

## IELTS Life Skills

### B1 Speaking and Listening

#### Sample Test A

 This test should not exceed 22 minutes.

*Please note:* With the exception of the Task Sheets in Phases 2a and 2b, this sample test frame will be used only by the Examiner. It will not be shown to the candidates.

 3 minutes

#### Phase 1a

**Hello. My name is \_\_\_\_\_** (*Examiner*).

*[Ask Candidate A and Candidate B in turn questions about name and nationality (see below).]*

Name	What's your name? Can you spell it for me?
Nationality	Where do you come from? How long have you lived here?

**Thank you. Could I have your marksheets?** *[Collect marksheets.]*

**Thank you.**

**Now you are going to ask each other some questions. I want you to find out from each other about another town or city you have visited and why you like it. You have two minutes to talk to each other.**

*[Withdraw eye contact to signal that candidates should start. Allow two minutes. Prompt candidates with questions from the box below, or others suitable for the level, if necessary (e.g. if interaction breaks down or if language remains below B1 level).]*

#### **Prompt questions:**

What did you do in \_\_\_\_\_/there?

How is \_\_\_\_\_ different from \_\_\_\_\_, and how are they similar?

What is the best time of year to visit \_\_\_\_\_ and/or \_\_\_\_\_?

What other places would you like to visit in the future?

**Thank you.**

 7 minutes

## Phase 1b

In this part of the test, you are each going to talk for about one and a half minutes. While you are talking, your partner will listen to you. Your partner will then ask you three questions about what you have said.

\_\_\_\_\_ (Candidate A), you're going to tell \_\_\_\_\_ (Candidate B) about the kinds of things that make you laugh and the people who make you laugh.

\_\_\_\_\_ (Candidate B), you're going to tell \_\_\_\_\_ (Candidate A) about something you'd like to be good at and why you'd like to be good at it.

You both have one minute to think about what you want to say. You can make notes if you want to. *[Indicate paper and pencil.]* If there's anything you don't understand, please ask me.

*[Withdraw eye contact to signal start of preparation. Allow 1 minute for preparation.]*

\_\_\_\_\_ (Candidate A), are you ready? Please tell \_\_\_\_\_ (Candidate B) about the kinds of things that make you laugh and the people who make you laugh. \_\_\_\_\_ (Candidate B), listen, and ask three questions at the end. *[Allow 1½ minutes.]*

Thank you. \_\_\_\_\_ (Candidate B), please ask \_\_\_\_\_ (Candidate A) your questions now.

Thank you.

\_\_\_\_\_ (Candidate B), are you ready? Please tell \_\_\_\_\_ (Candidate A) about something you'd like to be good at and why you'd like to be good at it. \_\_\_\_\_ (Candidate A), listen, and ask three questions at the end. *[Allow 1½ minutes.]*

Thank you. \_\_\_\_\_ (Candidate A), please ask \_\_\_\_\_ (Candidate B) your questions now.

Thank you.

🕒 5 minutes

## Phase 2a

In this part of the test, you are going to listen to two recordings and answer some questions. You can make notes *[indicate paper]* if you want to.

You hear two messages about different types of transport. *[Hand each candidate the booklet open at the correct page.]* What type of transport is each message about? A plane, a train or a car?

Listen to the information. *[Play CD.]*

### Listening script 1:

This is a message for Mrs Suzy Thompson regarding your flight FA216 to Edinburgh on 19<sup>th</sup> September. Unfortunately, there is a change to the departure time which will now be at 15.40 and not 16.30 as previously informed. If you have any difficulty with this new departure time, please call the ticket office as soon as possible. We apologise for making this alteration, which is beyond our control. We remind you that you can only check in one piece of luggage. Also remember that we have reduced rates for parking at the airport when you book online.

### Listening script 2:

Hello. This is a station announcement. Mainline Rail is very sorry to announce that the 9.30 service from Cambridge to Stansted Airport is running approximately an hour late. This service is now expected at 10.30. In view of this delay, we would like to offer all ticket holders a free hot drink which you can obtain from the cafeteria situated on Platform 1. We apologise again for the delay to this service, which is because of the bad weather. That is the Stansted Express service which is running... (fade)

\_\_\_\_\_ (Candidate A), in the **first** recording, what type of transport is the message about? A plane, a train or a car?

Thank you.

\_\_\_\_\_ (Candidate B), in the **second** recording, what type of transport is the message about? A plane, a train or a car?

Thank you. *[Retrieve booklets.]*

Now listen again, and answer these questions.

\_\_\_\_\_ (Candidate B), in the **first** recording, what is the new departure time of the flight? [short pause] And what must the woman do if she has a problem?

\_\_\_\_\_ (Candidate A), in the **second** recording, what time will the train arrive? [short pause] And why is there a delay?

[Play CD again: scripts as above. At the end of the recording ask each candidate in turn their two questions again. After **each** question, **wait** for the candidate's response.]

Thank you.

---

## Key to Phase 2a

What type of transport is each message about?

Script 1: (a) plane

Script 2: (a) train

Candidate B:

What is the new departure time of the flight?

(at) 15.40/twenty to four/3.40

What must the woman do if she has a problem?

(she must) call (the) ticket office

Candidate A:

What time will the train arrive?

(at) 10.30/half past ten

Why is there a delay?

(because of the) bad weather

🕒 7 minutes overall

Phase 2b

🕒 3 minutes

Now you're going to plan something together.

I'd like you to imagine that a friend is planning a weekend away in the countryside with her family. *[Hand out candidate booklet at correct page.]*

First talk together about which transport she should use for the weekend away and choose the one you think would be best. *[Read out list while pointing at the first box.]*

Then plan and decide what to do about these things. *[Read out list while pointing at the second box.]*

You have two minutes to talk about this, so don't worry if I interrupt you.

*[Withdraw eye contact to signal that candidates should start. If candidates do not start within 10 seconds, ask: Would you like to start now?]*

Which transport?	Plan and decide
<ul style="list-style-type: none"><li>• bus</li><li>• car</li><li>• train</li></ul>	<ul style="list-style-type: none"><li>• what things they will need to take</li><li>• the best things to do</li><li>• how to organise their trip</li></ul>

Thank you.

*[Retrieve candidate booklets.]*

---

**Now you're going to talk together about transport. Talk to each other about the transport you use every day and why you use it.**

*[Repeat if necessary. Withdraw eye contact to signal start of activity.]*

*If necessary, prompt candidates with questions from the box below (e.g. if students are experiencing difficulty in continuing the interaction or if they stray from the topic). Adapt if necessary. Encourage candidate-candidate interaction by eliciting agreement or alternative opinions from candidates by asking questions such as "What do you think?", "Tell us what you think.", "And you?"]*

**Transport you use every day – prompt questions**

Do you ever cycle in \_\_\_\_\_ (candidate's town/area)? (What are the advantages of cycling?)

How often do you travel by car? (Where do you go?)

Do you ever travel by train? (Do you like it?) (Why?/Why not?)

What do you think are the advantages and disadvantages of travelling by bus?

**Thank you. That is the end of the test.**

*[Ensure candidates DO NOT leave the room with the candidate booklet.]*

**B1, Phase 2a, Sample Test A**

**What type of transport is each message about?**

**a plane**

**a train**

**a car**

## B1, Phase 2b, Sample Test A

### Which transport?

- bus
- car
- train

### Plan and decide

- what they will need to take
- the best things to do
- how to organise their trip