

B1 Preliminary for Schools

Handbook for teachers
for exams

Where your world grows

Build your confidence in English, one step at a time



C2
Proficiency

C1
Advanced

B2 First for Schools

B1 Preliminary for Schools

A2 Flyers

**A2 Key for
Schools**

A1 Movers

Pre A1 Starters

Cambridge

English Qualifications

Make the most of your handbook

The best way to get the most from your handbook is to use the digital version. The digital version is updated more regularly.

The digital version contains links which take you straight to related pages if you want to find out more. For example, you can read about Part 1 of the Reading paper in the Tasks section, then click on the link to take you straight to a sample Reading Part 1 task. There are also links which take you to useful websites and resources.

Tasks

The Tasks pages give information about the exam format and what is tested in each part of the paper.

Preparing learners

The Preparing learners pages give information and advice about what teachers can do to prepare their learners for the exam. There are also links to useful websites to find additional materials. You'll find suggested exam strategies to help learners perform to the best of their ability on the day.

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Advice by task

The Advice by task sections include advice and tips on how to prepare for each task, as well as example screenshots from the digital sample tests. To access the complete Digital Exam, please go to camengli.sh/47JrDof

Sample paper and assessment

The Sample paper and assessment section includes a sample paper for each of the four components as well as answer keys for the Reading and Use of English and Listening components. For the Writing and Speaking papers there is information about the assessment criteria, and for Writing there are example answers for you to refer to or use with your learners.

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About Cambridge

To learn English is to enjoy and experience a language that opens up opportunities across the world.

Together with teachers and our partners, we're here to engage and inspire millions of people throughout their entire learning journey. We help them confidently prove their skills to the world.

We believe that language is at the heart of being human, and English can unlock a lifetime of experiences. We help individuals everywhere connect, communicate and come closer together.

Where your world grows.

- 5.5 million assessments taken every year
- Accepted by over 25,000 organisations worldwide
- 2,800 exam centres in 130 countries
- Over 50,000 preparation centres



Cambridge English Qualifications Digital

Discover an enhanced exam experience with on-demand test dates and faster results.

cambridgeenglish.org/qualifications-digital

Cambridge Digital
English Qualifications

Cambridge

English Qualifications

Cambridge English Qualifications are in-depth exams that make learning English enjoyable, effective and rewarding.

Our unique approach encourages continuous progression with a clear path to improving language skills. Each of our qualifications focuses on a level of the Common European Framework of Reference (CEFR), enabling learners to develop and build speaking, writing, reading and listening skills.

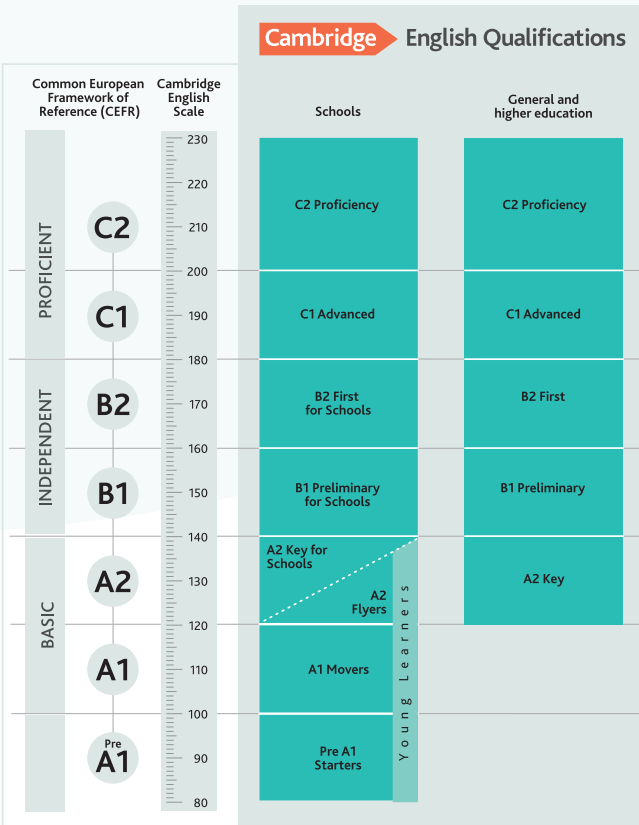
Our qualifications are based on research into effective teaching and learning. They motivate people of all ages and abilities to learn English and develop practical skills for the real world.

We have Cambridge English Qualifications for:

- Schools
- General and higher education

Whether learners are planning to live, work or study in their own country or abroad, our qualifications prove they have the English language skills to succeed.

To find out more about Cambridge English Qualifications and the CEFR, go to cambridgeenglish.org/cefr



B1 Preliminary for Schools – an overview

B2 First for Schools was originally offered in 2010 and is a qualification at upper-intermediate level that is officially recognised by universities, employers and governments around the world. It follows on as a progression from B1 Preliminary for Schools.

Exam formats

B1 Preliminary for Schools can be taken as either a digital or paper-based exam.

Who is the exam for?

B1 Preliminary for Schools is aimed at school students who want to show they can:

- read simple textbooks and articles in English
- write emails on everyday subjects
- understand factual information
- show awareness of opinions and mood in spoken and written English.

Who recognises the exam?

The B1 Preliminary for Schools certificate is recognised around the world as proof of intermediate level English skills for industrial, administrative and service-based employment. It is also accepted by a wide range of educational institutions for study purposes.

Cambridge English Qualifications are accepted and trusted by thousands of organisations worldwide. For more information about recognition go to cambridgeenglish.org/recognition

What level is the exam?

B1 Preliminary for Schools is targeted at Level B1 on the CEFR.

Achieving a certificate at this intermediate level proves that a candidate has mastered the basics in English and now has practical language skills for everyday use.

Statements of Results

The Statement of Results shows the candidate's:

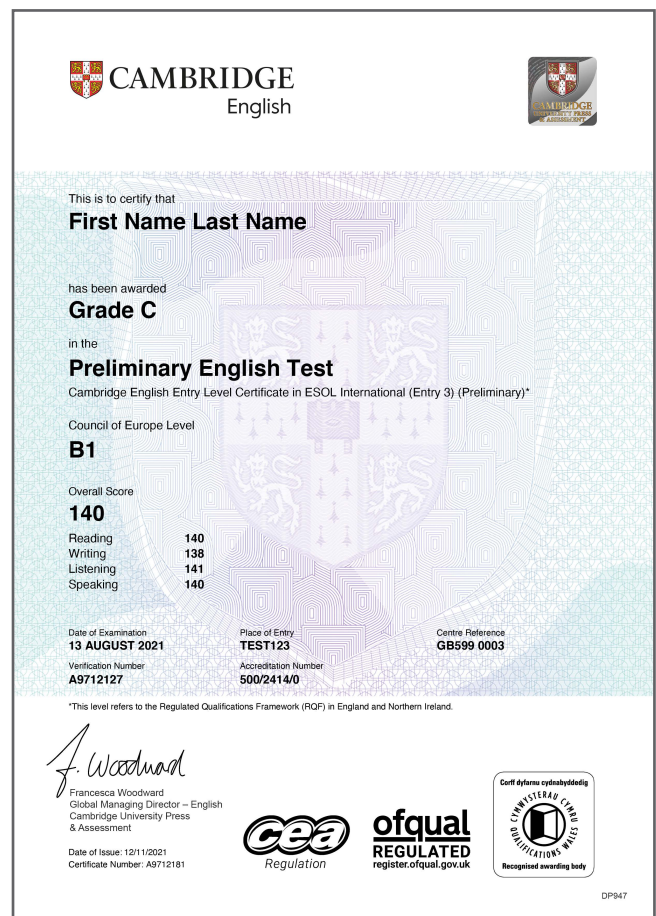
- score on the Cambridge English Scale for their performance in each of the four skills and Use of English
- score on the Cambridge English Scale for their overall performance in the exam. This overall score is the average of the separate scores given for each of the four skills and Use of English
- grade – this is based on the candidate's overall score
- level on the CEFR – this is also based on the overall score.

Certificates

The certificate shows the candidate's:

- score on the Cambridge English Scale for each of the four skills and Use of English
- overall score on the Cambridge English Scale
- grade
- level on the CEFR
- level on the UK National Qualifications Framework (NQF).

Students will receive the same certificate as candidates who take B1 Preliminary.



Special requirements

Cambridge English Qualifications are designed to be fair to all test takers. For more information about special circumstances, go to cambridgeenglish.org/help/special-requirements/

Exam support

Official Cambridge English Qualification preparation materials

To support teachers and help learners prepare for their exams, we have developed a range of official support materials including coursebooks and practice tests. These official materials are available in both digital and print formats.

cambridgeenglish.org/exam-preparation

Find our digital and paper-based sample papers on the B1 Preliminary for Schools preparation page.

Support for teachers

The exam preparation pages for each level provide user-friendly, free resources for all teachers preparing for our exams. They include:

General information – handbooks for teachers, sample papers.

Detailed exam information – format, timing, number of questions, task types, mark scheme of each paper.

Exam tutorial videos – a step by step guide to completing the digital exams.

Teaching tips for the Cambridge English Qualifications Digital – a booklet with teaching tips to help you prepare students for the Cambridge English Qualifications Digital.

Cambridge English Qualifications Digital FAQs – here you can find answers to the most important questions about Cambridge English Qualifications Digital.

Advice for teachers – developing students' skills and preparing them for the exam.

Downloadable lessons – a lesson for every part of every paper.

Teaching qualifications – a comprehensive range of qualifications for new teachers and career development for more experienced teachers.

Webinars – a wide range of exam-specific webinars for both new and experienced teachers.

Teacher development – resources to support teachers in their Continuing Professional Development.

camengli.sh/47JrDof

Facebook for teachers

Teachers can join our community on Facebook for free resources, activities and tips to help prepare learners for Cambridge English Qualifications.

facebook.com/CambridgeEnglishTeaching

Free support for candidates

We provide learners with a wealth of exam resources and preparation materials throughout our website, including exam advice, sample papers, candidate guides, games and online learning resources.

cambridgeenglish.org/learning-english

Facebook for learners

Learners joining our lively Facebook community can get tips, take part in quizzes and talk to other English language learners and support and preparation for students taking the digital test.

facebook.com/CambridgeEnglish

Registering candidates for an exam

Exam entries must be made through an authorised Cambridge English examination centre.

Centre staff have all the latest information about our exams, and can provide you with:

- details of entry procedures
- copies of the exam regulations
- exam dates
- current fees
- more information about B1 Preliminary for Schools and other Cambridge English Qualifications.

We have more than 2,800 centres in over 130 countries – all are required to meet our high standards of exam administration, integrity, security and customer service. Find your nearest centre at **cambridgeenglish.org/centresearch**

Further information

If your local authorised exam centre is unable to answer your question, please contact our helpdesk:

cambridgeenglish.org/help

About the exam

B1 Preliminary for Schools is a rigorous and thorough test of English at Level B1. It covers all four language skills – reading, writing, listening and speaking.

A thorough test of all areas of language ability

There are four papers: detailed information on each test paper is provided later in this handbook, but the overall focus of each test is as follows:

Reading and Use of English: 1 hour 15 minutes

Candidates need to be able to understand texts from publications such as fiction and non-fiction books, journals, newspapers and magazines.

Writing: 45 minutes

Candidates need to be able to respond to an email and to write either an article or a story.

Listening: 30 minutes (approximately)

Candidates need to show they can follow and understand a range of spoken materials including announcements and discussions about everyday life.

Speaking: 12–17 minutes

Candidates take the Speaking test with another candidate or in a group of three. They are tested on their ability to take part in different types of interaction: with the examiner, with the other candidate and by themselves.

Each of the four test components contributes to a profile which defines the candidate's overall communicative language ability at this level.

Marks and results

B1 Preliminary for Schools gives detailed, meaningful results.

| | OVERALL LENGTH | NUMBER OF TASKS/PARTS | NUMBER OF ITEMS |
|--|----------------|-----------------------|-----------------|
|--|----------------|-----------------------|-----------------|

B1 Preliminary for Schools

| | | | |
|--------------|----------------------|---|----|
| Reading | 45 mins | 6 | 32 |
| Writing | 45 mins | 2 | – |
| Listening | approx 30 mins | 4 | 25 |
| Speaking | 12–17 mins | 4 | – |
| TOTAL | approx 2 hrs 12 mins | | |

All candidates receive a **Statement of Results**. Candidates whose performance ranges between CEFR Levels A2 and B2 (Cambridge English Scale scores of 140–170) also receive a **certificate**.

Grade A: Cambridge English Scale scores of 160–170. Candidates sometimes show ability beyond Level B1. If a candidate achieves a Grade A in their exam, they will receive the Preliminary English Test certificate stating that they demonstrated ability at Level B2.

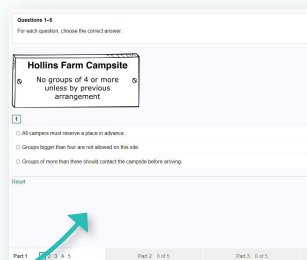
Grades B and C: Cambridge English Scale scores of 140–159.

If a candidate achieves a Grade B or Grade C in their exam, they will receive the Preliminary English Test certificate at Level B1.

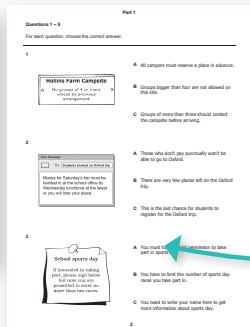
CEFR Level A2: Cambridge English Scale scores of 120–139.

If a candidate's performance is below Level B1, but falls within Level A2, they will receive a Cambridge English certificate stating that they demonstrated ability at Level A2.

Digital vs paper-based: Same task, different formats



Digital exam



Paper-based exam

The exam tasks are exactly the same, but they look different as one is from the digital exam and one is from the paper-based exam.

Can Do summary

What can candidates do at Level B1?

The Association of Language Testers in Europe (ALTE) has researched what language learners can typically do at each CEFR level. They have described each level of ability using Can Do statements, with examples taken from everyday life. Cambridge English, as one of the founding members of ALTE, uses this framework to ensure its exams reflect real-life language skills.

| TYPICAL ABILITIES | READING AND WRITING | LISTENING AND SPEAKING |
|--------------------------------|---|---|
| Overall general ability | CAN understand routine information and articles. CAN write letters and emails or make notes on familiar or predictable matters. | CAN understand straightforward instructions or public announcements. CAN express simple opinions on abstract/cultural matters in a limited way. |
| Social and Tourist | CAN understand factual articles in newspapers, routine letters from hotels and letters expressing personal opinions. CAN write letters and emails on a limited range of predictable topics related to personal experience. | CAN identify the main topic of a news broadcast on TV if there is a strong visual element. CAN ask for information about accommodation and travel. |
| Study | CAN understand most information of a factual nature in his/her study area. CAN take basic notes in a lecture. | CAN understand instructions on classes and assignments given by a teacher or lecturer. CAN take part in a seminar or tutorial using simple language. |

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Learn more

Paper 1:

Reading tasks

45 mins

| PART | NUMBER OF QUESTIONS | NUMBER OF MARKS | TASK TYPES | WHAT DO CANDIDATES HAVE TO DO? |
|-------|---------------------|-----------------|--------------------------------|--|
| 1 | 5 | 5 | 3-option multiple choice | Read five real-world notices, messages and other short texts for the main message. |
| 2 | 5 | 5 | Matching | Match five descriptions of people to eight short texts on a particular topic, showing detailed comprehension. |
| 3 | 5 | 5 | 4-option multiple choice | Read a longer text for detailed comprehension, gist, inference and global meaning, as well as writer's attitude and opinion. |
| 4 | 5 | 5 | Gapped text | Read a longer text from which five sentences have been removed. Show understanding of how a coherent and well-structured text is formed. |
| 5 | 6 | 6 | 4-option multiple-choice cloze | Read a shorter text and choose the correct vocabulary items to complete gaps. An element of grammatical knowledge may be tested, e.g. complementation. |
| 6 | 6 | 6 | Open cloze | Read a shorter text and complete six gaps using one word for each gap. Show knowledge of grammatical structures, phrasal verbs and fixed phrases. |
| TOTAL | 32 | 32 | | |

Preparing learners

Advice for teachers

Writers use the **inventory of grammatical areas** and the **vocabulary list** when preparing tasks so they are suitable for learners at B1 level, the level of B1 Preliminary for Schools.

Whenever possible, the texts used in the Reading paper are adapted from authentic reading texts. They may include:

- notices and signs (*Part 1*)
- packaging information (*Part 1*)
- notes, emails, cards, text messages and postcards (*Parts 1, 5, 6*)
- newspapers and magazines (*Parts 2, 3, 4*)
- simplified encyclopaedias and other non-fiction books (*Parts 3, 5*)
- brochures and leaflets (*Parts 2, 3*)
- websites (*Parts 1, 2, 3, 4, 5*).

Teachers may need to adapt texts to make them suitable for B1-level learners. The **vocabulary list** and the **language specifications** can help teachers to identify suitable language areas. The **vocabulary list** is updated annually.

Parents can get more information from the **Information for parents page** on the **Cambridge English website**.

Learners can get more information from the **Information for candidates guide**.

Teachers can find lesson plans and sample papers on the **Cambridge English website**.

notice

email

article

Tips for preparing learners for the Reading paper

- ✓ Give learners a wide range of text types to read, both authentic and adapted. For example, notes and messages on social media websites, information leaflets, graded readers and articles.
- ✓ Help learners practise skimming and scanning both shorter and longer texts. Encourage learners to develop a habit of always skimming a text first to get a general understanding.
- ✓ Give learners practice reading texts with unfamiliar vocabulary, learning to ignore words which are not important for the task.
- ✓ Encourage your learners to read instructions carefully. Ask them to highlight key words by hand, or on the computer using the highlighting tool, and use examples to help them understand what to do.
- ✓ Give learners practice doing timed exercises and exam tasks where they need to manage their own time.
- ✓ Help learners think about the different ways they read texts. For example, if they are reading an information leaflet then ask them to find some specific information. If they are reading a message, ask them to think how they would reply to it.
- ✓ Help your learners to work out the meaning of new words by using the rest of the text. Encourage them not to use a dictionary for every new word.



Completing the digital test (digital test only)

- All answers are typed directly onto the computer.
- Candidates may take pens and pencils and water in a clear, see-through bottle into the exam room, but nothing else (including bags and anything electronic).
- Candidates should listen carefully to the instructions which the invigilator gives and follow the instructions on the computer screen.
- There is a timer on the screen which tells candidates how much time they have left.
- Candidates may make notes on paper during the exam. They must leave these notes on their desk at the end of the exam.



Completing the answer sheet (paper-based test only)

- All answers must go on an answer sheet.
- Candidates should use a pencil to complete the answer sheet.
- There is no additional time allowed for completing the answer sheet: candidates must do this within the 45 minutes allowed for the test.
- For the Reading component, candidates shade a lozenge on the answer sheet to show their answer for Parts 1–5 and write their answers on the correct part of the answer sheet for Part 6.

Quick links to resources

Parents

cambridgeenglish.org/learning-english/parents-and-children/information-for-parents

- Information for parents

Learners

camengli.sh/47JrDof

- Information for candidates guide

Teachers

camengli.sh/47JrDof

cambridgeenglish.org/teaching-english/resources-for-teachers

- Vocabulary list (including topics list)
- Free teaching resources
- Lesson plans

Language specifications: Page 68

Topics list: Page 71

Advice by task

This section shows example screenshots from the B1 Preliminary for Schools Digital exam. Please scan the QR code, or click on the link to access the full sample test. camengli.sh/47JrDof

Candidates should practise these exam strategies regularly in class. See these tasks in full from page 14.



Reading Part 1

Questions 1–5
For each question, choose the correct answer.

Hollins Farm Campsite
No groups of 4 or more unless by previous arrangement

1

☐ All campers must reserve a place in advance.

☐ Groups bigger than four are not allowed on this site.

☐ Groups of more than three should contact the campsite before arriving.

Reset

Part 1 1 2 3 4 5 Part 2 0 of 5 Part 3 0 of 5

THE TASK

- ▶ In Part 1, candidates have five short texts. With each text is one multiple-choice question with three options each.

HOW TO APPROACH THE TASK

- ▶ Candidates should read the text and decide what situation it would appear in.
- ▶ Candidates can use the visual information (layout, location etc.) to help identify the context.
- ▶ Next Candidates should read the three options.
- ▶ Candidates then need to compare each option with the text before choosing an answer.
- ▶ Explain that it is important to read the chosen option again to check that the meanings match.

ASSESSMENT

- ▶ This part tests the candidate's understanding of various kinds of short texts.

Reading Part 2

Questions 8-12
The young people below all want to do a cycling course during their school holidays. On the right there are descriptions of eight cycling courses. For each question, choose the correct answer.

Young People

Nancy is fast and cycles quite well. She needs to learn how to cycle safely from her home to school on busy city roads. She's only five at the moment.

Markus is an excellent cyclist and he wants the excitement of riding on countryside and woodland tracks. He'd also like to learn more about looking after his bike. He can attend a morning course.

Cycling Courses

Two Wheels Good Beginner/Intermediate/Expert! Our official course offers you the chance to get off the city. You'll need no prior cycling skills and no previous experience. You will be able to ride safely on the roads and safely. Mondays 9.30 am - 11.00 am and 1.00 pm - 3.00 pm. Tuesdays 9.30 am - 11.00 am and 1.00 pm - 3.00 pm. Wednesdays 9.30 am - 11.00 am and 1.00 pm - 3.00 pm. Thursdays 9.30 am - 11.00 am and 1.00 pm - 3.00 pm. Fridays 9.30 am - 11.00 am and 1.00 pm - 3.00 pm. Saturdays 9.30 am - 11.00 am and 1.00 pm - 3.00 pm. Sundays 9.30 am - 11.00 am and 1.00 pm - 3.00 pm.

On Your Bike Can't ride a bike up, but really want to? Don't worry. Our beginners-only group (4-15 people per group) is just what you're looking for. Expert tuition in a safe environment. Make learning fun by the sea. Mondays 9.30 am - 11.00 am and 1.00 pm - 3.00 pm. Tuesdays 9.30 am - 11.00 am and 1.00 pm - 3.00 pm. Wednesdays 9.30 am - 11.00 am and 1.00 pm - 3.00 pm. Thursdays 9.30 am - 11.00 am and 1.00 pm - 3.00 pm. Fridays 9.30 am - 11.00 am and 1.00 pm - 3.00 pm. Saturdays 9.30 am - 11.00 am and 1.00 pm - 3.00 pm. Sundays 9.30 am - 11.00 am and 1.00 pm - 3.00 pm.

Fast and Furious Do you want to be a professional? Find out how to do it. Includes riding on one wheel, 'sprint' (riding off the start), 'gear' and much more. You will be able to ride safely on the roads and safely. Mondays 9.30 am - 11.00 am and 1.00 pm - 3.00 pm. Tuesdays 9.30 am - 11.00 am and 1.00 pm - 3.00 pm. Wednesdays 9.30 am - 11.00 am and 1.00 pm - 3.00 pm. Thursdays 9.30 am - 11.00 am and 1.00 pm - 3.00 pm. Fridays 9.30 am - 11.00 am and 1.00 pm - 3.00 pm. Saturdays 9.30 am - 11.00 am and 1.00 pm - 3.00 pm. Sundays 9.30 am - 11.00 am and 1.00 pm - 3.00 pm.

Profil Power A course for able cyclists. The specialist in teaching riders of all ages how to manage difficult situations in heavy traffic in towns and cities. The greatest benefit to the end of this course, no roadblocks or constraints will worry you. Saturdays 9.30 am - 11.00 am and 1.00 pm - 3.00 pm. Sundays 9.30 am - 11.00 am and 1.00 pm - 3.00 pm.

Cycling 4 Girls A beginner/intermediate/advanced course. This course offers practical help with the basics of balancing and riding your bike safely. You'll find a professional guide of the same kind. Improve your cycling skills and enjoy yourself at the same time. Tuesdays 9.30 am - 11.00 am and 1.00 pm - 3.00 pm. Wednesdays 9.30 am - 11.00 am and 1.00 pm - 3.00 pm. Thursdays 9.30 am - 11.00 am and 1.00 pm - 3.00 pm. Fridays 9.30 am - 11.00 am and 1.00 pm - 3.00 pm. Saturdays 9.30 am - 11.00 am and 1.00 pm - 3.00 pm. Sundays 9.30 am - 11.00 am and 1.00 pm - 3.00 pm.

Safe Routes Have you been doing so well on your bike? There's no mountain and through track? Then it's probably time to take your bike to the next level. This course is for you. It's a course for you to learn how to ride safely on the roads and safely. Mondays 9.30 am - 11.00 am and 1.00 pm - 3.00 pm. Tuesdays 9.30 am - 11.00 am and 1.00 pm - 3.00 pm. Wednesdays 9.30 am - 11.00 am and 1.00 pm - 3.00 pm. Thursdays 9.30 am - 11.00 am and 1.00 pm - 3.00 pm. Fridays 9.30 am - 11.00 am and 1.00 pm - 3.00 pm. Saturdays 9.30 am - 11.00 am and 1.00 pm - 3.00 pm. Sundays 9.30 am - 11.00 am and 1.00 pm - 3.00 pm.

Safety First This is a cycling safety for the city, roads and country. You'll learn how to ride safely on the roads and safely. Mondays 9.30 am - 11.00 am and 1.00 pm - 3.00 pm. Tuesdays 9.30 am - 11.00 am and 1.00 pm - 3.00 pm. Wednesdays 9.30 am - 11.00 am and 1.00 pm - 3.00 pm. Thursdays 9.30 am - 11.00 am and 1.00 pm - 3.00 pm. Fridays 9.30 am - 11.00 am and 1.00 pm - 3.00 pm. Saturdays 9.30 am - 11.00 am and 1.00 pm - 3.00 pm. Sundays 9.30 am - 11.00 am and 1.00 pm - 3.00 pm.

Setting Out A course for absolute beginners. This course offers practical help with the basics of balancing and riding your bike safely. You'll find a professional guide of the same kind. Improve your cycling skills and enjoy yourself at the same time. Tuesdays 9.30 am - 11.00 am and 1.00 pm - 3.00 pm. Wednesdays 9.30 am - 11.00 am and 1.00 pm - 3.00 pm. Thursdays 9.30 am - 11.00 am and 1.00 pm - 3.00 pm. Fridays 9.30 am - 11.00 am and 1.00 pm - 3.00 pm. Saturdays 9.30 am - 11.00 am and 1.00 pm - 3.00 pm. Sundays 9.30 am - 11.00 am and 1.00 pm - 3.00 pm.

THE TASK

- ▶ In Part 2, candidates have five short descriptions of people and have to match this content to five of eight short texts on a particular topic.

HOW TO APPROACH THE TASK

- ▶ Candidates should begin by reading the five descriptions of the people.
- ▶ Next, candidates need to read all eight texts carefully, underlining any matches between these and anything in the descriptions of the people.
- ▶ Candidates should then compare the description again with any possible matches. They need to check that the text meets all the requirements of the description.
- ▶ Candidates should avoid using one or two identical words in the description and the text to choose an answer ('word-spotting'). Instead they need to focus on the meaning of the whole text.

ASSESSMENT

- ▶ This part tests the candidate's detailed comprehension of factual material.

Reading Part 3

Questions 11-15
For each question, choose the correct answer.

Play to win

16-year-old Harry Abbot writes about his hobby, tennis.

My parents have always loved tennis and they're members of a tennis club. My older brother was really good at it and they supported him – being him to be honest all the time. So I guess when I announced that I wanted to be a tennis champion when I grew up I just listened to him to notice me. My mother laughed. She knew I couldn't possibly be serious. I was just a 16-year-old kid!

Later I joined the club's junior coaching group and eventually took part in my first proper contest, confident that my team would do well. Like with other sports, tennis isn't a sport to be taken lightly. I didn't even want to be in the team (because I didn't help myself to be). When my coach asked what happened to my first match, I didn't know what to say. I couldn't believe I'd lost – I knew I was the better player. But every time I played, the other player seemed to be better. I couldn't explain the reason.

After that, I decided to listen more carefully to my coach because he had lots of tips. I realised that you need the right attitude to be a winner. On court I have a plan but sometimes the other guy will do something unexpected so I'll change it. If I lose a point, I do my best to forget it and that's a way to win the next one.

At tournaments, it's impossible to avoid players who explode in anger. Lots of players can be negative – including myself sometimes. Once I got to a point that I really knew my racket that my coach had helped me develop ways to control those feelings. After all, the judges have a hard job and you just have to accept their decisions.

My coach demands that I train in the gym to make sure I'm strong right to the end of a tournament. I'm getting good results. My shots are more accurate and I'm beginning to realise that with hard work there's a chance that I could be a champion one day.

11 Harry thinks he said that he was going to be a tennis champion in order to

☐ please his parents.

☐ get some attention.

☐ annoy his older brother.

☐ persuade people that he was serious.

12 How did Harry feel after his first important competition?

☐ confident about his defeat.

☐ proud to be a member of the winning team.

☐ ashamed of the way he treated another player.

☐ amazed that he had got so far in the tournament.

13 What does Harry try to remember when he's on the court?

☐ Don't let the other player surprise you.

☐ Follow your game plan.

☐ Respect the other player.

☐ Don't keep thinking about your mistakes.

14 What does Harry say about his behaviour in tournaments?

THE TASK

- ▶ In Part 3, candidates have a text which expresses an opinion or attitude. There are five multiple-choice questions with four options to choose from.

HOW TO APPROACH THE TASK

- ▶ Candidates should begin by skimming the text to find out the topic and general meaning.
- ▶ Candidates should then read the text again, much more carefully.
- ▶ It's important to deal with the questions one by one, comparing each option with the text before choosing one.
- ▶ Candidates should carefully re-check their choice of answer with the text.
- ▶ Questions 11, 12, 13 and 14 follow the order of information in the text.
- ▶ Question 15 focuses on global meaning.

ASSESSMENT

- ▶ Candidates need to demonstrate they have understood the writer's attitude or opinion, or an opinion quoted by the writer, and both the detailed and global meaning of the text.

Reading Part 4

Questions 16–20
Five sentences have been removed from the text below. For each question, choose the correct answer. There are three extra sentences which you do not need to use.

Planting trees
by Mark Rotherham, aged 13

This spring, our teacher suggested we should get involved in a green project and plant some trees around the school. Everyone thought it was a great idea, so we started looking online for the best trees to buy. **16** If we wanted them to grow properly, they had to be the right type – but there were so many different ones available! So our teacher suggested that we should look for trees that grew naturally in our part of the world. **17** They'd also be more suitable for the wildlife here.

Then we had to think about the best place for planting the trees. We learnt that trees are happiest where they have room to grow, with plenty of space for their branches. The trees might get damaged close to the school playgrounds, for example. **18** Finally, we found a quiet corner close to the school garden – perfect!

Once we'd planted the trees, we knew we had to look after them carefully. We all took turns to check the leaves regularly and make sure they had no strange spots or marks on them. **19** And we decided to check the following spring in case the leaves turned yellow too soon, as that could also mean the tree was sick.

We all knew that we wouldn't be at the school anymore by the time the trees grew tall, and that was a bit sad. But we'd planted the trees to benefit not only the environment, but also future students at the school. **20** And that thought really cheered us up!

So we tried to avoid areas where students were very active.
However, our parents did offer to help with the digging!
That could mean the tree had a disease.
But we soon found that choosing trees was quite complicated.
It can be quite good for young trees, though.
We knew they'd get as much pleasure from them as we had.
But at least we were doing it in the right season.
That way, the trees would be used to local conditions.

Reset

Part 1 0 of 5 Part 2 0 of 5 Part 3 0 of 5 **Part 4 16 17 18 19 20** Part 5 0 of 6

THE TASK

- ▶ In Part 4, candidates read a longer text that has five numbered spaces where sentences have been removed. Following the text there are eight sentences. Candidates have to find the missing five sentences. There will be three sentences that the candidates do not need to use.

HOW TO APPROACH THE TASK

- ▶ Candidates should read the whole text to understand the narrative.
- ▶ Candidates should look at each numbered space in turn and select one of the sentences to fit the gap.
- ▶ Candidates need to check that the sentence they have selected fits with the text before and after the gap, both grammatically and in relation to the narrative or argument presented in the text.
- ▶ After choosing a sentence, candidates should decide why the other seven sentences don't fit.
- ▶ Once all the gaps are completed, candidates should read the text again to make sure it makes sense.

ASSESSMENT

- ▶ Candidates need to show that they can follow the narrative of a text and the attitudes and opinions contained within it, and that they understand how a coherent, well-structured text is formed.

Reading Part 5

Questions 21–26
For each question, choose the correct answer.

This car runs on chocolate!

Scientists have built a 300kph racing car that uses chocolate as a fuel! The project is 21 to show how car-making could 22 environmentally friendly. The car meets all racing car 23 apart from its fuel. This is a mixture of waste chocolate and vegetable oil, and such 'biofuels' are not 24 in the sport yet. It has to be mixed with normal fuel so that all parts of the car keep working.

Carrots and other root vegetables were used to make some parts inside and outside the car. Even the mirrors are made from potatoes! The sides of the car 25 a mixture of natural materials from plants as well as other recycled materials.

The project is still young, so the scientists have not yet found out how 'green' the car is. They are planning many experiments to compare its 26 against that of normal racing cars.

[Reset](#)

THE TASK

- ▶ In Part 5, candidates read a short text with six numbered spaces.

HOW TO APPROACH THE TASK

- ▶ First candidates should skim the text to find out the topic and general meaning.
- ▶ Candidates should work through the six questions, reading the whole sentence to choose the correct word to complete the gap.
- ▶ After choosing an answer, candidates need to check the other three options and decide why they are wrong.
- ▶ Once all the gaps are completed, candidates should read the whole text again to make sure it makes sense.

ASSESSMENT

- ▶ The spaces are designed to test mainly vocabulary, but also an element of grammatical knowledge may be tested, e.g. complementation.

Reading Part 6

Questions 27–32
For each question, write the correct answer. Write **one** word for each gap.

Our new skatepark!
by Jack Fletcher

Is there a great skatepark in your town? We've now got the 27 fantastic skatepark ever, and it's all because of my friends and me!

Our old skatepark was full of broken equipment, so none of us ever went there. But we all agreed that 28 we had a better skatepark in our town, we'd use it. And teenagers might come 29 other towns to join us, too.

So I set up an online questionnaire to find out 30 local people wanted. I asked them whether we should improve our old skatepark 31 build a completely new one. People voted to build a new one.

Then we held some events to get money to pay for it. In the end we collected half the cost, and the local council paid the rest. It 32 finally finished last month. So come and try it – you'll have a great time!

Part 1: 0 of 5 Part 2: 0 of 5 Part 3: 0 of 5 Part 4: 0 of 5 Part 5: 0 of 6

THE TASK

- ▶ In Part 6, candidates read a short text with six numbered spaces.

HOW TO APPROACH THE TASK

- ▶ Candidates should skim read the whole text to find out the topic and general meaning.
- ▶ Candidates should look at each gap in turn and think of a single word that makes sense in the gap.
- ▶ Candidates should make sure that their spelling is correct.
- ▶ Once the gaps are completed, candidates should read the text again to make sure it makes sense.

ASSESSMENT

- ▶ The task is designed to test candidates' knowledge of grammatical structures but there is also some testing of phrasal verbs and common fixed phrases.

Paper-based sample test

Questions 1 – 5

Part 1

For each question, choose the correct answer.

1

Hollins Farm Campsite

No groups of 4 or more unless by previous arrangement

A All campers must reserve a place in advance.

B Groups bigger than four are not allowed on this site.

C Groups of more than three should contact the campsite before arriving.

2

New Message

To: Students booked on Oxford trip

Money for Saturday's trip must be handed in at the school office by Wednesday lunchtime at the latest or you will lose your place.

A Those who don't pay punctually won't be able to go to Oxford.

B There are very few places left on the Oxford trip.

C This is the last chance for students to register for the Oxford trip.

3

School sports day

If interested in taking part, please sign below but note you are permitted to enter no more than two races.

A You must have signed permission to take part in sports day.

B You have to limit the number of sports day races you take part in.

C You need to write your name here to get more information about sports day.

4

School play

Actors urgently required by director; previous experience welcome but not essential as training will be provided if needed.

A It is essential to have more actors even if they haven't acted before.

B It is important for all actors to have training before being involved in the play.

C It is necessary to find a new director to train the actors.

5

Biology class on Thursday

Please remember to bring last term's work to the lesson as you need to have your notes with you to help you do an experiment.

A Students must write detailed notes on this week's experiment.

B Students should check that their work last term was done accurately.

C Students need to look at previous work while doing an experiment.

3

Turn over ▶

Part 2

Questions 6 – 10

For each question, choose the correct answer.

The young people below all want to do a cycling course during their school holidays. On the opposite page there are descriptions of eight cycling courses. Decide which course would be the most suitable for the people below.



6 Nancy is fourteen and cycles quite well. She needs to learn how to cycle safely from her home to school on busy city roads. She's only free at the weekends.



7 Markus is an excellent cyclist and he wants the excitement of riding on countryside and woodland tracks. He'd also like to learn more about looking after his bike. He can't attend a morning course.



8 Ellie is nine and knows how to ride her bike, but isn't confident about starting and stopping. She'd love to meet other cyclists with a similar ability and have fun with them.



9 Leo can't cycle yet, and wants to learn on his own with the teacher. He'd prefer a course with sessions twice a week. He'd also like some practical information about cycling clothes and equipment.



10 Josh is eleven and a skilled cyclist. He's keen to learn to do exciting cycling tricks in a safe environment. He'd like to be with people of a similar age.

4

Cycling Courses

A Two Wheels Good!

Mountains! Rivers! Forests! Our 'off-road' course offers you the chance to get out of the city. You'll need very good cycling skills and confidence. You will be with others of the same ability. Expert advice on keeping your bike in good condition also included.
Mondays 2.00 pm–6.00 pm or Fridays 3.00 pm–7.00 pm.

B

On Your Bike!

Can't ride a bike yet, but really want to? Don't worry. Our beginners-only group (4–10 pupils per group) is just what you're looking for. Excellent teaching in safe surroundings. Makes learning to cycle fun, exciting and easy.
Mondays 9.00 am–11.00 am and Thursdays 2.00 pm–4.00 pm.

C

Fun and Games

Do you want some adventure? Find out how to do 'wheelies' (riding on one wheel), 'rampers' (cycling off low walls), 'spins' and much more... We offer a secure practice ground, excellent trainers and loads of fun equipment. Wear suitable clothes. Only for advanced cyclists. (Age 11–12)
Saturdays 1.00 pm–4.00 pm.

D

Pedal Power

A course for able cyclists. We specialise in teaching riders of all ages how to manage difficult situations in heavy traffic in towns and cities. We guarantee that by the end of the course, no roundabout or crossroads will worry you! Saturdays 2.00 pm–4.00 pm.

E

Cycling 4 U

Not a beginner, but need plenty of practice? This course offers practical help with the basics of balancing and using your brakes safely. You'll be in a group of pupils of the same level. Improve your cycling skills and enjoy yourself at the same time! Open to all children up to the age of ten.
Sundays 10.00 am–12.00 pm.

F

Bike Doctors

Have you been doing too many tricks on your bike? Taken it up mountains and through rivers? Then it probably needs some tender loving care. Bike Doctors teach you to maintain and repair your bike. (Some basic equipment required.) Ages 11–19 Tuesdays 9.00 am–12.00 pm or Wednesdays 3.00 pm–6.00 pm.

G

Safety First

We teach cycling safety for the city centre and country lane biker. We'll teach you the skills you need to deal with all the vehicles using our busy roads. All ages welcome from 10+. Thursdays 9.00 am–11.00 am.

H

Setting Out

A course for absolute beginners needing one-to-one instruction to get off to a perfect start. We also give advice on helmets, lights, what to wear and much more. A fantastic introduction to cycling! Mondays and Tuesdays 9.00 am–1.00 am.

5

Turn over ►

Part 3

Questions 11 – 15

For each question, choose the correct answer.

Play to win

16-year-old Harry Moore writes about his hobby, tennis.

My parents have always loved tennis and they're members of a tennis club. My older brother was really good at it and they supported him – taking him to lessons all the time. So I guess when I announced that I wanted to be a tennis champion when I grew up I just intended for them to notice me. My mother laughed. She knew I couldn't possibly be serious, I was just a 4-year-old kid!

Later, I joined the club's junior coaching group and eventually took part in my first proper contest, confident that my team would do well. We won, which was fantastic, but I wasn't so successful. I didn't even want to be in the team photo because I didn't feel I deserved to be. When my coach asked what happened in my final match, I didn't know what to say. I couldn't believe I'd lost – I knew I was the better player. But every time I attacked, the other player defended brilliantly. I couldn't explain the result.

After that, I decided to listen more carefully to my coach because he had lots of tips. I realised that you need the right attitude to be a winner. On court I have a plan but sometimes the other guy will do something unexpected so I'll change it. If I lose a point, I do my best to forget it and find a way to win the next one.

At tournaments, it's impossible to avoid players who explode in anger. Lots of players can be negative – including myself sometimes. Once I got so angry that I nearly broke my racket! But my coach has helped me develop ways to control those feelings. After all, the judges have a hard job and you just have to accept their decisions.

My coach demands that I train in the gym to make sure I'm strong right to the end of a tournament. I'm getting good results: my shots are more accurate and I'm beginning to realise that with hard work there's a chance that I could be a champion one day.

11 Harry thinks he said that he was going to be a tennis champion in order to

- A please his parents.
- B get some attention.
- C annoy his older brother.
- D persuade people that he was serious.

12 How did Harry feel after his first important competition?

- A confused about his defeat.
- B proud to be a member of the winning team.
- C ashamed of the way he treated another player.
- D amazed that he had got so far in the tournament.

13 What does Harry try to remember when he's on the court?

- A Don't let the other player surprise you.
- B Follow your game plan.
- C Respect the other player.
- D Don't keep thinking about your mistakes.

14 What does Harry say about his behaviour in tournaments?

- A He broke his racket once when he was angry.
- B He stays away from players who behave badly.
- C He tries to keep calm during the game.
- D He found it difficult to deal with one judge's decisions.

15 What might a sports journalist write about Harry now?

A Harry needs to believe in his own abilities and stop depending on good luck when he plays.

B Harry has really grown up since his first tournament and discovered that tennis is a battle of minds not just rackets.

C Harry looked exhausted when he finished his last match so maybe he should think about working out.

D Harry could be a great player but he needs to find a coach to take him all the way to the big competitions.

Part 4

Questions 16 – 20

Five sentences have been removed from the text below.
For each question, choose the correct answer.
There are three extra sentences which you do not need to use.

Planting trees

by Mark Rotherham, aged 13

This spring, our teacher suggested we should get involved in a green project and plant some trees around the school. Everyone thought it was a great idea, so we started looking online for the best trees to buy. **16** If we wanted them to grow properly, they had to be the right type – but there were so many different ones available! So our teacher suggested that we should look for trees that grew naturally in our part of the world. **17** They'd also be more suitable for the wildlife here.

Then we had to think about the best place for planting the trees. We learnt that trees are happiest where they have room to grow, with plenty of space for their branches. The trees might get damaged close to the school playgrounds, for example. **18** Finally, we found a quiet corner close to the school garden – perfect!

Once we'd planted the trees, we knew we had to look after them carefully. We all took turns to check the leaves regularly and make sure they had no strange spots or marks on them. **19** And we decided to check the following spring in case the leaves turned yellow too soon, as that could also mean the tree was sick.

We all knew that we wouldn't be at the school anymore by the time the trees grew tall, and that was a bit sad. But we'd planted the trees to benefit not only the environment, but also future students at the school. **20** And that thought really cheered us up!

- A** So we tried to avoid areas where students were very active.
- B** However, our parents did offer to help with the digging!
- C** That could mean the tree had a disease.
- D** But we soon found that choosing trees was quite complicated.
- E** It can be quite good for young trees, though.
- F** We knew they'd get as much pleasure from them as we had.
- G** But at least we were doing it in the right season.
- H** That way, the trees would be used to local conditions.

Part 5

Questions 21 – 26

For each question, choose the correct answer.

This car runs on chocolate!

Scientists have built a 300kph racing car that uses chocolate as a fuel! The project is (21) to show how car-making could (22) environmentally friendly. The car meets all racing car (23) apart from its fuel. This is a mixture of waste chocolate and vegetable oil, and such 'biofuels' are not (24) in the sport yet. It has to be mixed with normal fuel so that all parts of the car keep working.

Carrots and other root vegetables were used to make some parts inside and outside the car. Even the mirrors are made from potatoes! The sides of the car (25) a mixture of natural materials from plants as well as other recycled materials.

The project is still young, so the scientists have not yet found out how 'green' the car is. They are planning many experiments to compare its (26) against that of normal racing cars.

- | | | | | | | | | |
|----|---|-----------|---|-------------|---|---------|---|-----------|
| 21 | A | intended | B | wished | C | decided | D | insisted |
| 22 | A | develop | B | move | C | become | D | arrive |
| 23 | A | levels | B | standards | C | grades | D | orders |
| 24 | A | allowed | B | let | C | ruled | D | agreed |
| 25 | A | store | B | involve | C | collect | D | contain |
| 26 | A | operation | B | performance | C | display | D | technique |

Part 6

Questions 27 – 32

For each question, write the correct answer. Write **one** word for each gap.

Our new skatepark!
by Jack Fletcher

Is there a great skatepark in your town? We've now got the (27) fantastic skatepark ever, and it's all because of my friends and me!

Our old skatepark was full of broken equipment, so none of us ever went there. But we all agreed that (28) we had a better skatepark in our town, we'd use it. And teenagers might come (29) other towns to join us, too.

So I set up an online questionnaire to find out (30) local people wanted. I asked them whether we should improve our old skatepark (31) build a completely new one. People voted to build a new one.

Then we held some events to get money to pay for it. In the end we collected half the cost, and the local council paid the rest. It (32) finally finished last month. So come and try it – you'll have a great time!

Assessment

Answer key

You can find the complete digital sample test on the B1 Preliminary for Schools preparation page: camengli.sh/47JrDof

Please note that the digital exams do not use letters for the multiple choice options.

| Q | PART 1 | Q | PART 2 | Q | PART 3 |
|---|--------|----|--------|----|--------|
| 1 | C | 6 | D | 11 | B |
| 2 | A | 7 | A | 12 | A |
| 3 | B | 8 | E | 13 | D |
| 4 | A | 9 | H | 14 | C |
| 5 | C | 10 | C | 15 | B |

| Q | PART 4 | Q | PART 5 | Q | PART 6 |
|----|--------|----|--------|----|---------|
| 16 | D | 21 | A | 27 | most |
| 17 | H | 22 | C | 28 | if/when |
| 18 | A | 23 | B | 29 | from |
| 19 | C | 24 | A | 30 | what |
| 20 | F | 25 | D | 31 | or |
| | | 26 | B | 32 | was |

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Page 1 of 2

Candidate
Name

Candidate
Number

Centre
Name

Centre
Number

Examination
Title

Examination
Details

Candidate
Signature

Assessment
Date

Supervisor: If the candidate is ABSENT or has WITHDRAWN shade here ☐

Preliminary for Schools Reading Candidate Answer Sheet

Instructions

Use a PENCIL (B or HB)

Rub out any answer you want to change with an eraser.

For Parts 1, 2, 3, 4 and 5:

Mark ONE letter for each answer.

For example: if you think A is the right answer to the question, mark your answer sheet like this:

Turn over for Part 6:

Write your answers clearly in the spaces next to the numbers (27 to 32) on Page 2.

| | | | |
|---------------|-----------------------|-----------------------|-----------------------|
| Part 1 | A | B | C |
| 1 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | | | | | | | | |
|---------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Part 2 | A | B | C | D | E | F | G | H |
| 6 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | | | | |
|---------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Part 3 | A | B | C | D |
| 11 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | | | | | | | | |
|---------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Part 4 | A | B | C | D | E | F | G | H |
| 16 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 19 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |


| | | | | |
|---------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Part 5 | A | B | C | D |
| 21 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 22 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 24 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 25 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 26 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Turn over for Part 6 →

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Page 2 of 2

For Part 6:
 Write your answers clearly in the spaces next to the numbers (27 to 32) like this:
 Write your answers in CAPITAL LETTERS.

0 **ENGLISH**

| | | Do not write below here |
|-----------|--|-------------------------|
| 27 | | 27 1 0 ○ ○ |
| 28 | | 28 1 0 ○ ○ |
| 29 | | 29 1 0 ○ ○ |
| 30 | | 30 1 0 ○ ○ |
| 31 | | 31 1 0 ○ ○ |
| 32 | | 32 1 0 ○ ○ |


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Page 2 of 2

Paper 2:

Writing tasks

45 mins

| PART | NUMBER OF QUESTIONS | NUMBER OF MARKS | TASK TYPES | WHAT DO CANDIDATES HAVE TO DO? |
|-------|---------------------|-----------------|--------------------------------------|---|
| 1 | 1 | 20 | An email | Write about 100 words , answering the email and notes provided. Candidates are assessed using four subscales: Content, Communicative Achievement, Organisation and Language. |
| 2 | 1 | 20 | Choose between an article or a story | Write about 100 words , answering the question of their choosing. Candidates are assessed using four subscales: Content, Communicative Achievement, Organisation and Language. |
| TOTAL | 2 | 40 | | |

Tips for preparing learners for the Writing test

- ✓ Learners should be very familiar with the writing tasks and their requirements before they take the exam.
- ✓ Learners should aim to write roughly the required number of words. This will ensure that they don't leave out important information (for example, a content point in Part 1), nor that their message becomes unclear by including irrelevant information. In the digital exams the words are counted on the screen. For the paper-based exams learners should practise writing approximately the right amount so they don't waste time counting words.
- ✓ The word length is a guide which learners should aim for.

For email-writing:

- Learners should write to penfriends or online friends regularly.
- Learners should read and notice the organisation of emails, including typical language and phrases used for opening and closing an email.

For article-writing:

- Learners should plan and write short article-like texts regularly, on subjects which interest them.
- Learners should read articles, for example in magazines and on websites. They can use these to identify how article-like texts are organised and what other language features they have.

For story-writing:

- Learners should plan and write short stories regularly, both at home and in class.
- Learners should also read short stories, for example simplified readers in English. They can use these to identify how stories start, develop and end.



Completing the digital test (digital test only)

- There is a timer on the screen which tells candidates how much time they have left.
- Candidates may take pens and pencils and water in a clear, see-through bottle into the exam room, but nothing else (including bags and anything electronic).
- Students should be given timed practice of typing and editing their answers on screen so they are comfortable completing the tasks in the time available.



Completing the answer sheet (paper-based test only)

- The questions are in a booklet. The answers are written in a separate booklet with lined pages.
- Learners must use clear handwriting so that their answers can be read easily. The most important thing is that their handwriting is clear; they can write in upper or lower case, and it does not matter whether their writing is joined up or not.
- Any corrections they make should be clear so that they can be easily understood and followed.

Quick links to resources

Learners

camengli.sh/47JrDof

- Information for candidates guide

Teachers

camengli.sh/47JrDof

cambridgeenglish.org/teaching-english/resources-for-teachers

- Vocabulary list (including topics list)
- Free teaching resources
- Lesson plans

Language specifications: Page 68

Topics list: Page 71

Advice by task

This section shows example screenshots from the B1 Preliminary for Schools exam. Please scan the QR code, or click on the link to access the full sample test. camengli.sh/47JrDof

See these tasks in full from page 25.

Writing Part 1 - Compulsory task



THE TASK

- ▶ Candidates must answer this question.
- ▶ They are required to deal with input material of 100–120 words.
- ▶ The input consists of a standard rubric, an email and a set of four prompts presented as notes linked by lines to the appropriate parts of the input email text.
- ▶ The task gives candidates the context, who they are writing to, why they are writing, and four key content points.
- ▶ Candidates must include the four content points in a response of around 100 words.
- ▶ The task requires candidates to demonstrate the ability to handle the language of functions. For example, agreeing, disagreeing, giving an opinion, offering and explaining.

HOW TO APPROACH THE TASK

- ▶ Before candidates write their reply, they should make sure they are clear about who they are writing to, why they are writing and what they need to include in their reply.
- ▶ Candidates should read the email carefully and ensure they answer the four prompts.
- ▶ Candidates should not learn a pre-prepared answer, which may not fit the task in the exam.
- ▶ Candidates should practise planning their answers carefully before writing, to ensure answers are well organised and contain relevant content.
- ▶ Candidates should also practise writing timed answers within the recommended word length.
- ▶ It's a good idea for them to practise evaluating their own and others' answers, with close reference to the question. For example, they can look at sample answers or at each other's answers, identifying what the writer did well, and what they could improve in terms of organisation, language and communication.
- ▶ After writing, candidates should read through their answer to ensure that the meaning is clear and that they have included all the content points.

ASSESSMENT

- ▶ Answers are assessed using the assessment scales, which consist of four subscales: Content, Communicative Achievement, Organisation and Language.
- ▶ Candidates should aim to use a range of tenses, expressions and vocabulary, even if these contain some minor mistakes. It's important for candidates to show the full range of their language ability and to be ambitious in their use of language.
- ▶ Non-impeding errors, which do not affect communication, will not necessarily be penalised. These include spelling, grammar or punctuation errors. However, errors which interfere with or cause a breakdown in communication will be treated more severely.

Writing Part 2 - Choice of two tasks

The screenshot shows the IELTS Writing Part 2 interface. At the top, it says 'Questions 2-3' and 'Answer one of these questions. Write your answer in about 100 words.' Below this, there are two task options. The first option is an article titled 'WHAT MAKES YOU LAUGH?' with a prompt: 'Write an article telling us what you find funny and who you enjoy laughing with. Do you think it's possible to laugh a lot? Why?' The second option is a story titled 'Assessing this question?' with a prompt: '0 out of 3 questions selected'. The interface includes a word count bar at the bottom and a 'Mark 0' indicator.

THE TASK

- ▶ Candidates choose either an article or a story. They must write around 100 words.
- ▶ For the article, candidates read an announcement from a magazine or website. This gives the topic that they must write about. For example, there may be a couple of questions that they should respond to.
- ▶ For the story, candidates are given the first sentence of the story. They must continue the story with clear links to the opening sentence.

HOW TO APPROACH THE TASK

- ▶ Candidates should practise planning their answers carefully before writing, to ensure answers are well organised and contain relevant content.
- ▶ Candidates should also practise writing timed answers within the recommended word length.
- ▶ It's a good idea for them to practise evaluating their own and others' answers, with close reference to the question. For example, they can look at sample answers or at each other's answers, identifying what the writer did well, and what they could improve in terms of organisation, language and communication.
- ▶ Candidates should choose the task which best suits them and their interests. They should consider the topic as well as the language demands, (e.g. vocabulary), in the two questions before choosing.
- ▶ When writing the story, candidates should pay close attention to any names or pronouns used in the opening sentence, and ensure their stories follow the same pattern. For example, if the story begins in the third person, it should continue that way.

ASSESSMENT

- ▶ Answers are assessed using the assessment scales, which consist of four subscales: Content, Communicative Achievement, Organisation and Language.
- ▶ Candidates should aim to use a range of tenses, expressions and vocabulary, even if these contain some minor mistakes. It's important for candidates to show the full range of their language ability and to be ambitious in their use of language.
- ▶ Non-impeding errors, which do not affect communication, will not necessarily be penalised. These include spelling, grammar or punctuation errors. However, errors which interfere with or cause a breakdown in communication will be treated more severely.

Paper-based sample test

Part 1

You **must** answer this question.
Write your answer in about **100 words** on the answer sheet.

Question 1

Read this email from your English teacher Mrs Lake and the notes you have made.

EMAIL

From: Mrs Lake

Subject: End of year party

Dear Class,

I'd like our class to have a party to celebrate the end of the school year.

We could either have a party in the classroom or we could go to the park. Which would you prefer to do?

What sort of activities or games should we do during the party?

What food do you think we should have at the party?

Reply soon!

Anna Lake

Suggest ...

Great!

Explain

Tell Mrs Lake

Write your **email** to Mrs Lake using **all the notes**.

2

Part 2

Choose **one** of these questions.
Write your answer in about **100 words** on the answer sheet.

Question 2

You see this announcement in your school English-language magazine.

Articles wanted!

WHAT MAKES YOU LAUGH?

Write an article telling us what you find funny and who you enjoy laughing with.
Do you think it's good to laugh a lot? Why?

The best articles answering these questions will be published next month.

Write your **article**.

Question 3

Your English teacher has asked you to write a story.
Your story must begin with this sentence.
Jo looked at the map and decided to go left.
Write your **story**.

3

Writing Paper-based sample test 25

Assessment

Assessment scales

Tasks are marked using assessment scales that were developed with explicit reference to the Common European Framework of Reference (CEFR). The scales consist of four subscales: Content, Communicative Achievement, Organisation, and Language:

- **Content** focuses on how well the candidate has fulfilled the task, in other words if they have done what they were asked to do.
- **Communicative Achievement** focuses on how appropriate the writing is for the task and whether the candidate has used the appropriate register.
- **Organisation** focuses on the way the candidate puts together the piece of writing, in other words if it is logical and ordered.
- **Language** focuses on vocabulary and grammar. This includes the range of language as well as how accurate it is.

Responses are marked on each subscale from 0 to 5.

When the tasks are being marked, the length of responses and varieties of English are taken into account:

- Guidelines on length are provided for each task; responses which are too short may not have an adequate range of language and may not provide all the information that is required, while responses which are too long may contain irrelevant content and have a negative effect on the reader. These may affect candidates' marks on the relevant subscales.
- Candidates are expected to use a particular variety of English with some degree of consistency in areas such as spelling, and not, for example, switch from using a British spelling of a word to an American spelling of the same word.

The subscale **Content** is common to all levels:

| | CONTENT |
|---|---|
| 5 | <ul style="list-style-type: none">• All content is relevant to the task.• Target reader is fully informed. |
| 3 | <ul style="list-style-type: none">• Minor irrelevances and/or omissions may be present.• Target reader is on the whole informed. |
| 1 | <ul style="list-style-type: none">• Irrelevances and misinterpretation of task may be present.• Target reader is minimally informed. |
| 0 | <ul style="list-style-type: none">• Content is totally irrelevant.• Target reader is not informed. |

The remaining three subscales (Communicative Achievement, Organisation, and Language) have descriptors specific to each CEFR level:

| CEFR LEVEL | COMMUNICATIVE ACHIEVEMENT | ORGANISATION | LANGUAGE |
|------------|--|--|---|
| | <p>Demonstrates complete command of the conventions of the communicative task.</p> <p>Communicates complex ideas in an effective and convincing way, holding the target reader's attention with ease, fulfilling all communicative purposes.</p> | <p>Text is organised impressively and coherently using a wide range of cohesive devices and organisational patterns with complete flexibility.</p> | <p>Uses a wide range of vocabulary, including less common lexis, with fluency, precision, sophistication and style.</p> <p>Use of grammar is sophisticated, fully controlled and completely natural.</p> <p>Any inaccuracies occur only as slips.</p> |
| C2 | <p>Uses the conventions of the communicative task with sufficient flexibility to communicate complex ideas in an effective way, holding the target reader's attention with ease, fulfilling all communicative purposes.</p> | <p>Text is a well-organised, coherent whole, using a variety of cohesive devices and organisational patterns with flexibility.</p> | <p>Uses a range of vocabulary, including less common lexis, effectively and precisely.</p> <p>Uses a wide range of simple and complex grammatical forms with full control, flexibility and sophistication.</p> <p>Errors, if present, are related to less common words and structures, or occur as slips.</p> |
| C1 | <p>Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate.</p> | <p>Text is well organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect.</p> | <p>Uses a range of vocabulary, including less common lexis, appropriately.</p> <p>Uses a range of simple and complex grammatical forms with control and flexibility.</p> <p>Occasional errors may be present but do not impede communication.</p> |
| B2 | <p>Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.</p> | <p>Text is generally well organised and coherent, using a variety of linking words and cohesive devices.</p> | <p>Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis.</p> <p>Uses a range of simple and some complex grammatical forms with a good degree of control.</p> <p>Errors do not impede communication.</p> |
| B1 | <p>Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.</p> | <p>Text is connected and coherent, using basic linking words and a limited number of cohesive devices.</p> | <p>Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis.</p> <p>Uses simple grammatical forms with a good degree of control.</p> <p>While errors are noticeable, meaning can still be determined.</p> |
| A2 | <p>Produces text that communicates simple ideas in simple ways.</p> | <p>Text is connected using basic, high-frequency linking words.</p> | <p>Uses basic vocabulary reasonably appropriately.</p> <p>Uses simple grammatical forms with some degree of control.</p> <p>Errors may impede meaning at times.</p> |

The following assessment scale, extracted from the one on the previous page, is used for marking candidate responses.

| B1 | CONTENT | COMMUNICATIVE ACHIEVEMENT | ORGANISATION | LANGUAGE |
|----|--|---|---|---|
| 5 | All content is relevant to the task. Target reader is fully informed | Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas. | Text is generally well organised and coherent, using a variety of linking words and cohesive devices. | Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication. |
| 4 | <i>Performance shares features of Bands 3 and 5.</i> | | | |
| 3 | Minor irrelevances and/or omissions may be present. Target reader is on the whole informed. | Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas. | Text is connected and coherent, using basic linking words and a limited number of cohesive devices. | Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined. |
| 2 | <i>Performance shares features of Bands 1 and 3.</i> | | | |
| 1 | Irrelevances and misinterpretation of task may be present. Target reader is minimally informed. | Produces text that communicates simple ideas in simple ways. | Text is connected using basic, high-frequency linking words. | Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times. |
| 0 | Content is totally irrelevant. Target reader is not informed. | <i>Performance below Band 1.</i> | | |

Writing mark scheme

Glossary of terms

1. General

Generally

Generally is a qualifier meaning not in every way or instance. Thus, *generally appropriately* refers to performance that is not as good as 'appropriately'.

Flexibility

Flexible and **flexibly** refer to the ability to adapt – whether language, organisational devices, or task conventions – rather than using the same form over and over, thus evidencing better control and a wider repertoire of the resource. Flexibility allows a candidate to better achieve communicative goals.

2. Content

Relevant

Relevant means related or relatable to required content points and/or task requirements.

Target reader

The **target reader** is the hypothetical reader set up in the task, e.g. a magazine's readership, your English teacher.

Informed

The target reader is **informed** if content points and/or task requirements are addressed and appropriately developed. Some content points do not require much development (e.g. *state what is x*) while others require it (*describe, explain*).

3. Communicative Achievement

Conventions of the communicative task

Conventions of the communicative task include such things as genre, format, register and function. For example, a personal letter should not be written as a formal report, should be laid out accordingly, and use the right tone for the communicative purpose.

Holding the target reader's attention

Holding the target reader's attention is used in the positive sense and refers to the quality of a text that allows a reader to derive meaning and not be distracted. It does not refer to texts that force a reader to read closely because they are difficult to follow or make sense of.

Communicative purpose

Communicative purpose refers to the communicative requirements as set out in the task, e.g. *make a complaint, suggest alternatives*.

Straightforward and complex ideas

Straightforward ideas are those which relate to relatively limited subject matter, usually concrete in nature, and which require simpler rhetorical devices to communicate. **Complex ideas** are those which are of a more abstract nature, or which cover a wider subject area, requiring more rhetorical resources to bring together and express.

4. Organisation

Linking words, cohesive devices and organisational patterns

Linking words are cohesive devices, but are separated here to refer to higher-frequency vocabulary which provides explicit linkage. They can range from basic high-frequency items (such as *and, but*) to basic and phrasal items (such as *because, first of all, finally*).

Cohesive devices refers to more sophisticated linking words and phrases (e.g. *moreover, it may appear, as a result*), as well as grammatical devices such as the use of reference pronouns, substitution (e.g. *There are two women in the picture. The one on the right ...*), ellipsis (e.g. *The first car he owned was a convertible, or the second a family car*), or repetition.

Organisational patterns refers to less-explicit ways of achieving connection at the between-sentence level and beyond, e.g. arranging sentences in climactic order, the use of parallelism, using a rhetorical question to set up a new paragraph.

5. Language

Vocabulary

Basic vocabulary refers to vocabulary used for survival purposes, for simple transactions, and the like.

Everyday vocabulary refers to vocabulary that comes up in common situations of a non-technical nature in the relevant domain.

Less common lexis refers to vocabulary items that appear less often in the relevant domain. These items often help to express ideas more succinctly and precisely.

Appropriacy of vocabulary

Appropriacy of vocabulary: the use of words and phrases that fit the context of the given task. For example, in *I'm very sensible to noise*, the word *sensible* is inappropriate as the word should be *sensitive*. Another example would be *Today's big snow makes getting around the city difficult*. The phrase *getting around* is well suited to this situation. However, *big snow* is inappropriate as *big* and *snow* are not used together. *Heavy snow* would be appropriate.

Grammatical forms

Simple grammatical forms: words, phrases, basic tenses and simple clauses.

Complex grammatical forms: longer and more complex items, e.g. noun clauses, relative and adverb clauses, subordination, passive forms, infinitives, verb patterns, modal forms and tense contrasts.

Grammatical control

Grammatical control: the ability to consistently use grammar accurately and appropriately to convey intended meaning.

Where language specifications are provided at lower levels (as in A2 Key and B1 Preliminary), candidates may have control of only the simplest exponents of the listed forms.

Range

Range: the variety of words and grammatical forms a candidate uses. At higher levels, candidates will make increasing use of a greater variety of words, fixed phrases, collocations and grammatical forms.

Overuse

Overuse refers to those cases where candidates repeatedly use the same word because they do not have the resources to use another term or phrase the same idea in another way. Some words may unavoidably appear often as a result of being the topic of the task; that is not covered by the term overuse here.

Errors and slips

Errors are systematic mistakes. **Slips** are mistakes that are non-systematic, i.e. the candidate has learned the vocabulary item or grammatical structure, but just happened to make a mistake in this instance. In a candidate's response, where most other examples of a lexical/grammatical point are accurate, a mistake on that point would most likely be a slip.

Impede communication

Impede communication means getting in the way of meaning. Meaning can still be determined indicates that some effort is required from the reader to determine meaning.

Sample answers and comments

Part 1 – Email

Candidate A

I'm very nervous for this party, to celebrate the end of the school year.

I think that the best place to do the party is the class, because in this way we can be all together. In the class we can do a lot of activities like play with the blackboard, or watch a film, or listen to music.

About the food, we can have pizza, fries and for the sweet people chocolate, sweets or something like this.

I'm sure the party is going to be very well, and we are going to have a very good time.

See you soon!

Comments

| SUBSCALE | MARK | COMMENTARY |
|---------------------------|------|--|
| Content | 5 | <p>All content is relevant to the task.</p> <p>The target reader is fully informed about all the points in the task. The first point has been addressed, although the word <i>nervous</i> has been used incorrectly for this context. However, the rest of the email is positively phrased, so this can be seen as a slip. There is a preference expressed, (<i>the class</i>), and suggestions are given regarding activities, <i>play with the blackboard</i>, and food, <i>pizza, fries; chocolate, sweets</i>.</p> |
| Communicative Achievement | 3 | <p>The conventions of an email, such as a friendly, polite tone, and a consistent register, are used in generally appropriate ways to communicate straightforward ideas: <i>I think that; About the food; I'm sure the party is going to be very well; See you soon</i>. There is no opening salutation, but it is clearly directed towards Mrs Lake and the information is presented in a suitable format for a teacher to read.</p> |
| Organisation | 3 | <p>The text is connected and coherent. Paragraphs are used to good effect, each focusing on one aspect. The text is connected using linking words and some cohesive devices, such as referencing: <i>this party; because in this way; About the food; and for the sweet people</i>.</p> |
| Language | 3 | <p>Everyday vocabulary, suitable for the topic, is used generally appropriately: <i>the best place; together; blackboard; pizza; fries; chocolate; sweets; good time</i>. The use of <i>nervous</i> in the first sentence is slightly distracting as it does not convey the correct emotion.</p> <p>Simple grammatical forms are used with a good degree of control: <i>I think that the best place to do the party; we can be all together; listen to music; something like this; is going to be; we are going to have a very good time</i>.</p> <p>Errors are noticeable but meaning can still be determined: <i>I am very nervous for; and for the sweet people; to be very well</i>.</p> |

Part 1 – Email

Candidate B

Dear Mrs Lake,

I think it's a great idea to have a party to celebrate the end of the school year. I prefer to do the party at school, in the classroom, because we've spend a lot of time there, and I think it would be better, so that we can remember all the good things that have made this year so special. I think we could bring some games like domino, or one of us can bring his Play Station and we can play together. If you want, I will buy some pizza, and also something to drink like coca-cola or water. The other students will bring some potatoes, and the girls will make a cake. Do you like the idea?

See you!

Comments

| SUBSCALE | MARK | COMMENTARY |
|---------------------------|------|--|
| Content | 5 | <p>All content is relevant to the task.</p> <p>The target reader is fully informed about all the points in the task. There is a direct response to the first point, <i>I think it's a great idea</i>, and a clear preference is expressed for where the party should be held, <i>in the classroom</i>. Suggestions are made about the activities, <i>some games like domino</i>, and what food to bring, <i>pizza; coca-cola; potatoes; cake</i>.</p> |
| Communicative Achievement | 5 | <p>The conventions of an email, such as a friendly, enthusiastic tone, a consistent register, as well as appropriate opening and closing salutations, are used to hold the target reader's attention and to communicate straightforward ideas in response to the initial input text, <i>Dear Mrs Lake; If you want; Do you like the idea? See you</i>. Suggestions are made and supported with reasons to explain the decision taken, <i>I prefer to do the party at school ... because we've spend a lot of time there</i>.</p> |
| Organisation | 4 | <p>The text is generally well organised and coherent. Although there is only one paragraph, the text is connected through the use of a variety of linking words and cohesive devices, particularly referencing, which makes the text flow very naturally, <i>a party; the party; at school, in the classroom, because; there, and I think it would be better; so that; the good things that; this year; like; one of us; also; other students</i>.</p> |
| Language | 4 | <p>A range of everyday vocabulary, suitable for the topic, is used appropriately, <i>remember; all the good things; special; bring some games; together; pizza</i>.</p> <p>A range of simple and some more complex grammatical forms is used with a good degree of control, <i>we've spend a lot of time there; I think it would be better; that have made this year so special; I think we could bring ... or one of us can bring; If you want, I will buy; the girls will make a cake</i>.</p> <p>There are one or two errors, but they do not impede communication, <i>we've spend; one of us can bring his Play Station</i>.</p> |

Part 2 – Article

Candidate C

I love to watch comedies a lot because it makes me laugh. The comedy I love the most is the Chinese Running Man. I enjoy watching and laughing it with my family. In the show, famous actors and actresses must overcome some challenging quests, such as trading a coffee bean with someone else for something more expensive and racing in the mud to capture the flag. The storylines are very interesting and they always tickles my funny bone. Laughing out loud is great! Laughing can help us to release stress and make us feel better. It may also make us more attractive too!

Comments

| SUBSCALE | MARK | COMMENTARY |
|---------------------------|------|---|
| Content | 5 | <p>All content is relevant to the task.</p> <p>The target reader is fully informed about what the candidate finds funny, (<i>I love to watch comedies a lot</i>), and who they laugh with, <i>with my family</i> and the final point is developed quite well and introduces a wider view, <i>Laughing can help us release stress</i>.</p> |
| Communicative Achievement | 5 | <p>The conventions of article writing, such as sharing personal information and expressing opinions, are used to hold the target reader's attention and to communicate straightforward ideas. The topic is clearly introduced, <i>I love to watch comedies a lot because it makes me laugh</i> and there is a nice balance between how the writer feels and how laughing affects the wider public, <i>I enjoy watching and laughing it with my family; tickles my funny bone; Laughing out loud is great; make us feel better; It may also make us more attractive too</i>.</p> |
| Organisation | 5 | <p>The text is generally well organised and coherent. There is a variety of linking words and some cohesive devices, particularly reference to avoid repetition, are used to connect the ideas across and within sentences, <i>because it; The comedy I love the most; it; In the show; such as; someone else for something more expensive; storylines ... and they</i>.</p> |
| Language | 5 | <p>A range of everyday vocabulary is used appropriately, and there are examples of less common lexis as well, <i>comedies; show; actors; actresses; overcome; challenging quests; trading; coffee bean; expensive; mud; capture the flag; storylines; tickles my funny bone; release stress; attractive</i>.</p> <p>A range of simple and more complex grammatical forms, particularly modal verbs, are used with a good degree of control, <i>I love the most; must overcome some challenging quests, such as trading; with someone else for something more expensive; storylines are very interesting and they always; can help us to release; It may also make us more attractive</i>.</p> <p>Errors do not impede communication, <i>I enjoy laughing and watching it with; they always tickles my funny bone</i>.</p> |

Part 2 – Article

Candidate D

So, I laugh always and for nothing.

I find very funny when someone fall down and I laugh for bad jokes. I like to watch funnys videos to laugh.

I enjoy laughing with my family and my friend but I really enjoy laughing with my best friend.

I think it's good to laugh a lot and have humour to have a funny and good. I find important laugh with our friends to be better and have a good life.

It's for this I laugh for anything and I enjoy life like it is.

Comments

| SUBSCALE | MARK | COMMENTARY |
|---------------------------|------|---|
| Content | 5 | All content is relevant to the task. The target reader is fully informed about what the candidate finds funny, <i>when someone fall down</i> , who they enjoy laughing with, <i>my family; my best friend</i> , and why laughter is important, <i>it's good to laugh a lot; to be better and have a good life</i> . |
| Communicative Achievement | 3 | The conventions of article writing, such as sharing personal information and expressing opinions, are used generally appropriately to communicate straightforward ideas, <i>I think it's good to laugh a lot; It's for this I laugh for anything</i> . The article doesn't have a standard introduction, but the topic is generally introduced with a sentence about what the candidate does, <i>So, I laugh always and for nothing</i> . |
| Organisation | 3 | The text is connected and coherent. Paragraphs are used to separate the text into sections and, although these are often limited to one sentence, different ideas are expressed in each one, providing a structure to the text. Some basic linking words and the occasional cohesive device, such as a referencing pronoun, are used to connect the ideas, <i>when; and; with my family and my friend but I really enjoy; It's for this</i> . |
| Language | 3 | Everyday vocabulary is used generally appropriately, <i>jokes; videos; enjoy; humour; important</i> , although some lexis is overused, <i>laugh; funny; friend</i> . Simple grammatical forms, such as the present tense, are used with a good degree of control, although there is not much variety in terms of tenses used, <i>I like to watch; I really enjoy laughing; with our friends to be better and have a good life; I enjoy life like it is</i> . There are some noticeable errors, with agreement and prepositions, but meaning can still be determined, <i>someone fall down; laugh for bad jokes; funnys videos; to have a funny and good; I laugh for anything</i> . |

Part 2 – Story

Candidate E

Jo looked at the map and decided to go left. He wanted to go to the Karpats on foot. Jo liked to go to the rivers, forests and mountains on foot. He always took map with he. But one day he lost! Jo was very worried and scared. He was in the forest one week. He was could at night, he was very hot in the afternoon. He ate mushroomes and berries. But he found a way from the forest. And from that day he never came to the forest on foot. He always go to the rivers, forests and mountains on ships, by trains, by plantes. But he never go to the unknowns places on foot.

Comments

| SUBSCALE | MARK | COMMENTARY |
|---------------------------|------|--|
| Content | 5 | The story continues from the prompt, with a beginning, middle and end, and all the content is relevant. The target reader is fully informed. |
| Communicative Achievement | 3 | The story follows the conventions of storytelling in generally appropriate ways. The simple storyline is communicated to the reader, despite errors and weak organisation. |
| Organisation | 2 | The text is connected using a limited number of linking words (<i>and; But; from that day</i>). Although the majority of sentences are short and there is limited linking across sentences, the story is coherent. |
| Language | 3 | Everyday vocabulary is used generally appropriately. There is some evidence of less common lexis appropriate to the story (<i>mushroomes and berries; found away; unknowns places</i>). Spelling errors generally do not cause confusion, with the exception of <i>could</i> for <i>cold</i> and <i>plantes</i> for <i>planes</i> . Simple grammatical forms (mainly simple past tense) are used with a good degree of control. While errors are noticeable, the meaning can still be determined. |

Part 2 – Story

Candidate F

Jo looked at the map and decided to go left. Jo were in car with he friend, Lucy and go from city in car. Jo decide go in your car and nice day. They leave soon and take map but Jo looked at map and decided to go left so went in bad way and Lucy cry. They don't came in good way and go to the your home. When they came house nobody home so they watch tv and see film and enjoy.

Comments

| SUBSCALE | MARK | COMMENTARY |
|---------------------------|------|---|
| Content | 4 | <p>The content is relevant to the storyline prompt. The story begins with the prompt, which is repeated in the middle of the story.</p> <p>The target reader is informed, and the story has a clear ending.</p> |
| Communicative Achievement | 1 | <p>The storyline is communicated in simple ways. The format is appropriate, but the target reader has to make an effort to follow the story at times (for example, due to errors with pronouns).</p> |
| Organisation | 2 | <p>The text is connected and coherent, using basic linking words (<i>and; but; when; so</i>).</p> |
| Language | 2 | <p>Everyday vocabulary is used generally appropriately.</p> <p>Simple grammatical forms are used with some degree of control but there are a number of errors, which distract at times (<i>Jo were in car with he friend; They don't came in good way and go to the your home</i>).</p> |

Paper-based answer sheet

You must write within the grey lines.

Answer only one of the two questions for Part 2.
Tick the box to show which question you have answered.
Write your answer below. Do not write on the barcodes.

| Part 2 | Question 2 | Question 3 |
|--------|------------|------------|
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Paper 3:

Listening tasks

approximately 30 mins (plus 2 minutes to check your answers in the digital test, and 6 minutes to transfer your answers for the paper based exam)

| PART | NUMBER OF QUESTIONS | NUMBER OF MARKS | TASK TYPES | FOCUS FORMAT |
|-------|---------------------|-----------------|--------------------------|---|
| 1 | 7 | 7 | 3-option multiple choice | Identify key information in seven short monologues or dialogues and choose the correct visual. |
| 2 | 6 | 6 | 3-option multiple choice | Listen to six short dialogues and understand the gist of each. |
| 3 | 6 | 6 | Gap fill | Listen to a monologue and complete six gaps. |
| 4 | 6 | 6 | 3-option multiple choice | Listen to an interview for a detailed understanding of meaning and to identify attitudes and opinions. |
| TOTAL | 25 | 25 | | |

Preparing learners

Advice for teachers

The texts and tasks in the Listening paper reflect the variety of listening situations which learners at B1 level are expected to deal with. Teachers should ensure that learners are exposed to a range of listening situations and interactions.

The texts may include:

- conversations at home or between friends (*Parts 1, 2*)
- radio announcements (*Parts 1, 3*)
- parts of talks (*Part 3*)
- exchanges in shops (*Part 1*)
- informational talks or radio programmes (*Part 3*)
- interviews with questions from a radio presenter (*Part 4*)
- recorded messages (*Parts 1, 3*).

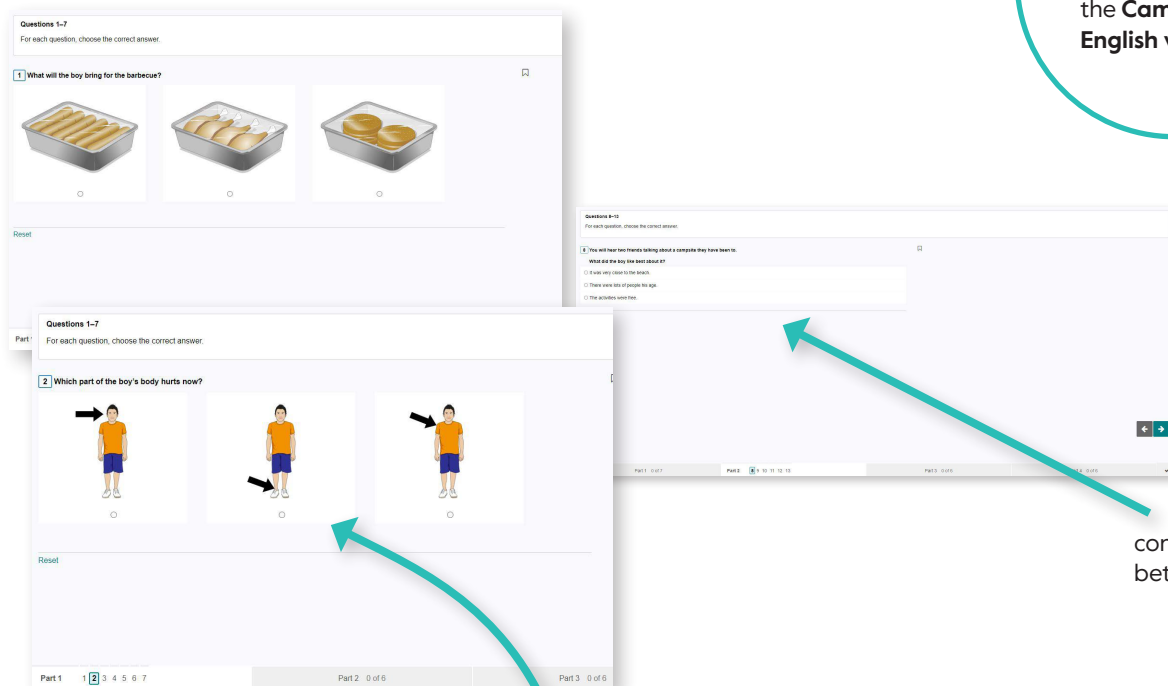
Also note the following:

- the recordings will contain a range of standard native-speaker accents. Learners should practise listening to a variety of accents
- when selecting listening material, teachers can use the **topics list** to help them identify suitable topics to use with learners
- teachers may find that the Inventory of functions, notions and communicative tasks in the **language specifications** helps them to identify different listening situations for learners to work with
- free teaching resources and lesson plans are available on the **Cambridge English website**.

Parents can get more information from the **Information for parents page** on the **Cambridge English website**.

Learners can get more information from the **Information for candidates guide**.

Teachers can find lesson plans and sample papers on the **Cambridge English website**.



multiple choice

conversations between friends

Tips for preparing learners for the Listening paper

- ✓ Help learners identify and understand the type of text they are listening to. They should also identify the purpose of the task that they have to do. Together, these activities will help them to choose the most appropriate listening strategies for the tasks in the exam.
- ✓ Use classroom discussion activities and listening to the teacher to help to develop listening skills. However, learners must also listen to a range of recordings to prepare for the content of the exam.
- ✓ Make sure learners read the instructions on the question paper, and listen to them on the recording so they are completely clear about what they have to do.
- ✓ All the texts in the exam are heard twice. Remind learners to use both listenings to refine their answers.
- ✓ Use the transcript of the recording once learners have completed a task. It can be useful to look at it to identify key phrases, cues, distraction, etc.
- ✓ Encourage learners not to leave blank spaces. They won't lose marks for a wrong answer. Ask learners to check they have an answer, as they might have understood more than they think.
- ✓ Practise different types of listening to develop your learners' listening skills. Testing should not be the only focus.



Completing the digital test (digital test only)

- Candidates mark or type all their answers directly onto the computer.
- Candidates may take pens and pencils and water in a clear, see-through bottle into the exam room, but nothing else (including bags and anything electronic).
- Candidates should listen carefully to the instructions which the invigilator gives and follow the instructions on the computer screen.
- Candidates should check that they can hear the test properly. If they cannot hear the recording, they should raise their hand and inform the invigilator immediately.
- There is a timer on the screen which tells candidates how much time they have left.
- Candidates may make notes on paper during the exam, for example if they want to write down two alternative answers where they are unsure. They must leave these notes on their desk at the end of the exam.



Completing the answer sheet (paper-based test only)

- Candidates doing the paper-based test should practise transferring their answers to the answer sheet.
- All answers must go on an answer sheet.
- Candidates should write their answers on the question paper as they listen.
- Candidates then have 6 minutes at the end of the test to copy these answers onto the answer sheet.
- Candidates should use a pencil to complete the answer sheet.
- For Parts 1, 2 and 4, candidates shade a lozenge on the answer sheet to show their answer.
- For Part 3, candidates write their answers on the answer sheet.

Quick links to resources

Parents

cambridgeenglish.org/learning-english/parents-and-children/information-for-parents • Information for parents

Learners

camengli.sh/47JrDof • Information for candidates guide

Teachers

camengli.sh/47JrDof • Vocabulary list (including topics list)
cambridgeenglish.org/teaching-english/resources-for-teachers • Free teaching resources
 • Lesson plans

Language specifications: Page 68

Topics list: Page 71

Advice by task

This section shows example screenshots from the B1 Preliminary for Schools Digital exam. Please scan the QR code, or click on the link to access the full sample test. camengli.sh/47JrDof

See these tasks in full from page 45.



Listening Part 1

THE TASK

- ▶ In Part 1 there are seven short listening texts, each with a question and three visual images. Each recording is played twice.
- ▶ Candidates listen to the text, then choose the visual image which best answers the question in the context of what they heard.

HOW TO APPROACH THE TASK

- ▶ While listening for the first/second time, candidates need to listen for gist, choosing the best option.
- ▶ While listening for the first/second time, candidates need to check the answer is correct, focusing on the key information in the text.
- ▶ They should repeat this process for the remaining questions.

ASSESSMENT

- ▶ The task requires candidates to listen for specific information in the text.

Listening Part 2

THE TASK

- ▶ In Part 2, there are six short dialogues each with a context sentence, as well as a question or a sentence to complete and three options.
- ▶ Candidates listen to the text, then choose the option which best answers the question or completes the sentence.

HOW TO APPROACH THE TASK

- ▶ While listening for the first/second time, candidates need to focus on gist understanding and choose the best option.
- ▶ While listening for the first/second time, candidates need to check the answer is correct.
- ▶ They should repeat the process for the remaining questions.

ASSESSMENT

- ▶ The task requires candidates to be able to listen for gist.

Listening Part 3

Questions 14–19
You will hear a man called Phil Lamb telling a group of students about his work as a TV news presenter. For each question, write the correct answer in the gap. Write **one or two words or a number or a date or a time**.

TV news presenter

Phil's first job after university was on local .

Before presenting the news, Phil looks through the day's .

Phil says that he's very careful about which he wears.

Phil sometimes finds the names of some difficult to say correctly.

Phil enjoys presenting news on the topic of .

Phil would like to be a in the future.

Part 1 0 of 7 Part 2 0 of 8 Part 3 **14** 15 16 17 18 19 Part 4 0 of 8

THE TASK

- ▶ In Part 3, candidates have a page of notes or sentences, summarising the content of the text, from which six pieces of information have been removed. As they listen, they fill in the numbered gaps with words from the text which complete the missing information.
- ▶ Most keys are single words, numbers or very short noun phrases.

HOW TO APPROACH THE TASK

- ▶ Candidates should begin by reading and listening to the instructions, then use the pause to read the text on the page, thinking about the context and predicting the sort of language and information they are going to hear. This may be information about places and events, or people talking about courses, trips or holiday activities.
- ▶ Candidates can use the order of the information on the page to help them follow the recording.
- ▶ While listening for the first/second time, candidates should note down single words, numbers or very short noun phrases to complete each gap. They need to keep the answers short.
- ▶ The words they need to complete the gaps are heard on the recording. Candidates shouldn't try to manipulate the language or write in note form.
- ▶ While listening for the first/second time, candidates should check that their answers make sense in the context of the completed note or sentence and that each answer contains a concrete piece of information.
- ▶ It's important for them to check the spelling of words. Words which are spelled out must be correct.

ASSESSMENT

- ▶ The task requires candidates to locate and record specific information from the text.

Listening Part 4

Questions 20-28
You will hear a radio interview with a young singer called Mandy. For each question, choose the correct answer.

20 Mandy started working as a DJ

☐ once she could afford the equipment.

☐ after she lost her job as a nurse.

☐ when she first left school.

21 What does Mandy say about her singing career?

☐ It started by chance.

☐ It took years of practice.

☐ It began with a song that she wrote.

22 What is Mandy's new song about?

☐ making new friends

☐ changing your mind

☐ finding life difficult

23 How does Mandy feel about her new CD?

☐ sure that people will like it

☐ pleased with what she's achieved

☐ sorry that it wasn't ready on time

Part 1 0 of 7 Part 2 0 of 6 Part 3 0 of 6 Part 4 20 21 22 23 24 25

THE TASK

- ▶ In Part 4 candidates listen to a longer text, which will be an interview.
- ▶ Candidates have to answer six multiple-choice questions as they listen to the text, choosing the correct answer from a choice of three options.
- ▶ The texts are from a range of contexts, and are largely informational.

HOW TO APPROACH THE TASK

- ▶ First, candidates need to read and listen to the instructions, then use the pause to read the questions and think about the context. This may be information about places and events or people's lives, interests and experiences.
- ▶ Candidates need to focus on a detailed understanding of the meaning of the text. While listening for the first/second time, candidates should listen for gist and choose the best option for each question.
- ▶ While listening for the first/second time, candidates need to check all their answers carefully, focusing on detailed understanding and stated attitudes or opinions.

ASSESSMENT

- ▶ To arrive at the correct answer, candidates will need a detailed understanding of the meaning of the text.

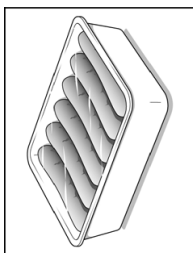
Paper-based sample test

Part 1

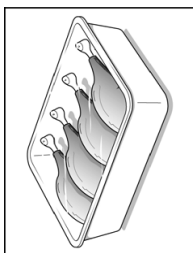
Questions 1 – 7

For each question, choose the correct answer.

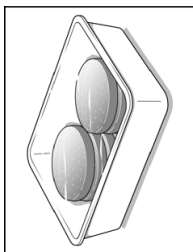
1 What will the boy bring for the barbecue?



A

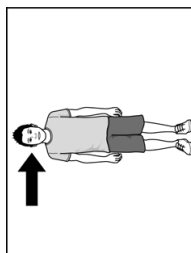


B

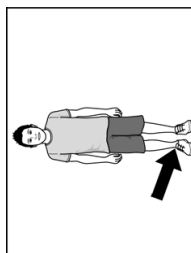


C

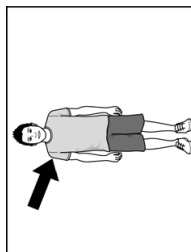
2 Which part of the boy's body hurts now?



A

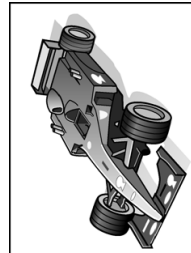


B

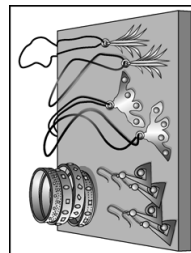


C

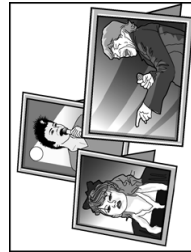
3 What will the visitors see last?



A



B



C

2

4 Where did the police catch the zebra?



A

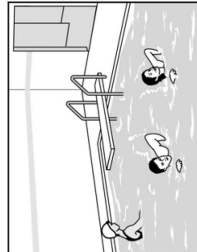


B

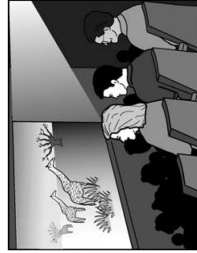


C

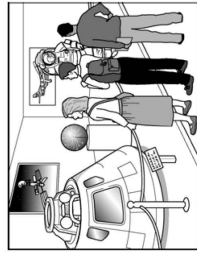
5 What did the girl do yesterday?



A

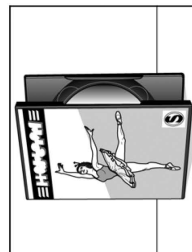


B

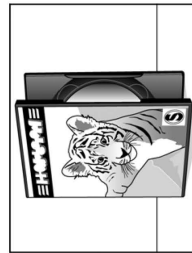


C

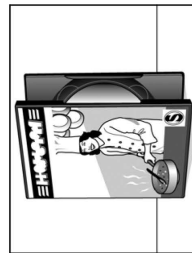
6 Which computer game does the girl like most?



A

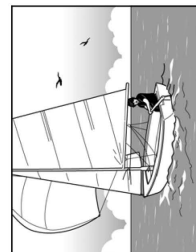


B



C

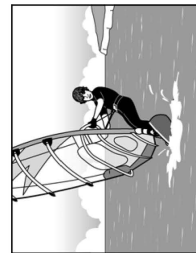
7 Which sport did the boy do for the first time on holiday?



A



B



C

3

Turn over ►

| | | | |
|---|--|---|-------------|
| <div><div>Part 2</div><div>Questions 8 – 13</div><div>For each question, choose the correct answer.</div></div> | | | |
| 8 | You will hear two friends talking about a campsite they have been to. What did the boy like best about it? A It was very close to the beach. B There were lots of people his age. C The activities were free. | | |
| 9 | You will hear two friends talking about homework. The girl thinks that doing homework with friends A is fun. B helps concentration. C takes longer than doing it alone. | | |
| 10 | You will hear a boy telling his friend about a rock-climbing trip. How did he feel about it? A grateful for the help he got B satisfied with his climbing C hopeful of going again | | |
| 11 | You will hear two friends talking about learning to play the guitar. The girl advises the boy to A practise more often. B play in a variety of styles. C listen to the best guitarists. | | |
| 12 | You will hear two friends talking about a book they've read. They agree that it has A lots of action. B realistic characters. C an unexpected ending. | | |
| 13 | You will hear two friends talking about a concert they have been to. They agree that A the organisation was poor. B the performance was good. C the tickets were expensive. | | |
| | | 5 | Turn over ► |

Part 3

Questions 14 – 19

For each question, write the correct answer in the gap. Write **one** or **two words** or a **number** or a **date** or a **time**.

You will hear a man called Phil Lamb telling a group of students about his work as a TV news presenter

TV news presenter

Phil's first job after university was on local (14)

Before presenting the news, Phil looks through the day's (15)

Phil says that he's very careful about which (16) he wears.

Phil sometimes finds the names of some (17) difficult to say correctly.

Phil enjoys presenting news on the topic of (18)

Phil would like to be a (19) in the future.

6

Part 4

Questions 20 – 25

For each question, choose the correct answer.

You will hear a radio interview with a young singer called Mandy.

20 Mandy started working as a DJ

- A once she could afford the equipment.
- B after she lost her job as a nurse.
- C when she first left school.

21 What does Mandy say about her singing career?

- A It started by chance.
- B It took years of practice.
- C It began with a song that she wrote.

22 What is Mandy's new song about?

- A making new friends
- B changing your mind
- C finding life difficult

23 How does Mandy feel about her new CD?

- A sure that people will like it
- B pleased with what she's achieved
- C sorry that it wasn't ready on time

24 Mandy's favourite songs are those which

- A are easy to dance to.
- B other women have written.
- C have interesting words.

25 In the future, Mandy plans to

- A learn another instrument.
- B run her own business.
- C work in television.

7



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Page 1 of 1



Candidate Name

Candidate Number

Centre Name

Centre Number

Examination Title

Examination Details

Candidate Signature

Assessment Date

Supervisor: If the candidate is ABSENT or has WITHDRAWN shade here ☐

Preliminary for Schools Listening Candidate Answer Sheet

Instructions

Use a PENCIL (B or HB). Rub out any answer you want to change with an eraser.

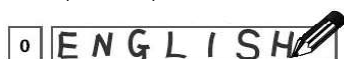
For Parts 1, 2 and 4:

Mark one letter for each answer. For example: If you think A is the right answer to the question, mark your answer sheet like this:



For Part 3:

Write your answers clearly in the spaces next to the numbers (14 to 19) like this:



Write your answers in CAPITAL LETTERS.

Part 1

| | | | |
|---|-----------------------|-----------------------|-----------------------|
| 1 | A | B | C |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 | A | B | C |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 | A | B | C |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4 | A | B | C |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5 | A | B | C |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6 | A | B | C |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7 | A | B | C |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Part 2

| | | | |
|----|-----------------------|-----------------------|-----------------------|
| 8 | A | B | C |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9 | A | B | C |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10 | A | B | C |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11 | A | B | C |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12 | A | B | C |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13 | A | B | C |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Part 3

| | |
|----|----------------------|
| 14 | <input type="text"/> |
| 15 | <input type="text"/> |
| 16 | <input type="text"/> |
| 17 | <input type="text"/> |
| 18 | <input type="text"/> |
| 19 | <input type="text"/> |

Do not write below here

14 1 0
☐ ☐

15 1 0
☐ ☐

16 1 0
☐ ☐

17 1 0
☐ ☐

18 1 0
☐ ☐

19 1 0
☐ ☐

Part 4

| | | | |
|----|-----------------------|-----------------------|-----------------------|
| 20 | A | B | C |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21 | A | B | C |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 22 | A | B | C |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23 | A | B | C |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 24 | A | B | C |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 25 | A | B | C |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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40787





Download the audio files for the sample paper here:
cambridgeenglish.org/b1-preliminary-schools-handbook-audio

Audio script

Cambridge Assessment English, Preliminary English Test for Schools, Listening, Sample test.

There are four parts to the test. You will hear each part twice.

We will now stop for a moment.

Please ask any questions now, because you must not speak during the test.

Now look at the instructions for Part 1.

For each question, choose the correct answer.

Look at Question 1.

1: What will the boy bring for the barbecue?

M: Hi, it's Jack. Just phoning to see if I should bring anything for the barbecue? Mum's got some chicken she says we can have.

F: Chicken's everyone's favourite, so we've got loads thanks.

M: I could bring some burgers.

F: Well, Anna's made about twenty.

M: Oh, that'll be plenty.

F: How about some sausages?

M: Hold on, I'll just look in the fridge ... ah, there aren't any left.

F: Well, don't worry. We've probably got enough here.

M: I could pick some up on my way over. It's no trouble.

F: Well if you don't mind.

M: Sure, no problem.

Now listen again.

2: Which part of the boy's body hurts now?

F: How are you?

M: I was walking on the ice last week, and I wasn't really concentrating because I had a terrible headache. Anyway, I slipped and fell and I landed on my shoulder. At the time when I fell, my shoulder really hurt but that pain soon wore off. I think maybe I damaged something a bit more serious in my ankle though. I'm going to get my ankle checked at the doctor's, because the pain still hasn't gone.

Now listen again.

3: What will the visitors see last?

F: Now, everyone, follow me into the museum. This room is where the ancient jewellery's displayed – some fantastic pieces here – and next door are paintings of rock stars by the artist Ben Soper. We'll visit that at the end of the tour, for the talk I'm going to give you about them. But before that, I'll take you into the garden where you can have a look at the old racing car we've got there! It was generously given to us by a famous racing team when the museum was built ...

Now listen again.

4: Where did the police catch the zebra?

And finally we have a story about a zebra, which escaped

from the local zoo this morning. Surprised motorists saw the animal walking down the side of the road during rush hour and reported it to the police, who followed it as it walked right through a shopping centre and on down to the river. They succeeded in catching it when it stopped to eat some grass. The zebra is now back in the zoo, and doesn't seem at all worried by its trip into town and the busy traffic it saw.

Now listen again.

5: What did the girl do yesterday?

M: Did you have a good weekend?

F: Yes, I went out with a couple of friends yesterday.

M: Where did you go?

F: Well, they wanted either to see a movie or to go swimming. I said I'd rather go to the science museum, but they weren't so keen on the idea. Anyway we tried to get into the pool, but there was a big swimming competition going on there, and by that time the film had already started. So I got what I wanted in the end – and it was fun actually.

Now listen again.

6: Which computer game does the girl like most?

F: Okay here are this week's new computer games. Dance Moves teaches you how to dance. There's a great range of moves and a great choice of four classic hits from the last five years. The only problem is knowing when to quit. Pet Project has a choice of baby zoo animals to care for. Although they're super cute, you'll quickly feel as though you've seen it all before. The last game is Cooking Star, it seems a nice choice for anyone who's passionate about food, but imaginary food has a limited attraction.

Now listen again.

7: Which sport did the boy do for the first time on holiday?

F: Hi Pat, how was the holiday at the watersports centre? Did you do lots of sailing?

M: I did yeah. I'm pleased I did a course last year ... it meant I could go straight out on the water. And I was able to try windsurfing too. It's actually quite easy if you've already sailed. I just had to learn how to keep my balance.

F: Did you do any other sports?

M: Yeah, water skiing. My little brother was old enough to do it too this time, so he was really happy about that!

F: Great.

Now listen again.

That is the end of Part 1.

Now look at Part 2.

For each question, choose the correct answer.

8: You will hear two friends talking about a campsite they have been to.

M: So, how did you like the campsite?

- F:** Brilliant! Thanks for telling my dad about it! It's got everything – shops, swimming pool, games room. And a beautiful beach five minutes away.
- M:** I knew you'd love that. The pool's good enough for me. I had the best time ever – so much to do!
- F:** When we first got there, I felt a bit lost. But then I started hanging out with loads of other teenagers.
- M:** That's why I'd go back any day – in other camps you don't get that sort of crowd. I remember one where it was mostly families with little kids.
- F:** I know what you mean.

Now listen again.

9: You will hear two friends talking about homework.

- M:** I've got a friend who wants us to do homework together. I'm not sure it's a good idea.
- F:** Well, I've tried it and it works for me, depending on the subject. But if it's something you really need to concentrate on, then you're better off on your own.
- M:** I suppose it would make it less boring, having a few laughs and some jokes here and there ...
- F:** That's exactly it, and you can do it in half the time it takes you on your own, because you're helping each other.

Now listen again.

10: You will hear a boy telling his friend about a rock-climbing trip.

- F:** So, how did your rock-climbing trip go?
- M:** It was harder than I expected. It's all very well climbing on an indoor climbing wall. I've always been pretty pleased with the way I've climbed there. But out on real rocks in the hills, it's a lot scarier. You need to have someone with you who's got a lot of experience, who can tell you what to do or give advice.
- F:** I can imagine.
- M:** I'm looking forward to having another try, though. But next time I'll tell whoever I'm with that I need support.

Now listen again.

11: You will hear two friends talking about learning to play the guitar.

- M:** Wow, it's so hard to get any better at the guitar. It feels like I'm not making any progress.
- F:** Well, you seem to spend a lot of time practising. I don't see how you could do much more. Don't you think it's better to focus on one type of music rather than on lots of different types?
- M:** I don't know. Maybe it's good to go for lots of different ones.
- F:** Well, anyway, you ought to pay attention to the really top players. They've been along the same path that you're on. Just notice how they do things.
- M:** I think I do that already really.

Now listen again.

12: You will hear two friends talking about a book they've read.

- M:** I've just finished reading that book. It's brilliant – so much

happens. It's exciting all the way through.

- F:** Yeah, though it does get slower in the middle, when the hero Alan is trying to decide whether to tell his mum about the baby lion he found. Alan's personality seems really true to life, and so does his mum's – like the way she reacts when he tells her all about it.
- M:** I know what you mean – it reminds me of my mum and me. I never thought she'd let him keep the lion though. That was a nice surprise.
- F:** I kind of thought that might happen actually.

Now listen again.

13: You will hear two friends talking about a concert they've been to.

- F:** What a great concert. I listen to that band a lot, but I'd never seen them live before.
- M:** Me neither. But why didn't they play their greatest hits, especially if you think what we paid to get in.
- F:** I liked what they did, though. As for the price, it was definitely more than I'd normally be willing to pay.
- M:** And the organisers didn't do a very good job. It was awful waiting so long for the main act to start.
- F:** Don't blame the organisers. It's simply that the band hadn't arrived. There was nothing they could do about that.

Now listen again.

That is the end of Part 2.

Now look at Part 3.

For each question, write the correct answer in the gap. Write one or two words or a number or a date or a time. Look at Questions 14–19 now. You have 20 seconds.

You will hear a man called Phil Lamb telling a group of students about his work as a TV news presenter.

Hi, many thanks for inviting me. I've been a TV news presenter for four years now. I did a couple of other jobs after university, first in radio in my home city and then as a journalist on a magazine. I enjoyed both jobs very much.

I present the five o'clock evening news. There's a lot of preparation to do before I start. First I get the newspapers and go through each one carefully. That way I understand what's in the news reports I have to present that day. Then I have meetings with the editor of the news programme in the TV studio.

After that I have to spend a bit of time choosing the right jacket to put on! I think it's really important, because that's what you see when I'm sitting at my desk, reading the news. But at least I don't need to worry about my trousers or my shoes as no-one gets to look at those!

What do I find particularly difficult? Well, I sometimes say things wrongly! I don't often make mistakes with the names of cities or countries, whatever the language, but it's names of people which I sometimes find a real challenge to get exactly right!

Now, I can't choose what news to present of course! But I do have my favourite topic. I really enjoy business, so reading

news about that is always interesting to me. For some of my colleagues, the most interesting subject is politics or even fashion. We're all different!

What about the future? I've been told I could make a good actor. I've never been attracted by that, though. As a teenager, I always dreamt of becoming a producer. I still think it would be exciting if I get the chance. Maybe I'll do that one day.

Now, any questions ... (fade)

Now listen again.

That is the end of Part 3.

Now look at Part 4.

For each question, choose the correct answer. Look at questions 20–25 now. You have 45 seconds.

You will hear a radio interview with a young singer called Mandy.

Int: Hi Mandy. You started off as a successful disc jockey and now you're a singer in a great new band! When did you get your first job as a DJ?

Mandy: Well, when I finished school, I trained as a nurse for a year, but I wasn't very good at that. I'd always loved music, and I wanted to save money to buy equipment, so I started looking after elderly people. As soon as I had enough, I bought what I needed. I got my first job as a disc jockey almost immediately.

Int: But then you started singing instead. How did that happen?

Mandy: Well, I'd been a disc jockey for about four years, then last year, I read about a DJ competition in Ireland and I entered. I did some live singing on stage that night and one of the judges asked me if I'd be interested in singing professionally. I was very lucky, really.

Int: So now you're in a band called 'Dish'. Tell us about your new record, the one that's in the shops now ...

Mandy: Yes. It's called 'Up and Down'. It's about a girl who is never really happy with her life. She's always up and down, wanting too much and never being satisfied. I'm not that kind of person fortunately, nor are my friends! It does have a nice ending.

Int: And you're working on a new CD?

Mandy: Yes, but we haven't finished recording that yet. There are still two more songs to do but I'm very proud of it. It's traditional rock but we've included some electronic music too to make it really unusual. I just hope the public will buy it! We think it's great!

Int: And what kind of music do you listen to at home?

Mandy: That's difficult. The music I like best has words that mean something to me, I suppose. I love dance music too, but you can't listen to it all the time and I generally prefer female artists to male, I think too. But that depends on the singer.

Int: And your future plans?

Mandy: Oh! I've got so much work to do at the moment –

television performances and concerts, it's hard to plan. But I'd really like to own a nightclub one day ... somewhere great to dance, so that's my next project. One day, perhaps I'll try to learn to play the guitar – that would be nice – but I'm too busy to think about it at the moment. I can write and sing, that's what I do best.

Int: Well, lots of luck with your new CD and thanks for coming.

Mandy: You're welcome!

Now listen again.

Now you'll hear Part 4 again.

That is the end of Part 4.

You now have 6 minutes to write your answers on the answer sheet.

You have one more minute.

That is the end of the test.

Assessment

Answer key

Please note that the digital exams do not use letters for the multiple choice options.

| Q | PART 1 |
|---|--------|
| 1 | A |
| 2 | B |
| 3 | C |
| 4 | C |
| 5 | C |
| 6 | A |
| 7 | C |

| Q | PART 3 |
|----|--------|
| 8 | B |
| 9 | A |
| 10 | C |
| 11 | C |
| 12 | B |
| 13 | C |

| Q | PART 3 |
|----|-----------------|
| 14 | radio |
| 15 | {news} paper(s) |
| 16 | jackets(s) |
| 17 | people |
| 18 | business |
| 19 | producer |

| Q | PART 4 |
|----|--------|
| 20 | A |
| 21 | A |
| 22 | C |
| 23 | B |
| 24 | C |
| 25 | B |

Paper 4:

Speaking tasks

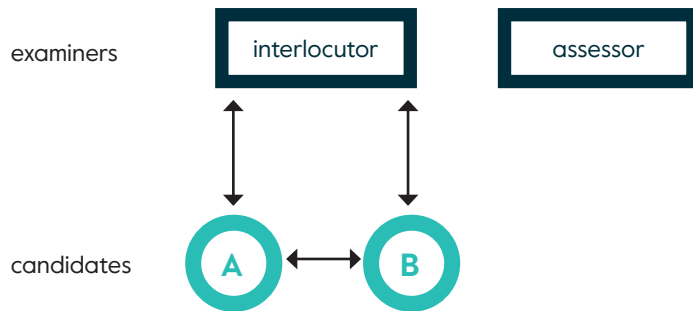
12 minutes (for pairs) **17 minutes** (for groups of 3 students)

| PART | TIMING | INTERACTION | TASK TYPES | WHAT DO CANDIDATES HAVE TO DO? |
|----------|-----------|--------------------------------|---|--|
| 1 | 2 minutes | Interlocutor ↓ Candidate | Interlocutor asks questions to each candidate in turn | Respond to questions , giving factual or personal information. |
| 2 | 3 minutes | Candidate extended turn | Extended turn | Describe one colour photograph , talking for about 1 minute. |
| 3 | 4 minutes | Candidate ↕ Candidate | Discussion task with visual stimulus | Make and respond to suggestions , discuss alternatives and negotiate agreement. |
| 4 | 3 minutes | Candidate ↕ Candidate | General conversation | Discuss likes, dislikes, experiences, opinions, habits, etc. |

Preparing learners

Advice for teachers

- The standard format for the Speaking test is two candidates and two examiners.
- One examiner is the interlocutor, who manages the interaction and speaks directly with the candidates. The interlocutor sets up the tasks and gives the candidates their instructions.
- The other examiner is the assessor, who does not join in the conversation, but assesses the candidates' performances.



- Candidates are usually assessed in pairs and occasionally in groups of three. When there are three candidates, the test format is unchanged but the timing will be longer: 15–17 minutes instead of 10–12 minutes. Examiners are trained to ensure each candidate has the same opportunity to speak whether they are in pairs or in groups of three.
- There are a number of packs of materials from which examiners can choose tasks in any one session.
- When selecting topics and resources for speaking practice, teachers can use the **topics list** to help them identify suitable topics to use with learners.
- Free teaching resources and lesson plans are available on the **Cambridge English website**.

Parents can get more information from the **Information for parents page** on the **Cambridge English website**.

Learners can get more information from the **Information for candidates guide**.

Teachers can find lesson plans and sample papers on the **Cambridge English website**.

Tips for preparing learners for the Speaking paper

- ✓ Give your learners practice speaking English in a range of contexts and, as much as possible, with a range of different people. These can be simulated through classroom activities, e.g. role plays.
- ✓ Use classroom activities which focus on listening and responding to questions, expanding answers and helping to keep a conversation going.
- ✓ Watch videos of sample candidates, and do 'mock tests' to help your learners become very familiar with the format of the Speaking test.
- ✓ If learners have any difficulty in understanding an instruction or response, they should ask the interlocutor or their partner to repeat what they said. This will not normally result in any loss of marks.
- ✓ Give your learners practice talking about a picture for a minute – they can record and listen to themselves to see how well they are doing and what they need to improve. Make sure they know how to describe things well.
- ✓ Encourage learners not to learn set pieces for the exam. These will sound unnatural and probably won't answer the specific questions asked.

Quick links to resources

Parents

cambridgeenglish.org/learning-english/parents-and-children/information-for-parents • Information for parents

Learners

camengli.sh/47JrDof • Information for candidates guide

Teachers

camengli.sh/47JrDof • Vocabulary list (including topics list)

cambridgeenglish.org/teaching-english/resources-for-teachers • Free teaching resources

• Lesson plans

Language specifications: Page 68

Topics list: Page 71

Advice by task

This section shows example screenshots from the B1 Preliminary for Schools exam. Please scan the QR code, or click on the link to access the full sample test. camengli.sh/47JrDof

See these tasks in full from page 60.



Speaking Part 1

B1 Preliminary for Schools
Speaking Test

Part 1 (2–3 minutes)

Phase 1
Interlocutor

To both candidates

Good morning/afternoon/evening.
Can I have your mark sheets, please?

Hand over the mark sheets to the Assessor.

I'm and this is

To Candidate A

What's your name? How old are you?
Thank you.

To Candidate B

And what's your name? How old are you?
Thank you.

Back-up prompts

B, where do you live?
Who do you live with?
Thank you.

Do you live in name of town, city or region?
Do you live with your family?

And A, where do you live?
Who do you live with?
Thank you.

Do you live in name of town, city or region?
Do you live with your family?

THE TASK

- ▶ In Part 1, the interlocutor leads a general conversation with each of the candidates.
- ▶ The interlocutor asks questions about their personal details, daily routines, likes, dislikes, etc.
- ▶ The interlocutor speaks to the candidates in turn.
- ▶ Candidates respond directly to the interlocutor – they do not talk to each other in this task.

HOW TO APPROACH THE TASK

- ▶ It's normal for candidates to feel nervous at the beginning of the Speaking test. This conversation uses everyday, simple language and so is designed to help to settle them into the test.
- ▶ Candidates should listen carefully to the questions and give relevant answers.
- ▶ Candidates should avoid giving one-word answers, but try to extend their answers with reasons and examples wherever possible. However, they are not expected to give very long answers at this stage.

ASSESSMENT

- ▶ This part of the test assesses the candidates' ability to take part in spontaneous communication in an everyday setting.

Speaking Part 2

| Speaking Test 1 | Part 2 (2-3 minutes) |
|---|----------------------|
| 1A Learning a new skill | |
| <p>Interlocutor Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph and I'd like you to talk about it.</p> <p>A, here is your photograph. It shows someone learning how to do something.</p> <p>Place Part 2 booklet, open at Task 1A, in front of candidate.</p> <p>B, you just listen.</p> <p>A, please tell us what you can see in the photograph.</p> | |
| <p>Candidate A</p> <p>⌚ approx. 1 minute</p> <div style="border: 1px solid black; padding: 5px;"> <p>Back-up prompts</p> <ul style="list-style-type: none"> • Talk about the people/person. • Talk about the place. • Talk about other things in the photograph. </div> | |
| <p>Interlocutor Thank you. (Can I have the booklet please?) Retrieve Part 2 booklet.</p> | |
| 1B At home after school | |
| <p>Interlocutor B, here is your photograph. It shows someone at home after school.</p> <p>Place Part 2 booklet, open at Task 1B, in front of candidate.</p> <p>A, you just listen.</p> <p>B, please tell us what you can see in the photograph.</p> | |
| <p>Candidate B</p> <p>⌚ approx. 1 minute</p> <div style="border: 1px solid black; padding: 5px;"> <p>Back-up prompts</p> <ul style="list-style-type: none"> • Talk about the people/person. • Talk about the place. • Talk about other things in the photograph. </div> | |
| <p>Interlocutor Thank you. (Can I have the booklet please?) Retrieve Part 2 booklet.</p> | |

THE TASK

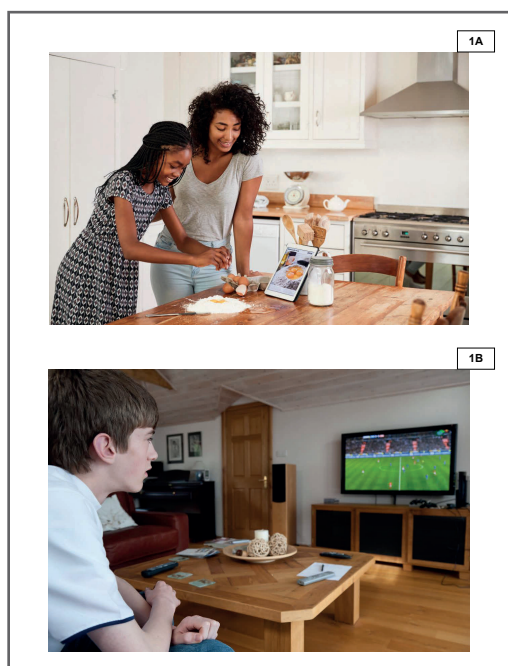
- ▶ In Part 2, the interlocutor instructs each candidate in turn.
- ▶ The candidates take turns to speak for about 1 minute each.
- ▶ Each candidate is given one colour photograph to describe. The photographs show everyday situations which are relevant to the age group.
- ▶ The candidates describe what they can see in their photograph.
- ▶ When they have finished, they give their photograph back to the interlocutor.

HOW TO APPROACH THE TASK

- ▶ Candidates should keep their descriptions simple, and should not speculate about the context or talk about any wider issues raised by the photographs.
- ▶ Candidates should use this part of the test to show their range of vocabulary.
- ▶ Candidates should describe the people and activities in the photographs as fully as possible. They should imagine they are describing the photograph to someone who can't see it. This may include naming all the objects, describing colours, clothing, time of day, weather, etc.
- ▶ Candidates can also show their ability to organise their language using simple connectives.
- ▶ If candidates can't recall a certain word, they will be given credit if they can use paraphrase or other strategies to deal with items of vocabulary that they don't know or can't remember.

ASSESSMENT

- ▶ All criteria are assessed in this part of the test.



Speaking Part 3

Speaking Test 1 (School visit to a capital city)

Parts 3 and 4 (6 minutes)

Part 3

Interlocutor Now, in this part of the test you're going to talk about something together for about two minutes. I'm going to describe a situation to you.

Place Part 3 booklet, open at Task 1, in front of the candidates.

Some students from a small village school are going on a trip to their capital city.

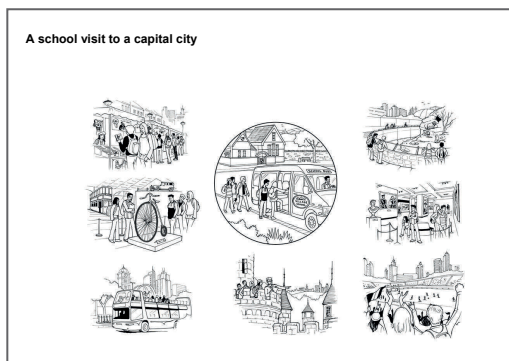
Here are some activities they could do there.

Talk together about the different activities they could do in their capital city, and say which would be most interesting.

All right? Now, talk together.

Candidates
.....
(approx. 2-3 minutes)

Interlocutor Thank you. (Can I have the booklet please?) *Retrieve Part 3 booklet.*



THE TASK

- ▶ In Part 3, the interlocutor sets up the task, but does not take part in the interaction.
- ▶ The interlocutor reads the instructions once, setting up the situation, while the candidates look at the prompt material. The prompt material is a set of images which is designed to generate the candidates' own ideas about an imaginary situation.
- ▶ The candidates discuss their ideas together, making and responding to suggestions, discussing alternatives, making recommendations and negotiating agreement.
- ▶ Candidates may bring in their own ideas, and should negotiate turns and elicit each other's ideas.
- ▶ The interlocutor will allow candidates time to discuss the task. The whole task takes 4 minutes.
- ▶ If the interaction breaks down, the interlocutor will help to redirect the candidates but will not take part in the task itself.

HOW TO APPROACH THE TASK

- ▶ Candidates should concentrate on taking part fully in the task, rather than completing it. They are assessed on their use of appropriate language and interactive strategies, not their ideas.
- ▶ Candidates should respond to each other's ideas and move the discussion forward by, for example, giving their opinion on their partner's idea or asking a question.
- ▶ Candidates should discuss all the visual prompts, and not try to come to a conclusion too quickly. If they do this, they will not give themselves the opportunity to show their full range of language ability.
- ▶ Candidates should not worry if the interlocutor stops them before they have reached a conclusion. This is because they have filled the allocated time. They are not assessed on whether they complete the task.

ASSESSMENT

- ▶ Candidates are assessed on their use of appropriate language and interactive strategies, not on their ideas.

Speaking Part 4

| | |
|--|--|
| <p>Part 4</p> <p>Interlocutor</p> <p>Use the following questions, as appropriate:</p> <ul style="list-style-type: none"> • Would you like to have more school trips? (Where would you like to go?) • What do you need to take when you go on a trip? • Do you prefer to go on trips with your friends or your family? (Why?) • What do you think is the best time of year to visit a city? (Why?) • Which do you think is more interesting: visiting the countryside or visiting a city? (Why?) <p>Thank you. That is the end of the test.</p> | <p>Select any of the following prompts, as appropriate:</p> <ul style="list-style-type: none"> • How/what about you? • Do you agree? • What do you think? |
|--|--|

THE TASK

- ▶ In Part 4, the interlocutor directs the interaction by asking questions which encourage the candidates to discuss further and broaden the topic introduced in Part 3.
- ▶ The questions will focus on candidates' likes/dislikes, habits and opinions.
- ▶ The questions can be addressed to one or both candidates sequentially or simultaneously.
- ▶ The candidates are expected to respond either individually or interact with each other.
- ▶ This part lasts for about 3 minutes in total.

HOW TO APPROACH THE TASK

- ▶ Candidates should listen carefully to the questions and give their answers.
- ▶ Candidates are encouraged to talk about their personal experiences, express their own likes and dislikes, and share their opinions in this part of the test.
- ▶ Candidates are encouraged to give full answers to the questions asked. They can do this by keeping useful question words in their heads, e.g. Why...? This will allow candidates to give full contributions. The interlocutor will often ask this question if candidates fail to give more than a minimal response.
- ▶ Candidates should remember that there are no right answers to the questions and they will not be judged on their opinions, only on the language they use to express themselves.

ASSESSMENT

- ▶ All criteria are assessed in this part of the test.

Sample test

B1 Preliminary for Schools
Speaking Test

Part 1 (2–3 minutes)

Phase 1
Interlocutor

To both candidates

Good morning/afternoon/evening.
Can I have your mark sheets, please?
Hand over the mark sheets to the Assessor.
I'm and this is

To Candidate A

What's your name? How old are you?
Thank you.

To Candidate B

And what's your name? How old are you?
Thank you.

Back-up prompts

B, where do you live?
Who do you live with?
Thank you.

And A, where do you live?
Who do you live with?
Thank you.

Phase 2
Interlocutor

Select one or more questions from the list to ask each candidate.
Ask Candidate A first.

Back-up prompts

Tell us about a teacher you like.
How often do you use a mobile phone?
How do you get to school every day?
Which do you like best, the morning or the afternoon? (Why?)
Thank you.

Which teacher do you like? (Why?)
Do you often use a mobile phone?
Do you walk to school every day?
Which is better, morning or afternoon? (Why?)

Speaking Test 1

Part 2 (2–3 minutes)

1A Learning a new skill

Interlocutor

Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph and I'd like you to talk about it.

A, here is your photograph. It shows **someone learning how to do something**.

Place *Part 2* booklet, open at *Task 1A*, in front of candidate.

B, you just listen.

A, please tell us what you can see in the photograph.

Candidate A

⌚ approx. 1 minute

.....

Back-up prompts

- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

Interlocutor

Thank you. (Can I have the booklet please?) Retrieve *Part 2* booklet.

1B At home after school

Interlocutor

B, here is your photograph. It shows **someone at home after school**.

Place *Part 2* booklet, open at *Task 1B*, in front of candidate.

A, you just listen.

B, please tell us what you can see in the photograph.

Candidate B

⌚ approx. 1 minute

.....

Back-up prompts

- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

Interlocutor

Thank you. (Can I have the booklet please?) Retrieve *Part 2* booklet.

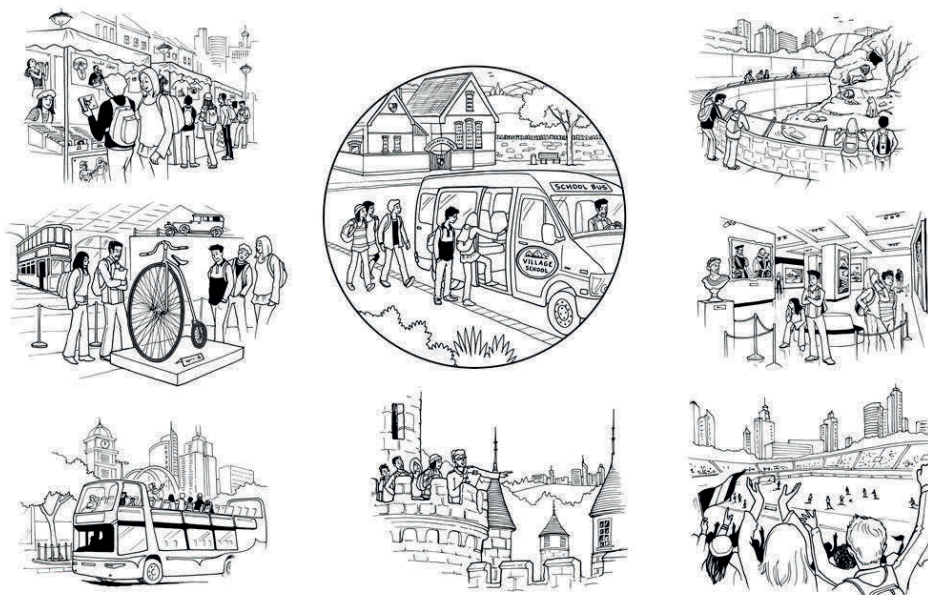
1A

1B

Speaking Sample test

61

A school visit to a capital city



Speaking Test 1 (School visit to a capital city)

Parts 3 and 4 (6 minutes)

Part 3

Interlocutor

Now, in this part of the test you're going to talk about something together for about two minutes. I'm going to describe a situation to you.

Place *Part 3 booklet*, open at *Task 1*, in front of the candidates.

Some students from a small village school are going on a trip to their capital city.

Here are some activities they could do there.

Talk together about the different activities they could do in their capital city, and say which would be most interesting.

All right? Now, talk together.

Candidates

approx. 2–3 minutes

Interlocutor

Thank you. (Can I have the booklet please?) Retrieve *Part 3 booklet*.

Part 4

Interlocutor

Use the following questions, as appropriate:

- Would you like to have more school trips? (Where would you like to go?)
- What do you need to take when you go on a trip?

Do you prefer to go on trips with your friends or your family? (Why?)

What do you think is the best time of year to visit a city? (Why?)

Which do you think is more interesting: visiting the countryside or visiting a city? (Why?)

Thank you. That is the end of the test.

Select any of the following prompts, as appropriate:

- How/what about you?
- Do you agree?
- What do you think?

Assessment

Examiners and marking

The quality assurance of Speaking Examiners (SEs) is managed by Team Leaders (TLs). TLs ensure all examiners successfully complete examiner training and regular certification of procedure and assessment before they examine. TLs are in turn responsible to a Professional Support Leader (PSL) who is the professional representative of Cambridge Assessment English for the Speaking tests in a given country or region.

Annual examiner certification involves attendance at a face-to-face meeting to focus on and discuss assessment and procedure, followed by the marking of sample Speaking tests in an online environment. Examiners must complete standardisation of assessment for all relevant levels each year and are regularly monitored during live testing sessions.

Assessment scales

Throughout the test candidates are assessed on their own individual performance and not in relation to each other. They are awarded marks by two examiners: the assessor and the interlocutor. The assessor awards marks by applying performance descriptors from the analytical assessment scales for the following criteria:

- Grammar and Vocabulary
- Discourse Management
- Pronunciation
- Interactive Communication.

The interlocutor awards a mark for global achievement using the global achievement scale.

| B1 | GLOBAL ACHIEVEMENT |
|----|--|
| | Handles communication on familiar topics, despite some hesitation. |
| 5 | Organises extended discourse but occasionally produces utterances that lack coherence, and some inaccuracies and inappropriate usage occur. |
| 4 | <i>Performance shares features of Bands 3 and 5.</i> |
| 3 | Handles communication in everyday situations, despite hesitation. Constructs longer utterances but is not able to use complex language except in well-rehearsed utterances. |
| 2 | <i>Performance shares features of Bands 1 and 3.</i> |
| 1 | Conveys basic meaning in very familiar everyday situations. Produces utterances which tend to be very short – words or phrases – with frequent hesitation and pauses. |
| 0 | <i>Performance below Band 1.</i> |

Assessment for B1 Preliminary for Schools is based on performance across all parts of the test, and is achieved by applying the relevant descriptors in the assessment scales. The assessment scales for B1 Preliminary for Schools (shown on the next page) are extracted from the overall Speaking scales on page 65.

B1 Preliminary Speaking Examiners use a more detailed version of the following assessment scales, extracted from the overall Speaking scales on page 65:

| B1 | GRAMMAR AND VOCABULARY | DISCOURSE MANAGEMENT | PRONUNCIATION | INTERACTIVE COMMUNICATION |
|-----------|---|---|--|---|
| 5 | Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on familiar topics. | Produces extended stretches of language despite some hesitation. Contributions are relevant despite some repetition. Uses a range of cohesive devices. | Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly. | Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support. |
| 4 | <i>Performance shares features of Bands 3 and 5.</i> | | | |
| 3 | Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics. | Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices. | Is mostly intelligible, and has some control of phonological features at both utterance and word levels. | Initiates and responds appropriately. Keeps the interaction going with very little prompting and support. |
| 2 | <i>Performance shares features of Bands 1 and 3.</i> | | | |
| 1 | Shows sufficient control of simple grammatical forms. Uses a limited range of appropriate vocabulary to talk about familiar topics. | Produces responses which are characterised by short phrases and frequent hesitation. Repeats information or digresses from the topic. | Is mostly intelligible, despite limited control of phonological features. | Maintains simple exchanges, despite some difficulty. Requires prompting and support. |
| 0 | <i>Performance below Band 1.</i> | | | |

Overall Speaking scales

| CEFR LEVEL | GRAMMATICAL RESOURCE | LEXICAL RESOURCE | DISCOURSE MANAGEMENT | PRONUNCIATION | INTERACTIVE COMMUNICATION |
|------------------------|--|--|--|--|---|
| C2 | <ul style="list-style-type: none"> Maintains control of a wide range of grammatical forms and uses them with flexibility. | <ul style="list-style-type: none"> Uses a wide range of appropriate vocabulary with flexibility to give and exchange views on unfamiliar and abstract topics. | <ul style="list-style-type: none"> Produces extended stretches of language with flexibility and ease and very little hesitation. Contributions are relevant, coherent, varied and detailed. Makes full and effective use of a wide range of cohesive devices and discourse markers. | <ul style="list-style-type: none"> Is intelligible. Phonological features are used effectively to convey and enhance meaning. | <ul style="list-style-type: none"> Interacts with ease by skilfully interweaving his/her contributions into the conversation. Widens the scope of the interaction and develops it fully and effectively towards a negotiated outcome. |
| | <ul style="list-style-type: none"> Maintains control of a wide range of grammatical forms. | <ul style="list-style-type: none"> Uses a wide range of appropriate vocabulary to give and exchange views on unfamiliar and abstract topics. | <ul style="list-style-type: none"> Produces extended stretches of language with ease and with very little hesitation. Contributions are relevant, coherent and varied. Uses a wide range of cohesive devices and discourse markers. | <ul style="list-style-type: none"> Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly. | <ul style="list-style-type: none"> Interacts with ease, linking contributions to those of other speakers. Widens the scope of the interaction and negotiates towards an outcome. |
| C1 | <ul style="list-style-type: none"> Shows a good degree of control of a range of simple and some complex grammatical forms. | <ul style="list-style-type: none"> Uses a range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics. | <ul style="list-style-type: none"> Produces extended stretches of language with very little hesitation. Contributions are relevant and there is a clear organisation of ideas. Uses a range of cohesive devices and discourse markers. | <ul style="list-style-type: none"> Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly. | <ul style="list-style-type: none"> Initiates and responds appropriately, linking contributions to those of other speakers. Maintains and develops the interaction and negotiates towards an outcome. |
| GRAMMAR AND VOCABULARY | | | | | |
| B2 | <ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses appropriate vocabulary to give and exchange views, on a range of familiar topics. | | <ul style="list-style-type: none"> Produces extended stretches of language despite some hesitation. Contributions are relevant and there is very little repetition. Uses a range of cohesive devices. | <ul style="list-style-type: none"> Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly. | <ul style="list-style-type: none"> Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support. |
| B1 | <ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics. | | <ul style="list-style-type: none"> Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices. | <ul style="list-style-type: none"> Is mostly intelligible, and has some control of phonological features at both utterance and word levels. | <ul style="list-style-type: none"> Initiates and responds appropriately. Keeps the interaction going with very little prompting and support. |
| A2 | <ul style="list-style-type: none"> Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations. | | | <ul style="list-style-type: none"> Is mostly intelligible, despite limited control of phonological features. | <ul style="list-style-type: none"> Maintains simple exchanges, despite some difficulty. Requires prompting and support. |
| A1 | <ul style="list-style-type: none"> Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases. | | | <ul style="list-style-type: none"> Has very limited control of phonological features and is often unintelligible. | <ul style="list-style-type: none"> Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support. |

Speaking assessment

Glossary of terms

1. General

Conveying basic meaning

Conveying basic meaning: the ability of candidates to get their message across to their listeners, despite possible inaccuracies in the structure and/or delivery of the message.

Situations and topics

Everyday situations: situations that candidates come across in their everyday lives, e.g. having a meal, asking for information, shopping, going out with friends or family, travelling to work, taking part in leisure activities. An A2 Key for Schools task that requires candidates to exchange details about a store's opening hours exemplifies an everyday situation.

Familiar topics: topics about which candidates can be expected to have some knowledge or personal experience. B2 First tasks that require candidates to talk about what people like to do on holiday, or what it is like to do different jobs, exemplify familiar topics.

Unfamiliar topics: topics which candidates would not be expected to have much personal experience of. C1 Advanced tasks that require candidates to speculate about whether people in the world today only care about themselves, or the kinds of problems that having a lot of money can cause, exemplify unfamiliar topics.

Abstract topics: topics which include ideas rather than concrete situations or events. C2 Proficiency tasks that require candidates to discuss how far the development of our civilisation has been affected by chance discoveries or events, or the impact of writing on society, exemplify abstract topics.

Utterance

Utterance: people generally write in sentences and they speak in utterances. An utterance may be as short as a word or phrase, or a longer stretch of language.

2. Grammar and Vocabulary

Appropriacy of vocabulary

Appropriacy of vocabulary: the use of words and phrases that fit the context of the given task. For example, in the utterance *I'm very sensible to noise*, the word *sensible* is inappropriate as the word should be *sensitive*. Another example would be *Today's big snow makes getting around the city difficult*. The phrase *getting around* is well suited to this situation. However, *big snow* is inappropriate as *big* and *snow* are not used together. *Heavy snow* would be appropriate.

Flexibility

Flexibility: the ability of candidates to adapt the language they use in order to give emphasis, to differentiate according to the context, and to eliminate ambiguity. Examples of this would be reformulating and paraphrasing ideas.

Grammatical control

Grammatical control: the ability to consistently use grammar accurately and appropriately to convey intended meaning.

Where language specifications are provided at lower levels (*as in A2 Key for Schools and B1 Preliminary*), candidates may have control of only the simplest exponents of the listed forms.

Attempts at control: sporadic and inconsistent use of accurate and appropriate grammatical forms. For example, the inconsistent use of one form in terms of structure or meaning; the production of one part of a complex form incorrectly; or the use of some complex forms correctly and some incorrectly.

Spoken language often involves false starts, incomplete utterances, ellipsis and reformulation. Where communication is achieved, such features are not penalised.

Grammatical forms

Simple grammatical forms: words, phrases, basic tenses and simple clauses.

Complex grammatical forms: longer and more complex utterances, e.g. noun clauses, relative and adverb clauses, subordination, passive forms, infinitives, verb patterns, modal forms and tense contrasts.

Range

Range: the variety of words and grammatical forms a candidate uses. At higher levels, candidates will make increasing use of a greater variety of words, fixed phrases, collocations and grammatical forms.

3. Discourse Management

Coherence and cohesion

Coherence and cohesion are difficult to separate in discourse. Broadly speaking, coherence refers to a clear and logical stretch of speech which can be easily followed by a listener. Cohesion refers to a stretch of speech which is unified and structurally organised.

Coherence and cohesion can be achieved in a variety of ways, including with the use of cohesive devices, related vocabulary, grammar and discourse markers.

Cohesive devices: words or phrases which indicate relationships between utterances, e.g. addition (*and, in addition, moreover*); consequence (*so, therefore, as a result*); order of information (*first, second, next, finally*).

At higher levels, candidates should be able to provide cohesion not just with basic cohesive devices (e.g. *and*, *but*, *or*, *then*, *finally*) but also with more sophisticated devices (e.g. *therefore*, *moreover*, *as a result*, *in addition*, *however*, *on the other hand*).

Related vocabulary: the use of several items from the same lexical set, e.g. train, station, platform, carriage; or study, learn, revise.

Grammatical devices: essentially the use of reference pronouns (e.g. *it*, *this*, *one*) and articles (e.g. *There are two women in the picture. The one on the right ...*).

Discourse markers: words or phrases which are primarily used in spoken language to add meaning to the interaction, e.g. *you know*, *you see*, *actually*, *basically*, *I mean*, *well*, *anyway*, *like*.

Extent/extended stretches of language

Extent/extended stretches of language: the amount of language produced by a candidate which should be appropriate to the task. Long-turn tasks require longer stretches of language, whereas tasks which involve discussion or answering questions could require shorter and extended responses.

Relevance

Relevance: a contribution that is related to the task and not about something completely different.

Repetition

Repetition: repeating the same idea instead of introducing new ideas to develop the topic.

4. Pronunciation

Intelligible

Intelligible: a contribution which can generally be understood by a non-EFL/ESOL specialist, even if the speaker has a strong or unfamiliar accent.

Phonological features

Phonological features include the pronunciation of individual sounds, word and sentence stress and intonation.

Individual sounds are:

pronounced vowels, e.g. the /æ/ in *cat* or the /e/ in *bed*
diphthongs, when two vowels are rolled together to produce one sound, e.g. the /əʊ/ in *host* or the /eɪ/ in *hate*
consonants, e.g. the /k/ in *cut* or the /f/ in *fish*.

Stress: the emphasis laid on a syllable or word. Words of two or more syllables have one syllable which stands out from the rest because it is pronounced more loudly and clearly, and is longer than the others, e.g. imPORTant. Word stress can also distinguish between words, e.g. proTEST vs PROtest. In sentences, stress can be used to indicate important meaning, e.g. *WHY is that one important?* versus *Why is THAT one important?*

Intonation: the way the voice rises and falls, e.g. to convey the speaker's mood, to support meaning or to indicate new information.

5. Interactive Communication

Development of the interaction

Development of the interaction: actively developing the conversation, e.g. by saying more than the minimum in response to the written or visual stimulus or to something the other candidate/interlocutor has said; or by proactively involving the other candidate with a suggestion or question about further developing the topic (e.g. *What about bringing a camera for the holiday?* or *Why's that?*).

Initiating and responding

Initiating: starting a new turn by introducing a new idea or a new development of the current topic.

Responding: replying or reacting to what the other candidate or the interlocutor has said.

Prompting and supporting

Prompting: instances when the interlocutor repeats, or uses a backup prompt or gesture in order to get the candidate to respond or make a further contribution.

Supporting: instances when one candidate helps another candidate, e.g. by providing a word they are looking for during a discussion activity, or helping them develop an idea.

Turn and simple exchange

Turn: everything a person says before someone else speaks.

Simple exchange: a brief interaction which typically involves two turns in the form of an initiation and a response, e.g. question-answer, suggestion-agreement.

Language specifications

Candidates who are successful in B1 Preliminary for Schools should be able to communicate satisfactorily in most everyday situations with both native and non-native speakers of English.

The following is a list of the language specifications that the B1 Preliminary for Schools examination is based on.

Inventory of functions, notions and communicative tasks

Note that 'talking' is used below to refer to BOTH speaking and writing.

greeting people and responding to greetings (in person and on the phone)

introducing oneself and other people

asking for and giving personal details: (full) name, age, address, names of relatives and friends, etc.

understanding and completing forms giving personal details

understanding and writing letters, giving personal details

describing education, qualifications and skills

describing people (personal appearance, qualities)

asking and answering questions about personal possessions

asking for repetition and clarification

re-stating what has been said

checking on meaning and intention

helping others to express their ideas

interrupting a conversation

starting a new topic

changing the topic

resuming or continuing the topic

asking for and giving the spelling and meaning of words

counting and using numbers

asking and telling people the time, day and/or date

asking for and giving information about routines and habits

understanding and writing diaries and letters giving information about everyday activities

talking about what people are doing at the moment

talking about past events and states in the past, recent activities and completed actions

understanding and producing simple narratives

reporting what people say

talking about future or imaginary situations

talking about future plans or intentions

making predictions

identifying and describing accommodation (houses, flats, rooms, furniture, etc.)

buying and selling things (costs, measurements and amounts)

talking about food and meals

talking about the weather

talking about one's health

following and giving simple instructions

understanding simple signs and notices

asking the way and giving directions

asking for and giving travel information

asking for and giving simple information about places

identifying and describing simple objects (shape, size, weight, colour, purpose or use, etc.)

making comparisons and expressing degrees of difference

talking about how to operate things

describing simple processes

expressing purpose, cause and result, and giving reasons

drawing simple conclusions and making recommendations

making and granting/refusing simple requests

making and responding to offers and suggestions

expressing and responding to thanks

giving and responding to invitations

giving advice

giving warnings and prohibitions

persuading and asking/telling people to do something

expressing obligation and lack of obligation

asking and giving/refusing permission to do something

making and responding to apologies and excuses

expressing agreement and disagreement, and contradicting people

paying compliments

criticising and complaining

sympathising

expressing preferences, likes and dislikes (especially about hobbies and leisure activities)

talking about physical and emotional feelings

expressing opinions and making choices

expressing needs and wants

expressing (in)ability in the present and in the past

talking about (im)probability and (im)possibility

expressing degrees of certainty and doubt

Inventory of grammatical areas

Verbs

Regular and irregular forms

Modals

can (ability; requests; permission)

could (ability; polite requests)

would (polite requests)
 will (future)
 shall (suggestion; offer)
 should (advice)
 may (possibility)
 might (possibility)
 have (got) to (obligation)
 ought to (obligation)
 must (obligation)
 mustn't (prohibition)
 need (necessity)
 needn't (lack of necessity)
 used to + infinitive (past habits)

Tenses

Present simple: states, habits, systems and processes and with future meaning (and verbs not used in the continuous form)

Present continuous: present actions and future meaning

Present perfect simple: recent past with *just*, indefinite past with *yet*, *already*, *never*, *ever*; unfinished past with *for* and *since*

Past simple: past events

Past continuous: parallel past actions, continuous actions interrupted by the past simple tense

Future with *going to*

Future with *will* and *shall*: offers, promises, predictions, etc.

Was/were going to

Verb forms

Affirmative, interrogative, negative

Imperatives

Infinitives (with and without *to*) after verbs and adjectives

Gerunds (-ing form) after verbs and prepositions

Gerunds as subjects and objects

Passive forms: present and past simple

Modal passive

Verb + object + infinitive *give/take/send/bring/show* + *direct/indirect object*

Causative *have/get*

So/nor with auxiliaries

Compound verb patterns

Phrasal verbs/verbs with prepositions

Compound verb patterns

Type 0: *An iron bar expands if/when you heat it.*

Type 1: *If you do that again, I'll leave.*

Type 2: *I would tell you the answer if I knew it.*

If I were you, I wouldn't do that again.

Simple reported speech

Statements, questions and commands: *say, ask, tell*

He said that he felt ill.

I asked her if I could leave.

No one told me what to do.

Indirect and embedded questions: *know, wonder*

Do you know what he said?

I wondered what he would do next.

Interrogatives

What; What (+ noun)

Where; When

Who; Whose; Which

How; How much; How many; How often; How long; etc.

Why

(including the interrogative forms of all tenses and modals listed)

Nouns

Singular and plural (regular and irregular forms)

Countable and uncountable nouns with *some* and *any*

Abstract nouns

Compound nouns

Complex noun phrases

Genitive: *'s* and *s*

Double genitive: *a friend of theirs*

Pronouns

Personal (subject, object, possessive)

Reflexive and emphatic: *myself*, etc.

Impersonal: *it, there*

Demonstrative: *this, that, these, those*

Quantitative: *one, something, everybody*, etc.

Indefinite: *some, any, something, one*, etc.

Relative: *who, which, that*

Determiners

a + countable nouns

the + countable/uncountable nouns

Adjectives

Colour, size, shape, quality, nationality

Predicative and attributive

Cardinal and ordinal numbers

Possessive: *my, your, his, her*, etc.

Demonstrative: *this, that, these, those*

Quantitative: *some, any, many, much, a few, a lot of, all, other, every*, etc.

Comparative and superlative forms (regular and irregular)

(not) as ... as, not ... enough to, too ... to

Order of adjectives

Participles as adjectives

Compound adjectives

Adverbs

Regular and irregular forms

Manner: *quickly, carefully*, etc.

Frequency: *often, never, twice a day*, etc.

Definite time: *now, last week*, etc.

Indefinite time: *already, just, yet*, etc.

Degree: *very, too, rather*, etc.

Place: *here, there*, etc.

Direction: *left, right*, etc.

Sequence: *first, next*, etc.

Sentence adverbs: *too, either*, etc.

Pre-verbal, post-verbal and end-position adverbs

Comparative and superlative forms (regular and irregular)

Prepositions

Location: *to, on, inside, next to, at (home)*, etc.

Time: *at, on, in, during*, etc.

Direction: *to, into, out of, from*, etc.

Instrument: *by, with*

Miscellaneous: *like, about*, etc.

Prepositional phrases: *at the beginning of, by means of*, etc.

Prepositions preceding nouns and adjectives: *by car, for sale, on holiday*, etc.

Prepositions following (i) nouns and adjectives: *advice on, afraid of*, etc. (ii) verbs: *laugh at, ask for*, etc.

Connectives

and, but, or, either ... or

when, while, until, before, after, as soon as

where

because, since, as, for

so that, (in order) to

so, so ... that, such ... that

if, unless

although, while, whereas

Note that students will meet forms other than those listed above in B1 Preliminary for Schools, on which they will not be directly tested.

Topics

Clothes

Daily life

Education

Entertainment and media

Environment

Food and drink

Free time

Health, medicine and exercise

Hobbies and leisure

House and home

Language

People

Personal feelings, experiences and opinions

Personal identification

Places and buildings

Relations with other people

Services

Shopping

Social interaction

Sport

The natural world

Transport

Travel and holidays

Weather

Lexis

The B1 Preliminary and B1 Preliminary for Schools examinations include items which normally occur in the everyday vocabulary of native speakers using English today.

Candidates should know the lexis appropriate to their personal requirements, for example, nationalities, hobbies, likes and dislikes.

Note that the consistent use of American pronunciation, spelling and lexis is acceptable in B1 Preliminary and B1 Preliminary for Schools.

A list of vocabulary that could appear in the B1 Preliminary and B1 Preliminary for Schools examinations is available on our website:

cambridgeenglish.org/exams/preliminary-for-schools/preparation

The list does not provide an exhaustive list of all the words which appear in B1 Preliminary and B1 Preliminary for Schools question papers, and candidates should not confine their study of vocabulary to the list alone.

International English

English is used in a wide range of international contexts. To reflect this, candidates' responses to tasks in Cambridge English Qualifications are acceptable in all varieties and accents of English, provided they do not interfere with communication. Materials used feature a range of accents and texts from English-speaking countries, including the UK, North America and Australia. US and other versions of spelling are accepted if used consistently.

B1 Preliminary for Schools glossary

Answer sheet

the form on which candidates record their responses.

Assessor

the Speaking test examiner who assigns a score to a candidate's performance, using analytical criteria to do so.

Cloze test

a type of gap-filling task in which whole words have been removed from a text and which candidates must replace.

Coherence

language which is coherent is well planned and clear, and all the parts or ideas fit well so that they form a united whole.

Collaborative task

the opportunity in the Speaking test for the candidates to engage in a discussion and work together towards a negotiated outcome of the task set.

Discourse

written or spoken communication.

Gap-filling item

any type of item which requires the candidate to insert some written material – letters, numbers, single words, phrases, sentences or paragraphs – into spaces in the text. The response may be supplied by the candidate or selected from a set of options.

Gist

the central theme or meaning of the text.

Impeding error

an error which prevents the reader from understanding the word or phrase.

Interlocutor

the Speaking test examiner who conducts the test and makes a global assessment of each candidate's performance.

Item

each testing point in a test which is given a separate mark or marks.

Key

the correct answer to an item.

Lexical

adjective from lexis, meaning to do with vocabulary.

Long turn

the opportunity in the Speaking test for a candidate to talk uninterrupted for a period of time, enabling them to produce an extended piece of discourse.

Lozenge

the space on the mark sheet which candidates must fill in to indicate their answer to a multiple-choice question.

Multiple choice

a task where candidates are given a set of several possible answers of which only one is correct.

Multiple matching

a task in which a number of questions or sentence-completion items, generally based on a reading text, are set. The responses are provided in the form of a bank of words or phrases, each of which can be used an unlimited number of times.

Opening and closing formulae

the expressions, either formal or informal, that are usually used to open and close letters, e.g. *Dear Maria ... With best wishes from ...*, or *Dear Mr Dakari ... Yours sincerely ...*

Options

the individual words in the set of possible answers for a multiple-choice item.

Paraphrase

to give the meaning of something using different words.

Pretesting

a stage in the development of test materials at which items are tried out with representative samples from the target population in order to determine their difficulty.

Prompt sentence

the complete sentence given as the opening line of a story in B1 Preliminary for Schools Writing Part 2.

Referencing

the technique of using 'referents'.

Referent

a word or term that refers to another person, place, etc.

Register

the tone of a piece of writing. The register should be appropriate for the task and target reader, e.g. a letter of application is written in a formal register.

Rubric

the instructions to an examination question which tell the candidate what to do when answering the question.

Target reader

the intended recipient of a piece of writing. It is important to ensure that the effect of a written task on a target reader is a positive one.

Acronyms**ALTE**

The Association of Language Testers in Europe.

CEFR

Common European Framework of Reference.

EFL

English as a Foreign Language.

ESOL

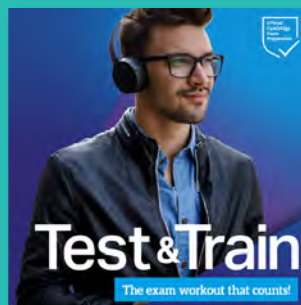
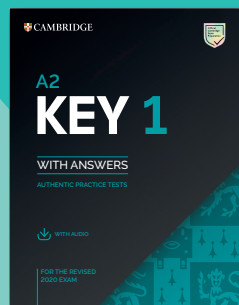
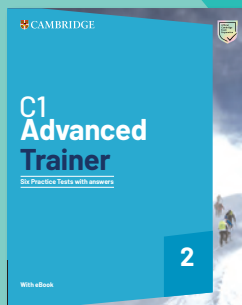
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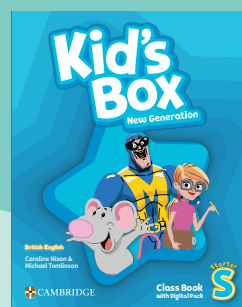
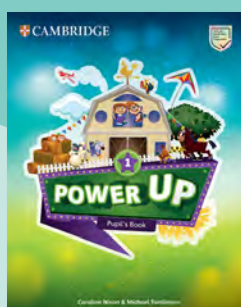
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