



B1

Annotated responses

This document can be used for exam preparation for Skills for English: SELT at B1 level.

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Introduction

About Skills for English

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

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

About the B1 test

There are 2 versions of the B1 test: the 2-skill test and the 4-skill test. The 2-skill test includes Speaking and Listening; the 4-skill test includes Speaking, Listening, Reading and Writing. The result for the B1 test is simple: Pass, Pass with Merit or Fail for each skill and overall. Pass with Merit shows that the test taker has a higher level of English language ability than Pass, according to the CEFR B1+ descriptors.

In the 2-skill test, test takers must receive a Pass in both skills to achieve an overall result of Pass. In the 4-skill test, test takers must receive a Pass in all 4 skills to achieve an overall result of Pass.

In the 2-skill test, test takers must receive a Pass with Merit in both skills to achieve an overall result of Pass with Merit. In the 4-skill test, test takers must receive a Pass with Merit in all 4 skills to achieve an overall result of Pass with Merit.

How to use this document

This document can be used to help test takers prepare for the Skills for English: SELT Speaking and Writing tests at B1 level. It includes a sample of a B1 Speaking test with transcripts showing examples of test taker responses to each question. It also includes samples of B1 Writing test responses. The test taker responses also have comments from senior examiners to explain how each test taker performed. You can see the kind of questions and tasks that test takers can expect at B1 level, but please remember that in the actual test they may be asked about other topics.

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

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

The B1 Speaking Test

There are 3 parts to the Speaking test.

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

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

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

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

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

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

B1 Speaking sample test and performances

Overall comment about test takers' performances

Test taker A:
In the responses below, test taker A does not provide sufficient evidence of B1 language. See responses and comments from senior examiners for more information.
Test taker B:
In the responses below, test taker B is an example of a good B1 test taker. See responses and comments from senior examiners for more information.
Test taker C:
In the responses below, test taker C is an example of a strong B1 test taker. See responses and comments from senior examiners for more information.

B1 Speaking: Part 1

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

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

The questions in Part 1 are as follows:

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

B1 Speaking: Part 2

In Part 2 there are questions about 2 topics. Test takers will answer 5 questions about each topic. Test takers will have 20 seconds to answer each question. Test taker responses are recorded. Test takers will hear each question once, followed by a beep.

TEST TAKER TIP: Practise discussing your thoughts and feelings on topics, describing your hopes and dreams, and giving and explaining your opinions, as well as talking about your daily life.

Questions and Responses: One of your friends

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

Now I am going to ask you some questions about one of your friends. Remember to answer the questions after each beep. You will hear each question once. You will have 20 seconds to answer each question.

1. Describe one of your friends.

Test taker A:

My best friend no very [unclear word]. She as [has] forty-four and she as [has] ... loves tennis.

Test taker B:

I can speak about Sebastian. Sebastian is one of my best friends since maybe sirty [thirty] years ago. He living in village close to where I'm living right now. We used to see each ozer [other] each week. We are working in the same place and we play tennis togezer [together] in the evening, maybe twice a week.

Test taker C:

I have a friend, a very close friend of mine, who is currently living in Dubai, and I miss her a lot. She's the same age as me and she loves all kind of sports. She has long brown hair and she's quite tall. This friend is one of the kindest and most genuine people I have ever met. She is now working in Dubai as a fitness instructor.

2. When and where did you first meet your friend?

Test taker A:

My best friend live Spain.

Test taker B:

The first time I met im [him] was ... during the day we used to play tennis with ozer [other] friends and he joined us and we knew each other at this time. I don't really remember when he ... maybe when I have eight years old or nine.

Test taker C:

We met when we were at high school. Actually, we were at different schools and we met in a shopping mall where we were both trying on the same dress in a clothes store. We got chatting and became friends, then we went to the same college. So, we first met when we were 15, I think, and we are still best friends now, 20 years later.

3. What did you do with your friend when you last spent time together?**Test taker A:**

Yesterday month.

Test taker B:

Last time we played tennis, so we spent maybe one or one and half hours to play tennis and zen [then] we discussed at the end of the match. We played tennis in the village where I live.

Test taker C:

My friend comes back from Dubai regularly as her parents still live here, so we can catch up whenever she is back. The last time she was here, about two months ago, we had dinner together with my family. It had been a really long time since we'd seen each other, so we had a very nice evening. Because we don't have the chance to see each other very often these days, it's always really special when we do spend time together.

4. What other activities do you like doing with your friends?**Test taker A:**

We ride bicycle and we go fishing.

Test taker B:

We like going to the westaurant [restaurant]. Normally we go there maybe sirty [thirty] minutes before or one hour before the meal and then we are have ... having drink and chat, and zen [then] we eat some food. There is other people, other friends, and sometimes we do it only the two of us.

Test taker C:

I have a young daughter, so most of the activities I do these days tend to be with her friends and their parents. We spend a lot of time in the park with the kids or playing at each other's houses. We love going to the beach and having barbeques in the summer. But I'm also really into keeping fit, and I have a friend who I go to the gym with three times a week. If I am feeling tired or lazy, he always encourages me to do some sport.

5. Explain what makes a good friend.

Test taker A:

Explain what makes a good friend? Ummm, a good friend always *disponible* [available] for you, and she ... I don't know, is very *difficile* [difficult].

Test taker B:

I sink [think] a good friend is someone zat [that] you can trust ... someone that will be always with you when you need some elp [help].

Test taker C:

I consider the most important thing is just being there for your friends – not always being there physically, but always being available when your friend needs someone to talk to. A good friend is always there to listen, to give advice, and to support you when you need them. So, for me, that makes a good friend. It also helps if you have a similar personality and similar interests to your friends – those people are more likely to become your good friends, I think.

Questions and Responses: Festivals and celebrations

Now I am going to ask you about festivals and celebrations. Remember to answer the questions after each beep. You will hear each question once. You will have 20 seconds to answer each question.

1. Which festivals do you celebrate every year?

Test taker A:

Festivals? Is too far away.

Test taker B:

So, I'm talking about Christmas. So, we used to spend Christmas in my muzzer [mother's] family. It's in the middle of France, so every Christmas, every year, we go for one week and we spend this week all with family. My muzzer [mother] ... she have eight sisters and brothers, so it's a huge family. We spend this week all together.

Test taker C:

I used to celebrate the *Sinulog* festival in my country, which is like a street festival with dancing and costumes. It's a festival of thanksgiving to celebrate our blessings, related to our saint called Santo Nino. Now I live in a different country, so I celebrate things like Christmas and Easter.

2. Describe the kind of activities people do during festivals.

Test taker A:

Ummm ... zey [they] are lorning [laughing] and I sink [think] they be ...*ensemble* [together].

Test taker B:

So, normally, during this week, we have a lot of dinner all collected, during the twenty-five [twenty-fifth] December, we go to church, and then [then] we have a big dinner together, and then [then] we open the gifts.

Test taker C:

That depends on the festival. In my country, during the festival we have street dancing and a lot of activities like face painting. We also conduct a fun run and have a talent contest. Here, the focus always seems to be around food and giving gifts. Any time the extended family comes together to celebrate a holiday, we always eat a lot of delicious food for days on end, and then have to go on a diet afterwards!

3. What other events are celebrated where you live?**Test taker A:**

I do not understand the [the] question.

Test taker B:

There are different events, for example there is ... because I'm playing tennis at the tennis club, and every year they are having like an end-year party in the tennis club, which occurs middle ... end of June. And throughout this time there are all the players of the tennis club. We join together, we play matches together and then [then] we are having a dinner.

Test taker C:

As well as celebrating Christmas, New Year and Easter, we also celebrate birthdays, graduations and weddings. All those occasions involve family and friends enjoying time together and, again, eating lots of food. We also celebrate a national holiday in July with fireworks.

4. Why do you think many people enjoy celebrating festivals every year?**Test taker A:**

Every year? I don't know. I don't do that [that] now.

Test taker B:

That's a good question. I think [think] it's good because people can see each other. It's kind of having group time together and we can meet other people. We have time from work when we don't work.

Test taker C:

Most people tend to work very hard throughout most of the year – both in their jobs and looking after their home and families. So, it's good to have a break sometimes and have time off work to celebrate something together and enjoy yourselves. People love to celebrate because it is a way they can be together as a

family. Many people feel happier and more relaxed. They stop to appreciate everything they have in their life as well as having a good time.

5. Do you think it's important to know about festivals of other cultures or countries? Why?

Test taker A:

You can ... you will be better wiz [with] the other peoples.

Test taker B:

It is. It is also nice, let's see, to meet people from other countries. It is interesting to know what happens with another culture. For example, I am interested in the different food people will be eat and the special clothes they will wear.

Test taker C:

Yes, it is important. For me, it is important to know what happens in other countries because it is a way of communicating with people from there and understanding something about their culture. It is also interesting to go to those places, for you to experience other kinds of festival and kinds of culture, and for you to meet with the local people in that certain country. The way people celebrate teaches us valuable lessons about their values and their society, and it helps to bring people from around the world together.

Comments

Test taker A:

The test taker only answers some of the questions. Their answers are often short, for example, *Yesterday month.*, *Festivals? Is too far away.* They rarely add extra information,

Some simple structures are used accurately, for example, *We ride bicycle(s) and we go fishing* (present simple). However, there are also several errors, for example, *a good friend always disponible* [a good friend is always available]

The test taker uses a very limited range of vocabulary (*bicycle, fishing, tennis, people, far*), and they sometimes need to use their first language when they don't know the correct word in English: *ensemble, difficile, disponible.*

Sometimes, poor pronunciation makes it difficult to understand what the test taker is trying to say: *as* [has], *zen* (then), *lorfing* (laughing).

The test taker hesitates a lot and only uses one linking word (*and*).

Test taker B:

The test taker gives relevant answers to all questions and often gives extra information, such as examples or explanations.

This test taker uses a limited range of grammar (present simple and continuous, past simple and *used to*). They sometimes make errors, but the meaning is still clear, for example, *He living in village* (He lives in a village), *I have eight years old* (I was eight years old).

They have enough vocabulary and expressions to communicate their message, for example, *the end of the match, chat, the two of us, trust, a huge family, special clothes*. This test taker makes errors but the meaning is still clear, for example, *collected* (together), *throughout* (during), *end-year party* (end-of-year party).

Pronunciation can be unclear at times, for example, *sirty* [thirty], *ozer* [other], *zen* [then]. However, this does not distract from the meaning.

This test taker is generally able to keep talking, and only hesitates occasionally. They also use a range of basic linking words to connect ideas, for example, *and, so, then, for example, because*.

Test taker C:

The test taker answers all the questions fully and usually adds further details. For example, when they are asked to describe their friend, they give information about where she lives, age, job, likes, appearance and personality.

This test taker shows that they can use simple grammar very accurately. They have also managed to use some complex grammar, for example, *all those occasions involve family and friends enjoying time together ...*, *It had been a really long time since we'd seen each other, so we had ...*, *the focus always seems to be around food and giving gifts*.

They use a wide range of vocabulary, meaning is always clear, and there are no errors with words or expressions, for example, *one of the most genuine people, got chatting, keeping fit, fun run, talent contest, go on a diet*.

At all times, the test taker speaks fluently and uses a wide range of linking expressions accurately, for example, *we met in a shopping mall where we were both ...*, *Because we don't have ... to see each other very often ...*, *it's always really special, As well as celebrating Christmas ...*, *we also celebrate birthdays ...*. *All those occasions...*

B1 Speaking: Part 3

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

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

They have 1 minute to look at the role card before they start speaking, then they will have up to 4 minutes to respond. Test taker responses are recorded.

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

Task

Role Card: Giving advice to a friend about doing sports and exercise

- Tell your friend about the sports and exercises you do.
- Explain why you enjoy doing these sports and exercises.
- Say what you find difficult about doing sports and exercise.
- Tell your friend how doing different kinds of sport and exercise could help them.
- Advise your friend about the best places to do sports and exercise.

Responses

Test taker A:

I sink [think] you can with me training each err Tuesday or Sursday [Thursday]. Is very ard [hard], strong, but one time each weeks. The teacher of sports training very strong. I don't have one err [unclear phrase] about sports. During ... since training we running and lots of exercises and err you can ave [have] more elf [health]. I don't know. I'm sorry. [45 seconds]

Test taker B:

So, I'm doing a lot of sports. Actually, I play tennis and I really enjoy playing tennis with my friend, but I also play tennis at competition level. I do a lot of swimming. I run a lot ... not a lot times but at least once a week, and I also enjoy cycling. So normally every week on Monday evening, I go for a run. On Tuesday morning, before working, I the swimming pool. On Wednesday, I play tennis. On Thursday, I go for a swim. On Friday,

I play tennis, and normally Saturday or Sunday, I take my bicycle and I go for a cycling tour.

I really enjoy doing these sports because, the first point is, some of these sports I am not doing by myself. When I swimming, I have a coach, and we are a team, so it's really nice to share some time with some friends. When I play tennis, I never alone, and I really enjoy playing tennis with my friend. And also, the sports allow me to forget about my daily job. I have kind of a stressful job and is really nice when I go outsider, especially when I go for running, to forget all the stress about the day.

For sure, sometimes, it's difficult, especially for example the swimming lessons. It's twice a week ... from six sirty [thirty] to eight o'clock in the morning, so I have to wake up at five sirty [thirty]. But what is nice is the feeling after the swimming lesson, you feel very relax and it elp [helps] me a lot during my working day.

So, I think it would be very good for you if you can start [unclear word] some sport. I do not ask you ... I do not recommend you to start doing some exercise every ... every day, it won't be possible, but maybe twice or three times a week. And I recommend that you to do something you enjoy. If you don't like to run, don't go for running. But if you like to play football, go for football.

And for sure we are very lucky about ze [the] wezzer [weather]. It's sunny almost every time, so you can find a lot of place for running or you can find a lot of clubs, like tennis club or football club, around your village to practise the sport.

[3 minutes 30 seconds]

Test taker C:

I love sports, so I would be happy to give advice to a friend about doing sports and exercise. I've been enjoying a lot of sports lately. I go to the gym a couple of times a week, and I also go running and go biking. I usually run early in the morning, just after waking up and before having breakfast. Then I love going cycling with my family at the weekend, especially near the lake.

I like to keep fit and I have lots of friends at the gym, so it is like a social activity too. We work out together and chat at the same time. The reason I love running and biking is that it makes me feel close to nature. I really love being outside and I feel very calm and have a chance to think. When I start my morning with a run, I feel better and have more energy for the rest of the day at work.

The only thing that makes doing exercise difficult sometimes is when you are really busy with other things in your life. When you work full-time and you have a family, it can be difficult to find the time to do things for yourself. So, time management is the biggest challenge for me, but it's really important to find the time. It's good for your body to do activity, but it's not just for the body, it also benefits your mind.

The advantage of having a good exercise routine is that you're not that easily tired and you feel positive about yourself. You are used to moving your body, so it makes it

easier to do other things, like heavy work. Exercise helps you keep in shape and reduces your risk of some illnesses. Also, it can be a social activity where you make friends and it can help you discover new places in your local area, like parks and lakes.

I do enjoy going to the gym, but I prefer outside exercise. We are so lucky where we live because we have a beautiful lake and lots of lovely countryside around the village, so it is easy to find nice places to go running or cycling. If you want to come with me one day, I would be really happy to show you some of my favorite places to go.

[3 mins 30 seconds]

Comments

Test taker A:

The test taker is clearly talking to their friend about sports, but what they say is only partly related to the bullet points from Part 3. They do not speak for the full amount of time. They only speak for 45 seconds.

The test taker attempts to use simple grammar, but they make lots of errors, for example, *Is very ard* [hard] (it's very hard), *since training we running* (when we're training, we run...).

Vocabulary is also limited (*training, strong, running, health*), and often incorrect, for example: *teacher of sports training* (coach / trainer), *more health* (healthier).

Pronunciation is sometimes unclear, for example with the words *Sursday* (Thursday) *elf* (health).

There is very basic use of linking words (*and, but*).

Test taker B:

The test taker responds to all the bullet points and often gives extra information about their answers.

Overall, grammar is accurate, and the test taker shows that they can use some more complex grammar, *I really enjoy doing ...*, *allow me to forget about ...*, *it won't be possible*. There are errors but meaning is still clear, for example, *I the swimming pool* (I go to the swimming pool), *I never alone*, (I am never alone), *I do not recommend you to start* (I do not recommend starting / you start).

There is good range of vocabulary and expressions used, for example, *at competition level, coach, kind of a stressful job, cycling alone, allow me to forget*.

Some words are mispronounced, for example, *sirty* [thirty], *outsider* (outside), *ze* [the] *wezzzer* [weather], but meaning is still clear.

The test taker is usually able to keep talking without hesitation. They also use a good range of linking words and expressions, for example, *also, before, the first point is ... , For sure...*

Test taker C:

The test taker answers all the questions fully and adds lots of further details. This results in a very clear and detailed answer.

There is full control of both simple and more complex grammar, for example, *I usually run early in the morning, just after waking up and before having breakfast; when you work full-time and you have a family, it can be difficult to find the time to do things for yourself; we are so lucky where we live because we have a beautiful lake and lots of lovely countryside around the village, so it is easy to find nice places to go running or cycling.*

This test taker uses a wide range of vocabulary and expressions. Vocabulary is also fully accurate, and the meaning is clear at all times, for example, *go running / biking, keep fit, close to nature, time management, a good exercise routine, reduce your risk of ... illnesses.*

This test taker speaks without hesitating and uses a range of linking expressions accurately, for example, *before, then, the reason I ..., the only thing that ..., but it's not just for ..., it also ...*

The B1 Writing Test

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

In Part 1, test takers will write a short e-mail, forum or social media post, or a similar piece of communication. They should write between 70 and 100 words in Part 1.

In Part 2, test takers will write a short essay giving their opinion on a topic. Test takers need to respond to 3 bullet points relating to the topic which is presented. They should write between 110 and 130 words in Part 2.

Test takers will have 1 hour for the B1 Writing test. We recommend spending 20 minutes on Part 1 and 40 minutes on Part 2.

B1 Writing sample test and performances

Overall comment about test takers' performances

Test taker A:
In the responses below, test taker A does not provide sufficient evidence of B1 language. See responses and comments from senior examiners for more information.
Test taker B:
In the responses below, test taker B is an example of a good B1 test taker. See responses and comments from senior examiners for more information.
Test taker C:
In the responses below, test taker C is an example of a strong B1 test taker. See responses and comments from senior examiners for more information.

B1 Writing: Part 1

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

Test takers should aim to write between 70 and 100 words and spend about 20 minutes on Part 1.

TEST TAKER TIP: Practise writing in formal and informal styles. Check which style you need before you start writing. Make sure you write something about each bullet point. Always proof-read your answer to check for mistakes.

Task

You have just completed a college course.

Write an email to your teacher to give him or her suggestions about how to improve the course for future students.

In your email:

- describe the course you have done.
- say what you liked about the course.
- explain what the college could do to improve the course.

You should write between 70 and 100 words.

Responses

Test taker A:

Dear teacher,

I take your course of the economic yesterday and it like very interesting I begin to read the book I like when you explain something for an economic but I think would be easier to understand and make memory you write on the wall all the more important words and the dates.

[53 words]

Test taker B:

Dear Professor Max,

I completed last year an engineering degree in Houston University. I have just finished my 6 months internship in Tesla company to validate my degree and they are now offering me a full-time job!

With this email I would like to thank you for the computer design course you provided to us. That was the best course and I learned a lot.

However, if you allow me to say, more work in a company during the studies would help the future students to be more prepared to work in the real world.

Thanks,
Thomas

[97 words]

Test taker C:

Dear Professor Lim,

I hope you are well. As I have now finished my Bachelor in Hotel Management course, I would like to offer some feedback.

The course gave me a lot of new knowledge in terms of hotel operations, particularly the Health and Safety and Accounts modules. The practical modules certainly helped me boost my confidence in dealing with people.

However, I would like to suggest that the school provides more internship programs in resorts or similar establishments, which would allow the students to be more involved in the real industry and apply what they have learned.

Kind regards,
Marcin

[100 words]

Comments

Test taker A:

This piece of writing is too short at 53 words. The test taker has tried to answer the three bullet points, but overall, the message is unclear, for example, *I like when you explain something for are economie ...*. Punctuation is also not well-managed – there is one continuous sentence, and only one paragraph.

The test taker mostly uses the present simple in their sentences and there are usually errors, for example, *I take your course...* (I took your course), *it like very interesting* (it was very interesting), *I like when you explain..* (I liked it when you explained...).

Some simple vocabulary is used correctly, for example, *interesting, understand, words, dates*. However, the test taker often chooses the wrong word, for example, *economie* (economics), *memory* (remember), *wall* (board). There are some basic spelling mistakes (*corse, reed*).

Test taker B:

All the information presented in this email is relevant and answers the bullet points. The email is within the word count. The test taker uses paragraphs so that their ideas are organized clearly. Some simple linking words are used, for example, *and, With this email ..., However,...*

The test taker uses both simple and complex grammar accurately, for example, *I have just finished ...* (present perfect), *... they are now offering me ...* (present continuous), *more work ... would help ...* (modal verbs).

They also use a range of vocabulary and expressions. Word choices are usually correct, and spelling is accurate, for example, *internship, full-time job, computer design course, work in the real world*.

Test taker C:

The test taker answers all the bullet points and adds extra information where needed. The email is within the word count. Communication is clear at all times, and linking expressions are used well, for example, *As I have now finished..., particularly, However, which would allow...*

They are able to use some complex grammar effectively, for example, *I have now finished ...* (present perfect), *I would like to suggest ...* (modal verbs), *boost my confidence in dealing with ...*, and *... allow the students to be more involved...* (verb+verb structures).

This test taker also uses a wide range of words and expressions, for example, *in terms of, practical modules, boost confidence, similar establishments*.

B1 Writing: Part 2

The Part 2 task will always ask for a discursive response where test takers are asked to give their opinion on a topic. The topic is presented, followed by 3 bullet points which they need to discuss.

Test takers should aim to write between 110 and 130 words and spend about 40 minutes on Part 2.

TEST TAKER TIP: Practise writing essays which discuss issues. Organize your writing into paragraphs and use linking words, such as *Firstly* and *However*. Make sure you write something about each bullet point. Always proof-read your answer to check for mistakes.

Task

The way that people work is changing.

Describe the advantages and disadvantages of working from home and how this might change in the future.

Write about:

- why some people prefer working from home while others may not.
- the effect of home working on different companies.
- how you think the way that people work may change in the future.

You should write between 110 and 130 words.

Responses

Test taker A:

Work at home became a place in every company as possible there few advantages working at home for example you don't take car each days to go to company. But I think they working at home is a disadvantage for companies. Ten year ago I working at home all days I always likes working at home because I know what I have to do but no find lost in their home with it work computer. The effect of working at home on differente compaignies is organization of offices. Some compaignies because their home workers are everywhere in the country.

[98 words]

Test taker B:

Nowadays more and more companies allow employees to work from home.

For the employees themselves working, from home has some advantage. They gain time by not driving, or using public transport, to travel to their company and back home. This time can be used for their family, kids, and hobbies. Some prefer not to work from home. They miss spending time with colleagues.

For some companies, all their staff cannot work from home, like people who operate machines in factory, but people from the money department can. This situation can create some problems between the workers. Maybe companies lose money if people do not work as hard at home.

But I think that in the future everyone will be free to decide what is the most convenient for them.

[129 words]

Test taker C:

Nowadays, millions of people are working from home. We cannot deny the convenience, especially for those with children or who are unable to travel. You can manage your own time with freedom to work in your own way. However, some people miss the social side of going to work and feel it has made them less efficient and less motivated.

Some companies may report reduced sales or results because their employees do not perform as well when they work from home. On the other hand, some businesses will save money by not paying office rent.

I believe the number of people working from home will continue to rise as technology makes our lives even easier. Figures will overtake those of people going into an office, if that hasn't happened already.

[130 words]

Comments

Test taker A:

This piece of writing is too short at 98 words. Only two of the bullet points have been answered. The writing is not organized; there is only one paragraph. Overall, the message is unclear, for example, *I know what I have to do but no find lost in their home with it work computer ...*

The test taker mostly uses present simple, and there are usually errors, for example, *Ten year agos I working at home all days* (Ten years ago I worked at home every day), *I always likes working* (I always like / liked working), *no find lost in their home...(?)* There are some simple grammatical forms used but they contain errors, for example, *The effect of working at home on differente compagnies is organization of offices*. Basic punctuation

such as capital letters and full stops are used correctly but other forms of punctuation are not used.

There is a limited range of vocabulary and lots of language from the task is copied. The test taker also makes some incorrect word choices which often affect the meaning, for example, *I working at home all days I always likes working at home because I know what I have to do but no find lost in their home with it work computer.*

There is a limited range of vocabulary, and some language is copied from the task, for example, *advantages, disadvantages, effect, compagnies* (companies). Meaning is sometimes unclear because of incorrect word choice, for example, *no find lost, as possibl*. There are also some spelling errors. Some simple vocabulary is used correctly, for example, *interesting, important(s), understand, words, dates*. However, the test taker often chooses the wrong word, for example, *economie* (economics), *memory* (remember), *wall* (board). There are some basic spelling mistakes (*corse, reed*).

Test taker B:

This test taker answers all the bullet points, although they could say a little more for bullet point 3. The message is communicated clearly. Some simple linking words are used, for example, *or, and, but, I think*. The answer is within the word count.

The test taker uses mostly present and future tenses, but shows that they can use complex grammar accurately, for example, *gain time by not driving* (verb+verb), *can be used* (passive), *people who operate machinges* (relative pronouns). There are some errors with plurals, for example, *some advantage(s), in factory* (*factories*) but meaning is still clear.

They use a variety of vocabulary related to work, for example, *gain time, colleagues, staff, lose money*. There are a few spelling errors, for example, *travle, creat and conveneint*, but meaning is clear. They use some incorrect vocabulary, for example, *money department* (finance department), but, again, meaning is clear.

Test taker C:

The test taker answers all the bullet points. The message is easy to follow, paragraphing is used well, and linking words and expressions are used to good effect, for example, *we cannot deny, however, on the other hand, I believe*. The answer is within the word count.

They use both simple and complex sentences successfully, for example, *... some people miss the social side of going to work* (verb + verb) *and feel it has made* (verb + verb / present perfect) *them less efficient and less motivated* (comparative adjectives).

The test taker uses a wide range of words and expressions, for example, *cannot deny the conveneince* (convenience), *manage your own time, reduced sales, paying office rent, overtake*. Spelling is generally accurate.