Yes, finally. Although before that I couldn't play for quite a long time because I was injured – my knee. I thought people would forget about me, but they didn't!
Speaker 1	No, because you were on social media all the time telling people about your progress. And you were interviewed once on television, I seem to remember, with your father.
Speaker 2	Yes, that's right.
Speaker 1	Let's jump forward to the day the coach asked you to be the captain of the national team.
Speaker 2 Q8	It was the day before an international game and I was sharing a hotel room with our goalkeeper, Clare. The coach called me on my mobile and asked me to meet her outside the coffee shop in the hotel. I actually thought she was going to say, "I'm not going to play you in the game tomorrow".
Speaker 1	What did she say?
Speaker 2 Q9	She asked, "Would you like to be captain tomorrow?" I nearly fell off my chair! But I said yes, of course. I was so happy, but I was also nervous about going back to the hotel room and telling Clare, because I had told her I thought she was going to be captain. I thought she might be angry, and I certainly didn't expect her to congratulate me. The coach realised I was worried and went up to the room before me to break the news. But I needn't have worried because Clare was really pleased for me.

Speaker 1	Well, you've been captain in 77 games now, so you must like it.
Speaker 2 Q10	I love it. At times, I've played much better since I became captain, but not always. But a captain's job is to get everyone playing together, and that's what I've learnt to do. I feel so responsible for everything that happens and I want us to win, so I concentrate on getting the right teams for each game rather than just worrying about myself.
Speaker 1	Good luck with the game on Saturday. Thank you for talking to us.

This recording – like all parts of the Listening test – will be played twice

Test takers should expect to see a mix of MCQ stems: some questions to answer and some sentences to complete

MCQs will always have 3 options: 2 distractors and 1 correct answer

### Sample Questions

1. What is Stella's earliest football memory?
  - a. Hitting her father with a football.
  - b. Learning to kick a football.
  - c. **Playing for her school team.**

Something related to the two incorrect options is usually mentioned in the script, but in a different context. For example, in Q1, options a and b did both happen, but they are Stella's father's stories/memories. not hers.

2. What does Stella say about her primary school football team?
  - a. **Boys and girls played together.**
  - b. Boys were jealous of the girls.
  - c. Boys scored all the goals.
3. What does the program presenter say about sports at his school?
  - a. Boys and girls played the same sports.
  - b. Girls were more interested in sports than boys.
  - c. **Girls mostly played indoor sports.**

4. Why weren't some parents happy about Stella playing?
  - a. They wanted their daughters to play instead.
  - b. They didn't think she was a good player.
  - c. **They didn't agree with mixed teams.**
  
5. What does Stella say about football in Britain in the past?
  - a. Football was a rougher sport than it is now.
  - b. **Girls were not allowed to play in clubs or at school.**
  - c. People thought that female players had the wrong attitude.
  
6. Stella says becoming a player for the national team at 17 involved ...
  - a. **spending a lot of time training and playing.**
  - b. training in different cities at the weekend.
  - c. going to live in a bigger city.
  
7. What happened when Stella was injured?
  - a. **She made sure that people didn't forget about her.**
  - b. She set up social media accounts.
  - c. Her father arranged interviews on television for her.
  
8. What did she think when the national coach phoned her?
  - a. The coach wanted to have a coffee with her.
  - b. **The coach was going to drop her from a match.**
  - c. The coach wanted to ask her to be captain.
  
9. How did Clare react to the news about Stella becoming captain?
  - a. She was angry.
  - b. She was surprised.
  - c. **She was happy.**
  
10. What does Stella focus on as captain of the team?
  - a. **Selecting the right players for each game.**
  - b. Improving her own game.
  - c. Focusing on individual team members.

The questions are always in order, so test takers will hear the answer to Q1 first, then Q2, then Q3 etc.

Test takers should use the second recording to check their answers and change any if they want to

# Listening Part 3

## Format of the task

In Part 3, test takers will listen to a monologue, for example someone leaving a voicemail message or an announcement at a train station or airport. Scripts contain between 460 and 600 words at B1 level. Topics will be related to everyday issues appropriate to B1-level test takers.

There are ten questions in Listening Part 3. Test takers must complete ten sentences by using “drag and drop” to choose from a pool of twenty options. There are two sets of five questions with ten options. The focus of these questions will be on key information. Test takers will need to answer the questions as they listen, but they will not need to spell any words as they will be choosing from options provided to them.

Test takers will have time to read the questions before they hear the recording, and time to check their answers after they listen. The monologue will be played twice.

## Skills/functions being assessed

- Comprehension of key information in monologues for a given purpose
- Understanding of specific, concrete information of an everyday, personal nature
- Understanding of language relating to numbers, times, directions, locations, likes, needs, agreements and disagreements

## Tips for teachers

- Provide test takers with opportunities to practise listening to a variety of recordings from different sources concerning various everyday topics.
- Give test takers opportunities to listen to a variety of recorded messages or talks, and to note how the information is grouped/organized in such recordings.
- Teach strategies that focus on sentence completion and selecting the correct words for gapped statements to identify the main points.
- Develop test takers’ skills in being able to understand unfamiliar words through context.



## Sample Listening Part 3 task

Below is an example of the type of recording and questions a test taker may encounter in Part 3 of the B1 Listening test.

Listening Part 3 is always a monologue, meaning there is only one speaker

### Sample Script

If you are planning to go on a long trip abroad and have your passport ready, then I have lots of useful advice for you. Let's talk about money first. I know this is the boring bit, but it is obvious that one of the most important things when you are travelling for a long time is to watch the money you spend. I used to write every single thing that I had to pay for in a notebook and then decide how much money I was going to need each day. These days I find putting the **list** on an app on my phone more convenient, but ... ummm ... it's the same idea. Of course, you can never be completely sure how much to allow, as there will always be **unexpected** things that you need, but you can include a little extra on top of the money you expect to spend every day. Even if the extras are not expensive or luxury things, they do all add up.

Of course, on every trip, you have to allow for food and drink. I always try to eat where the local people eat as this is generally much cheaper than the restaurants that a **tourist** would go to. Sometimes you have to be a bit brave to do this, and often the menus are not in English so you don't really know what you're ordering!

Another expensive thing is travel. Clearly some types of transport are cheaper than others, but it depends how far your next destination is and ... errr ...how much time you have. Generally speaking, the **slowest** forms of transport will be the cheapest. But even if the slow transport is basic, you could have the best views on the journey! Ummm ... one last point about travel costs. As well as having a passport, you will need to pay for a **visa** to enter many countries, so make sure that you have checked if this is needed and how much it costs.

Now, another topic I could talk about a lot is shopping. Every country has something nice to offer, but if you buy a piece of clothing or **souvenirs** in every country, this will soon become expensive and heavy to carry. I prefer to buy a small flag from each country and then put it onto my backpack. The flags look great and are always a great conversation starter when you

The audio clips contain "real language use" such as contractions (e.g. I'm, we're, that's) and hesitations (e.g. ummm, errr)

## Sample Script (continued ...)

Everyone wants to go sightseeing on holiday but try to do this yourself and avoid **organised** trips to famous places as they are always more expensive than independent visits. Also, a lot of companies who organise tours have a special price for **visitors** that is usually much higher than the price local people pay.

Take some basic medicine and equipment with you on all your adventures. You never know when you might have an accident or suffer from an **illness**. Make sure you carry insect cream and ... errr ... sun cream in hotter countries. It's always a good idea to have some kind of health insurance too. Trips to a doctor or a hospital when you are travelling can cost a lot of money.

Finally, if you decide to go travelling, make sure you go with someone who you will get on well with who isn't **foolish** with money. Foreign travel can be challenging at times, so you need to be able to trust the people you are with and have the same ideas about how you want to spend your money and about how much you are willing to spend every day.

All of these words are in the script/  
recording – test takers will hear all  
of these words

local	unexpected
list	visa
passport	tourist
best	notebook
luxury	slowest

## Sample Questions

1. Write everything you'll need to spend money on in a \_\_\_\_\_ .
2. Allow some extra money for \_\_\_\_\_ items.
3. Avoid eating in the \_\_\_\_\_ restaurants.
4. Consider taking the \_\_\_\_\_ transport.
5. Check to see if you need to have a \_\_\_\_\_ .

Test takers can change their answers by clicking on the answer they have and then dragging a new option

Test takers should read the questions before the recording starts and predict what kind of words need to be used in each gap – for example, Q1 is a noun and Q2 is an adjective

There is a new table of word options for questions 6 to 10

flags	visitors
insurance	illness
foolish	souvenirs
independent	willing
organised	local people

6. Avoid buying too many \_\_\_\_\_ .
7. Don't waste money on \_\_\_\_\_ trips.
8. Companies sometimes charge \_\_\_\_\_ a lot more.
9. Carry things to help you deal with unexpected \_\_\_\_\_ .
10. Go travelling with someone who isn't \_\_\_\_\_ when it comes to spending money.

Test takers can change their answers by dragging a new option

Test takers should be aware of the use of synonyms and paraphrasing, for example "carry" in the question and "take with you" in the script (Q9)

Text takers should look at these words and narrow down their options before they listen, for example only "flags" and "souvenirs" are logical answers for Q6

### Answers

1. list
2. unexpected
3. tourist
4. slowest
5. visa
6. souvenirs
7. organised
8. visitors
9. illness
10. foolish

Test takers listen to the recording twice and then have 30 seconds to check their answers

# The B1 Reading Test

There are three parts to the Reading test. Test takers have 1 hour for the B1 Reading test.

In Part 1, test takers will read 10 short texts and answer 10 three-option multiple choice questions (MCQs) – one for each text.

In Part 2, test takers will read a single longer text and answer 10 questions (True/False/Not Given, Matching or MCQs). Texts will be informational, such as a webpage, instruction manual or letter.

In Part 3, test takers will read a longer text and answer 10 questions (“Drag and drop” sentence completion, MCQs or Matching). Texts will explore a topic in more detail.

Test takers are permitted to take notes during the Reading test; however, they must make sure that they have answered the questions on the screen after reading each text before they move to the next part of the test.

## Reading Part 1

### Format of the task

In Part 1 of the Reading test, test takers will read 10 short texts of 40 to 80 words each. The text types can include text messages, signs, notices, adverts, news reports and so on. The content will be appropriate to B1 test takers.

There will be 10 questions in total for Part 1, one for each text. The type of questions found in this part are three-option multiple choice questions.

The language of the texts and questions is accessible and appropriate to test takers at B1 level. Test takers should spend approximately 15 to 20 minutes on Part 1.

### Skills/functions being assessed

- Comprehension of a straightforward text
- Understanding the main message of a short text
- Understanding the main points being communicated
- Understanding of specific information
- Reading for information, orientation or instruction

### Tips for teachers

- Give test takers the opportunity to read a variety of short texts written for different purposes.

- Encourage test takers to identify the main points and objectives of what they read.
- Practise multiple choice questions with test takers.
- Use the Skills for English practice test material to provide test takers with an awareness of the test format and layout.
- Develop test takers' time management skills by setting timed activities.

## Sample Reading Part 1 task

Below is an example of the type of text and question a test taker may encounter in Part 1 of the B1 Reading test. Remember there are 10 texts with one question each in Part 1.

### Sample Text

Hi Pete,  
 You free Saturday? Sam's organising a barbeque at his house from 3 p.m. – it looks like it will be warm and sunny too. I'm planning to drive there, so text me if you're free and I'll pick you up on the way.  
 Cheers,  
 Bob

Note how these texts use authentic language relative to their context or genre

The incorrect options (in this case a and c, underlined) are also mentioned in the text, so test takers need to read carefully

Although Bob does mention the weather, the purpose of his message is to offer Pete a lift

### Sample Question

1. Why is Bob writing to Pete?
  - a. To arrange a barbeque.
  - b. To offer him a lift.**
  - c. To discuss the weather.

# Reading Part 2

## Format of the task

In Part 2 of the Reading test, test takers will read one longer text of 330 to 370 words. The texts are informational and can include brochures, manuals, letters of instruction/communication (for example from local council, hospitals), leaflets, websites and so on. The language will be appropriate to B1 test takers.

There are 10 questions in total in Part 2. The types of questions that can be found in this part are True/False/Not Given (T/F/NG), three-option multiple choice questions (MCQs), and matching, but only 1 or 2 of these item types will be used, for example 5 MCQs and 5 T/F/NG. The focus of these questions will be on reading for information, orientation and instruction.

The language of the texts and questions is accessible and appropriate to test takers at B1 level. Test takers should spend approximately 15 to 20 minutes on Part 2.

## Skills/functions being assessed

- Ability to read for information, orientation and instruction
- Understanding of a variety of text types written for information
- Understanding of key information

## Tips for teachers

- Encourage test takers to read a variety of texts, in which main ideas and information can be identified
- Provide test takers with a focus on informational reading texts where key information can be identified in various formats, such as bullet points, headings or paragraphs
- Practise skimming and scanning techniques with test takers to help them locate key information in texts
- Develop test takers' skills in time management by setting timed activities

# Sample Reading Part 2 task

Below is an example of the type of text and questions a test taker may encounter in Part 2 of the B1 Reading test.

The Part 2 text is informational in nature and usually contains aspects like bullet points and/or headings

This text is 358 words including the headings

## Sample Text

### UK Holidays

#### (A) Mountain bike holidays

Explore rivers and forests and see amazing wildlife. Our “off-road” holiday offers you the chance to enjoy the English countryside in the best way possible. Accommodation is in our holiday village in the New Forest, with wood cabins for up to six people. The hire of mountain bikes is included in the price.

#### (B) Learn English in England

Improve your English and make friends this summer! Summer courses in English for under-16-year-olds for two to four weeks. Fun English lessons in the morning and exciting activities in the afternoon. Stay with a friendly and welcoming British family near the school.

There is mention of the caravans and the tents in C, and a mention of how many people can stay in the “accommodation” but we do not know whether the caravans or tents are bigger – there is no comparison, so NG for Q2

#### (C) Cool camping

Great walks and amazing views. Stay in one of our caravans or tents in the Lake District, with accommodation for two to six people. Wonderful beaches, mountain walks and climbing nearby, and only ten minutes’ walk to a beautiful local village with gift shops, a restaurant and a supermarket.

#### (D) Beach holidays

The UK has an amazing coastline with lots of beaches to explore. Our luxury hotel with spa and indoor swimming pool is located right on the beach in Cornwall, in

Q1

Q2

the southwest of the country. Go for incredible walks along the beach, or just relax in one of the sunniest parts of England.

### (E) Kadina Music Festival

Q3

No other event can beat this family-friendly music festival, just five miles from the beautiful city of Bath. Live bands and artists from the seventies, eighties, nineties and today! Special events for children in the Magic Garden.

### (F) Tour Scotland by train

Q4

Thinking of coming to the UK this summer for a touring holiday? Don't want to be stuck in traffic jams on boring motorways? Here is your answer! Tour the beautiful country of Scotland by train, including a visit to the famous Loch Ness. We pick you up at Edinburgh or Glasgow airport and you're off! Choose from one- or two-week tours.

Q5

### (G) Cruise around Britain

Q6

Sail from the south of the country with its golden beaches, past Ireland and up to the mountain landscape of Scotland. Stop in seven places to see the sights during this fifteen-day cruise.

## Sample Questions

For questions 1 to 6, answer with True, False or Not Given

1. One of the holidays involves a language course for adults.
2. The caravans in the Lake District sleep more people than the tents.
3. Music at the Kadina Festival is likely to entertain people of different ages.
4. The holiday touring Scotland includes a stay near Loch Ness.
5. On the train holiday, you have a choice about where to start your trip.
6. During the cruise, you go sightseeing in a different place every day.

T/F/NG questions  
will progress  
chronologically  
through the text



For questions 7 to 10, choose the correct letter from A to G.

Which holiday ...

7. mentions the facilities you can reach on foot?
8. includes the rental of sports equipment?
9. mentions the weather in that part of the UK?
10. offers to collect people from the airport when they arrive?

Matching questions are in a mixed order – they do not appear in chronological order through the text

Test takers should look out for synonyms and paraphrasing, for example, “collect” here in the item and “pick up” in the text (Q 10)

Matching questions can vary: matching information to paragraphs (like Qs 7 to 10 here), matching headings to a paragraph, or matching an opinion to a speaker

## Answers

1. F
2. NG
3. T
4. NG
5. T
6. F
7. C
8. A
9. D
10. F

# Reading Part 3

## Format of the task

In Part 3 of the Reading test, test takers will read one longer text of 600 to 720 words. The text will explore a particular topic in some depth. It can be factual or narrative, and it will be appropriate to B1 test takers.

There will be 10 questions in total in Part 3. The types of questions that can be found in this part are three-option multiple choice questions (MCQs), matching (for example matching topics to paragraphs), note taking and sentence completion (both using 'drag and drop'), but only 1 or 2 of these item types will be used. The focus of these questions will be on detailed understanding, gist, inference, global meaning, opinions, attitudes and purpose.

The language of the texts and questions is accessible and appropriate to test takers at B1 level. Test takers should spend approximately 20 minutes on Part 3.

## Skills/functions being assessed

- Reading to locate information including for note-taking purposes
- Comprehension of writer's views and opinions
- Identifying meaning of unknown words from the context
- Following a line of argument or event in a narrative, written simply and directly

## Tips for teachers

- Provide test takers with opportunities to analyse more detailed, topic-specific texts.
- Teach skimming and scanning techniques to locate specific information.
- Encourage test takers to take note of facts and opinions when reading texts.
- Practise paraphrasing information, synonyms and inferred meaning of words using various texts.
- Develop test takers' skills in time management by setting timed activities.

## Sample Reading Part 3 task

Below is an example of the type of text and questions a test taker may encounter in Part 3 of the B1 Reading test.

Text takers should not worry if they don't understand every word in the text – they should instead try to understand the gist/global meaning

This text is 691 words including the title

### Sample Text

#### Are you a butterfly, a shark, or a snail? – A blog

Q1

We all have to make a lot of decisions every day of our lives. Some of them are very small, like “What do I want to drink: tea or coffee?” – although even that’s getting harder nowadays with coffee shops, like everyone else, offering so many possible options. Some decisions are much more important, and may even change your life, such as “Should I take the job I’ve been offered?” or “Which university should I choose?” The decisions could also change the lives of people around you. But how do you usually make these decisions – small or large – and what has decision-making got to do with the three creatures in the title of this post? Well, I think there are three kinds of people when it comes to decision-making: the butterflies, the sharks, and the snails. Let’s see if we can find out which type you are.

Q5

Q6

Q2

Butterflies go from plant to plant, only spending a few seconds on each one and never staying in one place. If you are a butterfly when it comes to decision-making, your mind jumps around a lot and you never actually make a decision. Your head is full of the possibilities – including some crazy ideas sometimes. You think “I could do that, or that, or that ...”. But remember! There is only one thing worse than a bad decision maker and that’s someone who makes no decisions at all. People often need you to make a choice before they can progress with something or make their own decision. But even if nobody else is affected by a certain decision, you still need to choose what to do so that you can move onto the next thing you’ve got to make your mind up about.

Q3

Q7

Sharks move easily and quickly through the water, closing their mouths on any tasty fish they see. You are a shark in decision-making if you close your mouth – snap! – on a decision every time, immediately, before you have all the facts. It’s good to make quick decisions if you know all the facts already, like the fact that you really don’t like milk in your coffee – “I’ll take it black”. But most of the time you don’t have all the facts straightaway. If you make a quick decision and then another piece of key information comes in, you may realise you have made a mistake. Slow down a little. Think, “Do I know everything that I need to know? Can I take a little more time before deciding?” If other people are involved in the

situation relation to the decision you are making, keep them informed about your thinking and set a time and date by which you will decide what to do.

Snails, with their home on their backs, are probably the slowest-moving species on Earth; I once read that they move at a maximum speed of 0.05 kilometres per hour. If you move very, very slowly towards a decision – however big or small – then you are a snail. Other people often have to wait because of you, which is fine if it is a big decision or you are waiting for all the necessary facts. However, snails are often the kind of people who keep a waiter waiting at the table because they can't decide between orange or apple juice. In case you haven't realized it yet, this kind of behaviour can annoy people a lot! Try to speed up a little – especially on the small decisions. Don't worry if you sometimes make poor choices. Remember what I said about poor choices earlier in the blog.

Q4

Q8

Q9

Q10

Finally, whatever decision-making animal you are, consider the main things you are trying to achieve with every big decision. Do you want to put more value on a job that pays well or is challenging? Do you want to go to the university in the nicest location or the one with the highest quality of teaching? You might be surprised sometimes to discover what is really important to you, and that will help you make good decisions in a reasonable time ... well, most of the time!

## Sample Questions

For questions 1 to 4, choose the correct answer, a, b or c.

1. Why does the writer think decision-making is harder nowadays than in the past?
  - a. We have to make bigger decisions.
  - b. There are more choices in everyday life.**
  - c. Our decisions involve more people.
2. What does the writer say is the worst thing in decision-making?
  - a. A quick decision.
  - b. A bad decision.
  - c. No decision.**
3. The writer compares people who make decisions without having enough information as ...
  - a. butterflies.
  - b. sharks.**
  - c. snails

4. What does the writer think people find annoying about “snails”?
  - a. **Others have to wait until they make even simple decisions.**
  - b. They are sometimes known to make bad decisions.
  - c. They take longer to make big decisions than anyone else.

Where there are 2 different question types (for example, MCQ and drag and drop), the questions are not always in chronological order from 1 to 10 within the text. As you can see in the above example, Qs 1 to 4 (MCQ) are in order within the text and Qs 5 to 10 (drag and drop) are also in order, but there is some overlap between the two question types

For questions 5 to 10, complete each sentence with a word from the table.

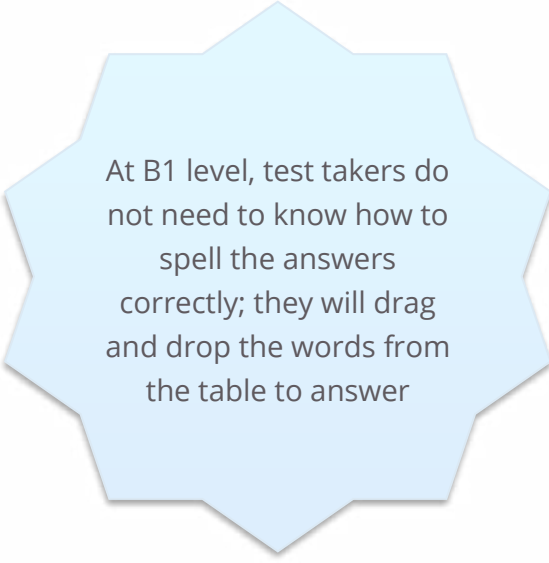
achieve	possibilities	reasonable
discover	crazy ideas	annoy
seconds	important	worry
creatures	consider	people
normally	involved	informed

5. The writer says we can understand how we make decisions by comparing ourselves to different \_\_\_\_\_ .
6. The first type of decision-maker described in the blog considers too many \_\_\_\_\_ .
7. If you delay making a decision, make sure you tell anyone who is \_\_\_\_\_ .
8. It is likely to \_\_\_\_\_ people around you if you take too long deciding on things.
9. When making major decisions, the key is to focus on what you would like to \_\_\_\_\_ .
10. Once you find out what you believe is \_\_\_\_\_ , you will be better at making choices.

All the words in the table above can be found in the text, so it is not enough just to scan for the words – test takers must understand the text and how the sentences relate to the text in order to choose the right answer

## Answers

1. b
2. c
3. b
4. a
5. creatures
6. possibilities
7. involved
8. annoy
9. achieve
10. important



At B1 level, test takers do not need to know how to spell the answers correctly; they will drag and drop the words from the table to answer

# The B1 Writing Test

There are two parts to the Writing test.

In Part 1, test takers write a passage (70 to 100 words) in response to a given scenario.

In Part 2, test takers write a longer passage (110 to 130 words) on a given topic.

Test takers can take notes during the Writing test; however, they must make sure that they have typed their responses in the text boxes on the screen within the given time limit.

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

## Writing Part 1

### Format of the task

In Writing Part 1, test takers are presented with a scenario or situation followed by a series of 3 bullet points.

The scenarios will draw from everyday life situations and will be authentic in nature, requiring some kind of response from the test taker. The response may need to be formal, neutral or informal depending on the scenario. Test takers may be asked to write an email, a blog post, a forum post or a similar digital piece of communication.

Test takers will need to address the requirements of the scenario and all three bullets in order to be able to achieve maximum marks available for the Appropriacy and Relevance of Response criterion. The task will include instructions about the number of words the test taker should write; at B1 level, test takers are required to write between 70 and 100 words in Part 1. It is recommended that test takers spend around 20 minutes on Part 1.

Test taker responses should follow expected conventions, for example:

- Emails should have an appropriate start and finish. There is no need for the candidate to put in email addresses or a subject line.
- Other digital formats should also have an introduction, a main section which addresses the bullet points, paragraphed if appropriate, and a closing section, which may summarise or provide conclusions as appropriate.
- Language and structure should be suitable for the level and test takers should use appropriate cohesive devices

## Skills/functions being elicited and assessed

The following list provides examples of the skills or functions which may be elicited:

- Explaining a situation
- Describing something that has happened
- Requesting information
- Recommending a course of action
- Giving own opinion

Test takers are marked on:

- Relevance and appropriacy of response, coherence and structure – score between 0 and 5
- Grammar: Accuracy and Range – score between 0 and 5
- Vocabulary: Accuracy and Range – score between 0 and 5

## Tips for teachers

- Provide test takers with practice in writing in formal and informal styles
- Teach language for a variety of functions: for example, inviting or recommending
- Give test takers opportunities to explore different everyday scenarios where they may be required to produce different types of writing
- Encourage timed practice in which test takers aim to write the required length. Very short responses may be penalised as they won't cover all the required bullet points.



## Sample Writing Part 1 task

Below is an example of the type of task a test taker may encounter in Part 1 of the B1 Writing test.

The scenario provides some background to the task and identifies the recipient

One of your friends is thinking of visiting the place you live in the near future.

Write an email to your friend.

In your email:

- tell them the best time to visit and why.
- invite them to stay with you.
- suggest some of the things you can do together.

The required response will usually be digital, for example an email

The bullet points give an indication of what the test taker should include in their answer; test takers do not have to address the bullet points in order, but they must include some information on every one

Write your email here. You should write between 70 and 100 words.

There is a minimum and maximum word count; the system will not allow test takers to write more than the maximum number of words

## Sample response

There is a clear greeting here

Hi Sylvie,

Fantastic news that you are thinking of visiting! You'll love it here and we'll have a great time. I warn you, though: don't come in summer. There are lots of tourists, so the traffic is awful and the beaches are really crowded. Come in the autumn when the trees are changing colour.

You can stay with me because I've got a spare bedroom. My apartment is in the city centre, so it is easy to visit museums and art galleries. We can also visit my family in the countryside.

Please come! Email me with a possible date.

Anna

[100 words]

Bullet 1 is addressed here

Bullet 2 is addressed here

Bullet 3 is addressed here

This informal email ends with appropriate wording

This sample response includes B1-level vocabulary such as *awful*, *galleries* and *warn*

This sample response includes a variety of structures: will, negatives, modals, present continuous

# Writing Part 2

## Format of the task

In Writing Part 2, test takers are presented with a statement setting out an issue or providing a viewpoint or something similar.

The statement introduces a topic that can be explored and discussed by test takers. The statement is followed by a series of 3 bullet points which list the areas of content that test takers should focus on in their response. The topic and language within the task will be level appropriate and will draw from everyday life situations.

The test taker response should address the instructions they have been given (for example “discuss” or “describe”) and cover all the bullet points. The response should be well-structured with an introduction, the main body of their response and a conclusion. The response should be appropriately paragraphed.

The task may ask test takers to present their own opinions and test takers should ensure they provide these in their response. The task will include instructions about the number of words the test taker should write; at B1 level, test takers are required to write between 110 and 130 words in Part 2. It is recommended that test takers spend around 40 minutes on Part 2.

## Skills/functions being elicited and assessed

The following list provides examples of the skills or functions which may be elicited:

- Describing a situation
- Discussing a question
- Discussing advantages and disadvantages
- Comparing and contrasting
- Discussing solutions to a problem
- Discussing the impact of something on everyday life

Test takers are marked on:

- Relevance and appropriacy of response, coherence and structure – score between 0 and 5
- Grammar: Accuracy and Range – score between 0 and 5
- Vocabulary: Accuracy and Range – score between 0 and 5

## Tips for teachers

- Provide takers with practice in writing discursive pieces which have an introduction, a main body and a concluding sentence/paragraph
- Teach test takers about paragraphing and organisation of ideas in a discursive text
- Set up activities in which test takers can practise writing within the Skill for English word limits and time limits
- Teach language for comparing and contrasting, discussing different points of view, considering advantages and disadvantages of an action/position and presenting opinion(s)
- Give test takers opportunities to explore and write about different situations and topics (for example, pollution, technology, education)

## Sample Writing Part 2 task

Below is an example of the type of task a test taker may encounter in Part 2 of the B1 Writing test.

The first sentence provides a context and topic

**These days many children spend more time in front of screens than doing other leisure activities.**

**How can we encourage children to enjoy a range of hobbies?**

**Write about:**

- **the disadvantages of spending too much time in front of a screen.**
- **some other activities it would be better for children to do.**
- **how we can encourage children to take up other hobbies.**

The bullet points give an indication of what the test taker should include in their answer; test takers do not have to address the bullet points in order, but they must include some information on every one

**Write your answer here. You should write between 100 and 130 words.**

The system will not allow test takers to type more than the maximum number of words in the text box

## Sample response

Young people nowadays spend a lot of time on phones and computers. This can be bad for their bodies as they are not moving around, and too much screen time can give them headaches and reduce the quality of their sleep. It can also mean they miss time with loved ones.

The first paragraph introduces the topic and addresses bullet point 1

There are other activities that would bring more advantages. First, I would recommend any kind of sports. In addition to the obvious benefits to your health, you can also make friends. Second, reading and playing games like chess are great to develop your brain and imagination.

The second paragraph addresses bullet point 2

These activities should be encouraged at school and at home, with lots of clubs available to join cheaply. Finally, adults should set a good example by avoiding screens as much as possible.

The third paragraph addresses bullet point 3 and concludes the topic

[129 words]

This test taker uses a variety of cohesive markers, such as *First* and *Finally* to organise their ideas

This sample response includes a range of B1-level vocabulary, such as *advantages, imagination, nowadays, recommend* and *benefits*