B1 TASK-BASED EXAM TEMPLATE

Topic: Travel and tourism

Scenario: Planning a trip to New York (N.B. The destination can easily be altered).

Design: This exam is designed to meet differing stakeholders' needs. You can either start with the listening <u>or</u> the reading comprehension <u>or</u>, if you provide input materials, even with the speaking. The length of the exam can also be aligned with stakeholders' needs.

Task: You and your friend from the UK are planning a long summer weekend in New York City. Both of you want to research affordable and enjoyable activities to make the most of your visit. Upon completing your research, you've agreed to send each other an email with your findings.

Image: https://depositphotos.com/photos/new-york.html

The information that you hear in part one and read in part two can and should be used in parts three and four: writing and speaking.

Part One – Listening:
Listen to the podcast that was recommended to you by a student who spent time in New York. Note down your answers to the questions. Then, watch a short video on affordable things to do in New York, and note down your answers to the questions. You should also take notes on how you could use the advice for your own trip so that you can mention specific tips that were particularly useful in your email (part three).

Recommended procedure for the podcast/ video:
- Listen/ Watch once and take notes.
- Listen/ Watch again to confirm your answers and complete any gaps.
- Provide short answers based on the podcast/ video.

Consider integrating DLTPT or a similar platform: Select the right option/ Drop-down exercise

Possible questions (focus on comprehension and detail):
1. What does the speaker recommend as a must-visit morning activity?
2. Which budget-friendly lunch option is mentioned?
3. What unique evening experience does the speaker describe?
4. What tips does the speaker give for saving money on transportation?

Possible questions (focus on identifying main ideas):
1. What are the top three attractions highlighted in the video?
2. What free or low-cost activity is mentioned that you could do in the evening?
3. How does the video suggest finding affordable meals?

Consider integrating DLTPT or a similar platform: Picture matching
1. Which of the key attractions pictured below are mentioned in the podcast?

Possible sources:
- *How We Went to NYC on a Budget* from the *Crystal Paine Show*
- *New York Travel Guide Video* from *Expedia*
- *Top 10 Things to Do in NYC for 2024!* on *YouTube*

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Part Two: Reading
Read the article that came up on your Google feed while researching your trip. Check your understanding of the text by answering the questions. You should also take notes on how you could use the advice for your own trip so that you can mention specific tips that were particularly useful in your email (part three).

Consider integrating DLTPT or a similar platform: Select the right option/ Drop-down exercise

Possible questions (focus on comprehension and detail):
1. What are two free attractions mentioned in the text?
2. Which neighbourhoods are recommended for affordable food?
3. How can visitors save money on public transportation in New York?

Possible questions (focus on vocabulary)
1. Which of the following words from the text means "inexpensive"?
2. What does the text mean by "off-the-beaten-path activities"?

Possible sources:
- *This is how you visit New York City on a budget* from *Lonely Planet*
- *How To Visit New York City on a Budget* from the blog *Mini Adventures*
- *18 tips for doing New York on a budget* from *The Times*

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Part Three: Writing
Write an email to your friend summarising your research findings and proposing a weekend itinerary. Use the information from the listening and reading tasks to also suggest:

- A morning activity
- A place for lunch
- An evening event

Include reasons for your choices and how they align with your budget.

[Consider integrating DLTPT or a similar platform: Essay Writing](#)
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Part Four: Speaking
Present your weekend plan to the class or teacher. Explain:

- Why you chose the activities.
- How you are managing the budget.
- Any challenges you faced in planning.

Speaking first: Students receive a map of the city with landmarks, a list of tourist activities with prices, accommodation options and costs, and a budget, OR access to the Internet and must create and present a travel itinerary within a budget.

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Assessment

CEFR alignment: Align the tasks and assessment with the can-do CEFR B1 statements.

Transparency: Share marking criteria with learners so they understand how their answers will be assessed. Include how the test-taker will be assessed in the task instructions and how many points are available.

Consistency: Consider using rubrics to ensure consistency when scoring across learners.

Reading and Listening

Listening Conditions: Ensure that recordings are played at a clear, appropriate volume. Consider playing the recordings twice.

For effective assessment: Ensure you have a mix of reading and listening question types i.e. include multiple choice and open-ended questions.

Possible criteria for a rubric: Understanding main idea, identifying specific details, recognising opinions/ attitudes, vocabulary in context, making inferences, understanding text structure and cohesion (reading), summarising (reading), successful use of strategies like skimming and scanning (reading).

Clarity of answers: Responses should be clear and focused; vague or overly broad answers can earn partial marks.

Spelling and grammar (for written responses): While minor errors should not heavily impact scores, they may affect clarity. Focus on content over form.

Written Assessment

Length: The expected word count for B1 tasks is typically 100–150 words.

Focus on: Content, organization, language accuracy, and appropriateness for the task.

Possible criteria for a rubric: Task achievement, content and ideas, organisation and coherence, vocabulary, grammar & sentence structure, spelling and punctuation, appropriateness of style.

Speaking Assessment

Length: Typically, between 10-15 minutes.

Focus: Content, fluency, accuracy, pronunciation, and interaction.

Possible criteria for a rubric: Task achievement, fluency and coherence, vocabulary, grammatical accuracy, pronunciation, interaction and engagement.