Skills for English™

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# B1 Test Information Sheet for Test Takers

## Exploring Skills for English Tests

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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, you will answer questions about yourself.
In Part 2, you will answer questions on two topics.
In Part 3, you will talk about a subject using a role card.

You will speak to the computer, not a real person. The computer delivers the questions as pre-recorded audio clips and records your answers.

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

Examiners listen to your performance in both Parts 2 and 3 and give you a mark based on your whole performance across both parts of the test. Trained and qualified examiners mark your responses to Part 2 and Part 3 of the Speaking test 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

You can take notes during the Speaking test. Someone from the test centre will collect these notes from you at the end of each test.

# Speaking Part 1

## Format of the task

In Part 1, the computer will ask you five questions. These questions are always the same – in all tests and at all levels. You will hear each question once and you will have 10 seconds to answer each one. Part 1 of the Speaking test is NOT assessed; this part helps you to get used to the test and the test system.

Part 1 is like a "warm up" for you; you can get used to the test system without being assessed

## Speaking Part 1 task

Below are the five questions you are 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?

You can prepare and practise youranswers in advance because Speaking Part 1 questions are always the same

You have 10 seconds to answer each of these questions and your answers are recorded

## 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.

You should answer in full sentences, but do not have to worry about extending your answers in Part 1

# Speaking Part 2

## Format of the task

In Part 2, the computer will ask you questions on two topics about personal and everyday life. There are five questions per topic, so ten questions in total for Part 2. You hear each question once, then you hear a beep. You have 20 seconds to answer each question after each beep.

Topics include family, work, society, culture, past events, future plans, hopes and aspirations.

## The skills/functions you need for Part 2

Part 2 of the Speaking test assesses your ability to respond to questions about your 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

## Sample Speaking Part 2 task

Below is an example of the type of questions you may see 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

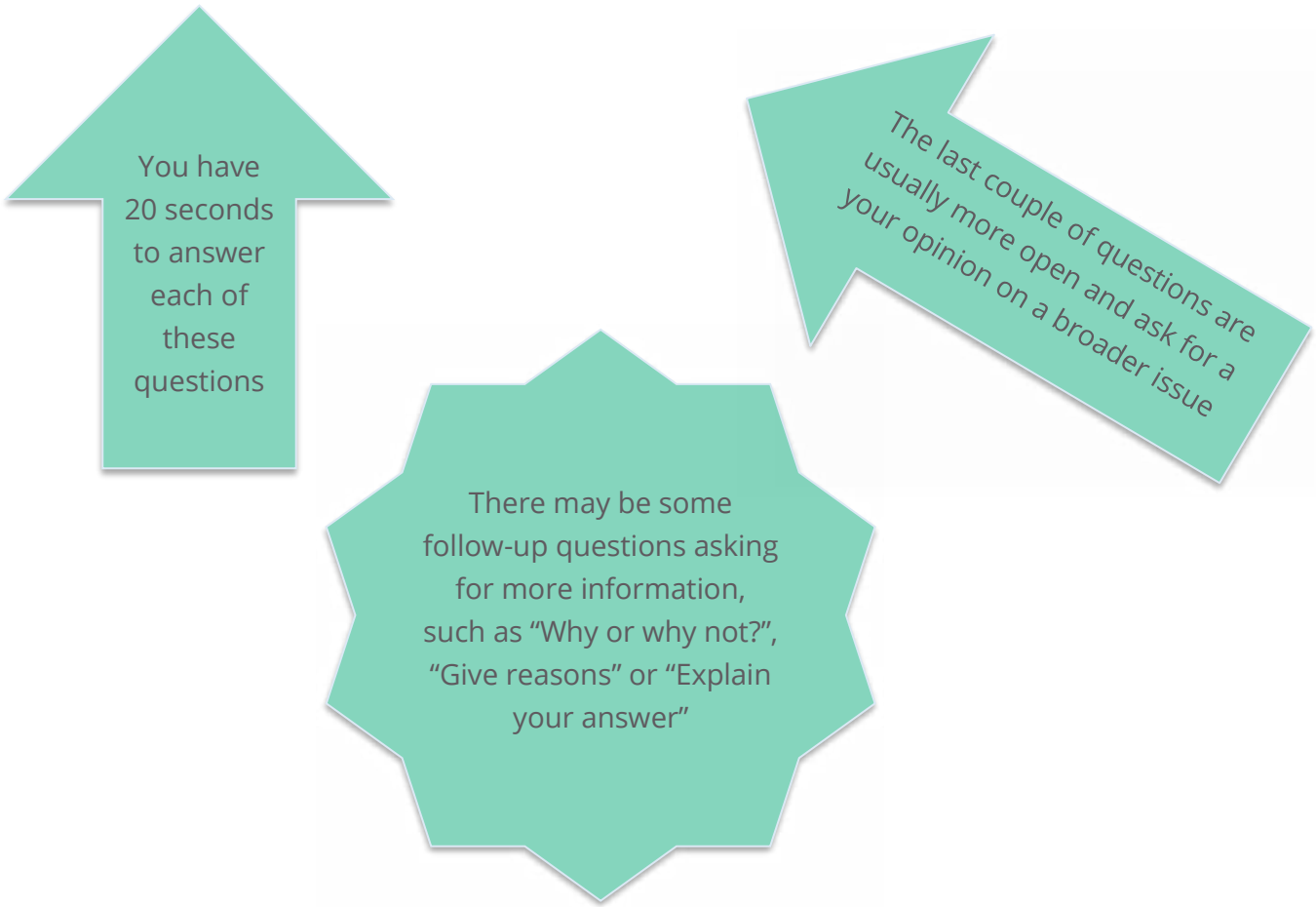
1. Tell me about something interesting you have recently heard in the news.

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?



# 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.

You should not be afraid to give your opinions; for example, if you don't actually read the news, it's fine for you to say that and explain why

Make sure you 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

Part 3 presents you with a role card with 5 prompts. You have 1 minute to read through the role card, think about your response and make notes if you wish. Then you have up to 4 minutes to speak about the prompts on the role card.

Scenarios include giving advice to a friend, exploring a local or global issue, or describing plans and aspirations.

## Skills/functions you need for Part 3

Part 3 allows you to speak in detail about a given topic. The 5 prompts provide you with ideas to include in your talk, as well as tell you how to address each idea. Examples of skills you need include:

- Explaining
- Describing
- Recommending
- Advising
- Justifying

# Sample Speaking Part 3 task

Below is an example of the type of scenario and questions you may see in Part 3 of the B1 Speaking test.

You will have 1 minute to read the role card before you hear the BEEP to start talking

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.

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

Part 3 usually requires you 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 vegtables 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.

You should structure your talk using cohesive devices

You can add extra information in your 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 you hesitate and need time to think; there is plenty of time to do that

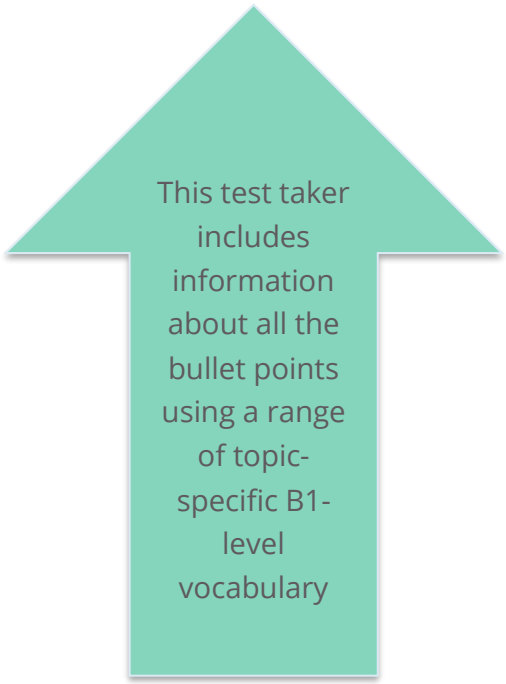
Eating a poor diet can affect our health when we are older. We are more likely to put on weight and have things like high blood pressure which can lead to other health problems. As for children, they can be less energy … less energetic and not pay enough attention in school if they don't have a good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

If you make a mistake, you should self correct – this test taker changes "energy" to "energetic" for example

You can address the prompts in any order, but you should cover them all. However, if you 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.



# The B1 Listening Test

There are three parts to the Listening test.

In Part 1, you will listen to 10 short recordings and answer one 3-option multiple choice question (MCQ) after each recording.
In Part 2, you will listen to a longer conversation and answer 10 MCQs.
In Part 3, you will listen to a longer monologue and complete 10 “drag and drop” sentences.

You will hear each recording twice. You have time to read the questions before the recordings start and time to check your answers afterwards.
You can take notes during the Listening test as you listen to the recordings. Someone from the test centre will collect these notes from you at the end of the Listening test. However, you must make sure that you have answered the questions on the screen at the end of each recording before you move to the next part of the test.

# Listening Part 1

## Format of the task

In Part 1, you will listen to 10 short recordings, which may be dialogues or monologues. The topics will be on everyday topics and life contexts. For each recording, the script will be 60 to 90 words.

This part has a single three-option multiple choice question (MCQ) for each recording. These questions will focus on identifying key information, and you will need to answer the questions as you listen. You will have time to read and check your answers, and you will hear each recording twice.

## Skills/functions you need for Part 1

- 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.

# Sample Listening Part 1 task

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

There are both dialogues and monologues in Part 1

You will hear each recording twice

**Sample Script**

| | |
|---|---|
| Speaker 1 | Good morning. How can I help you? |
| Speaker 1 | 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 2 | You can usually … unless someone else requests it. What's the name of the book? |
| Speaker 1 | "Trees and plants of the jungle". |
| Speaker 2 | 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 two days though. You are allowed to photocopy a few pages, so why not do that and then you can have it back again on Thursday? |
| Speaker 1 | Okay. |

The correct answer may come from one or both speakers

You will also hear the incorrect options (in this case b and c, underlined) 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 wrong answers and 1 correct answer

# Listening Part 2

## Format of the task

In Part 2, you will listen to a conversation between two speakers (one male and one female). The speakers will talk about everyday topics and issues. For Part 2, the script will be 650 to 750 words.

This part has 10 three-option multiple choice questions (MCQ). These questions will focus on understanding specific, detailed information, opinions, attitudes and feelings, agreement/disagreement, and negotiation of meaning.

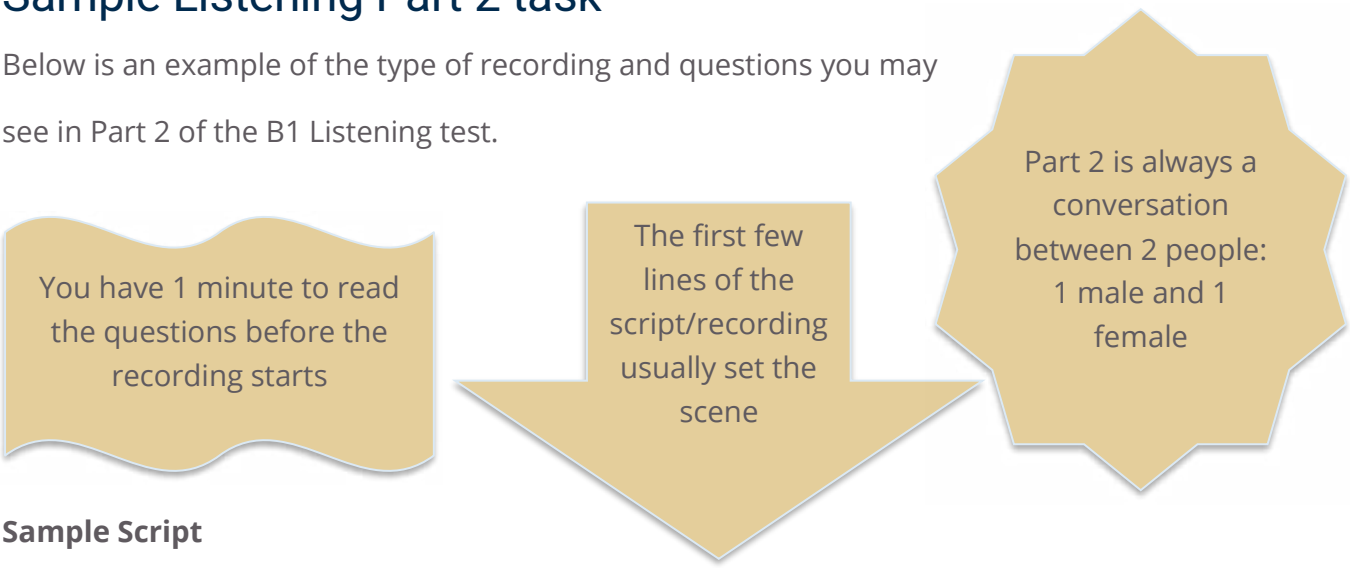
You will need to answer the questions as you listen to the recording, and you will have time to read the questions beforehand and check your answers afterwards. You will hear this section twice.

## Skills/functions you need for Part 2

- 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.

# Sample Listening Part 2 task

Below is an example of the type of recording and questions you may see 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? |
| Speaker 2 Q1 | 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? |
| Speaker 2 Q2 | 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. |
| Speaker 1 Q3 | 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. |
| Speaker 2 Q4 | 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? |
| Speaker 2 Q5 | 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<br>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<br>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<br>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<br>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<br><br>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. |

Like all parts of the Listening test, you will hear this recording twice

You should expect to see a mix of MCQ types: 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 you will hear the answer to Q1 first, then Q2, then Q3 etc.

You should use the second recording to check your answers and change any if you want to

# Listening Part 3

## Format of the task

In Part 3, you will listen to a monologue, for example someone leaving a voicemail message or an announcement at a train station or airport. Scripts contain between 120 and 160 words. Topics will be about everyday issues.

There are ten questions in Listening Part 3. You 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. These questions focus on key information. You will need to answer the questions as you listen, but you will not need to spell any words as you will be choosing from options on the screen.

You will have time to read the questions before you hear the recording, and time to check your answers after you listen. You will hear the monologue twice.

## Skills/functions you need for Part 3

- 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

# Sample Listening Part 3 task

Below is an example of the type of recording and questions you may see 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 _____ .

You can change your answers by clicking on the answer you have and then dragging a new option

You should read the questions before the recording starts and predict what kind of words you need to use 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.

You should look at these words and narrow down your options before you listen, for example only "flags" and "souvenirs" are logical answers for Q6

You can change your answers by dragging a new option

You should think about different ways of saying something, for example "carry" in the question and "take with you" in the script (Q9)

**Answers**

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

You listen to the recording twice and then have 30 seconds to check your answers

# The B1 Reading Test

There are three parts to the Reading test.

In Part 1, you will read 10 short texts and answer 10 three-option multiple choice questions (MCQs) – one for each text.
In Part 2, you 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, you 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.

You can take notes during the Reading test; however, you must make sure that you answer the questions on the screen after reading each text before you move to the next part of the test.

# Reading Part 1

## Format of the task

In Part 1 of the Reading test, you 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.

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

You should spend approximately 15 to 20 minutes on Part 1.

## Skills/functions you need for Part 1

- 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

# Sample Reading Part 1 task

Below is an example of the type of text and question you may see 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

These texts use ordinary, everyday language

The incorrect options (in this case a and c, underlined) are also mentioned in the text, so you 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, you 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.

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

You should spend approximately 15 to 20 minutes on Part 2.

## Skills/functions you need for Part 2

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

# Sample Reading Part 2 task

Below is an example of the type of text and questions you may see in Part 2 of the B1 Reading test.

The Part 2 text is informational and usually has 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**

Q1

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.

Text C mentions the caravans and the tents, and 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**

Q2

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

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.

The answers to T/F/NG questions will be in the same order as they appear in the text

**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.

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 the same order as in the text

You should look out for different ways of writing the same thing, for example "collect" here in the item and "pick up" in the text (Q10)

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, you will read one longer text of 600 to 720 words. The text will explore a particular topic in detail and can be factual or narrative.

There will be 10 questions in total in Part 3. The types of questions 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 you will see only 1 or 2 of these item types. These questions will focus on detailed understanding, gist, inference, global meaning, opinions, attitudes and purpose.

You should spend approximately 20 minutes on Part 3.

## Skills/functions you need for Part 3

- 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

# Sample Reading Part 3 task

Below is an example of the type of text and questions you may see in Part 3 of the B1 Reading test.

You should not worry if you don't understand every word in the text – you should instead try to understand the general 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

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.

Q2

Q3

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

Q7

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 mover 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

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!

Q9

Q10

**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 do not always appear in the same order from 1 to 10 in 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.

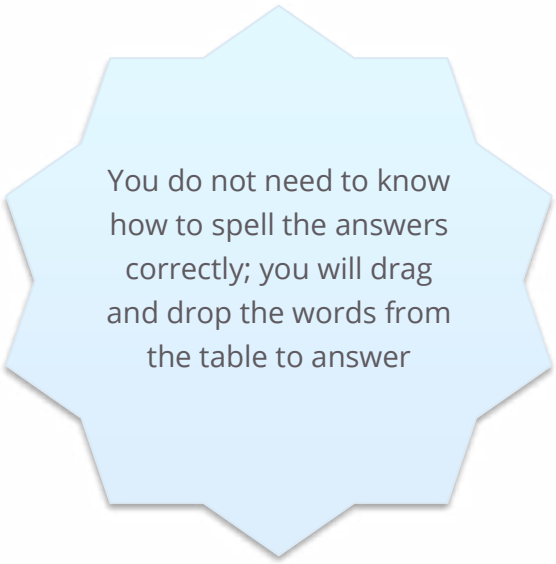
| | | |
|---|---|---|
| achieve | possibilities | reasonable |
| discover | crazy ideas | annoy |
| seconds | important | worry |
| creatures | consider | people |
| normally | involved | informed |

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 are in the text, so it is not enough just to scan for the words – you 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



# The B1 Writing Test

There are two parts to the Writing test.

In Part 1, you write a passage (70 to 100 words) in response to a given scenario.
In Part 2, you write a longer passage (110 to 130 words) on a given topic.

You can take notes during the Writing test; however, you must make sure that you have typed your responses in the text boxes on the screen within the given time limit.

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

# Writing Part 1

## Format of the task

In Writing Part 1, you will see a scenario or situation followed by a series of 3 bullet points.

The scenarios will be about ordinary, everyday life situations and you will respond to the task. The response may need to be formal, neutral or informal depending on the scenario. You may have to write an email, a blog post, a forum post or a similar digital piece of communication.

You will need to respond to the scenario and all three bullet points to achieve maximum marks available for the Appropriacy and Relevance of Response criterion. The task will include instructions about the number of words you should write: at B1 level, you should write between 70 and 100 words in Part 1. You should spend around 20 minutes on Part 1.

Your response should follow expected conventions, for example:

- Emails should have an appropriate start and finish. There is no need for you 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 you should use appropriate cohesive devices.

# Skills/functions you need for Part 1

The following list provides examples of the skills or functions you need to show:

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

You 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

# Sample Writing Part 1 task

Below is an example of the type of task you may see 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.**

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

**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 bullet points tell you what you should include in your answer; you do not have to address the bullet points in order, but you 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 you 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.

Bullet 1 is addressed here

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.

Bullet 2 is addressed here

Bullet 3 is addressed here

Please come! Email me with a possible date.

Anna

[100 words]

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, you will see a statement setting out an issue or providing a viewpoint or something similar.

The statement introduces a topic that you can explore and discuss. There are 3 bullet points which list the areas of content that you should focus on in your response. The topic and language within the task will be level appropriate and will be from everyday life situations.

Your response should address the instructions in the task (for example “discuss” or “describe”) and cover all the bullet points. The response should be well-structured with an introduction, the main body of your response and a conclusion. The response should be appropriately paragraphed.

The task may ask you for your own opinions and you should ensure you provide these in your response. The task will include instructions about the number of words you should write; at B1 level, you need to write between 110 and 130 words in Part 2. You should spend around 40 minutes on Part 2.

## Skills/functions you need for Part 2

The following list provides examples of the skills or functions which you may use:

- 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

You 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

# Sample Writing Part 2 task

Below is an example of the type of task you may see 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 tell you what you should include in your answer; you do not have to address the bullet points in order, but you must include some information on every one

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

The system will not allow you 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.

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.

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.

[129 words]

The first paragraph introduces the topic and addresses bullet point 1

The second paragraph addresses bullet point 2

The third paragraph addresses bullet point 3 and concludes the topic

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*