

English Language Test – B1 Level		
Section	Duration	Total Score
I. Listening	20-22 minutes	25 points
II. Reading and Use of Language	20 minutes	25 points
III. Writing	40 minutes	25 points
IV. Speaking	10-15 minutes	25 points

Note: To pass the test, the candidate must obtain at least 50% of the total score, namely a minimum of 50 points out of 100. In addition, a minimum score of 10 points out of the 25 points allocated must be achieved in each section..

Candidate's full name	
Candidate code	

I. LISTENING (25 POINTS)

You will hear two recordings, corresponding to two different documents. For both documents, you will have:

- 1 minute to read the questions;
- a first listening, followed by a 2-minute pause to answer the questions;
- a second listening, followed by a 2-minute pause to complete your answers.

To answer the questions, tick the correct answer.

Exercise 1. Listen carefully to the recording. You will hear it twice. Then answer the questions below by choosing the correct option.

(6 questions × 1,5 points = 9 points)

1. Why did Daniel decide to change his habits?
 - ☐ a) He wanted to save money
 - ☐ b) He often lacked energy
 - ☐ c) He needed to prepare for a competition
2. What habit did Daniel stop doing late at night?
 - ☐ a) Reading books
 - ☐ b) Studying for work
 - ☐ c) Spending time on his phone
3. What positive result did Daniel notice after changing his eating habits?
 - ☐ a) He became more sociable
 - ☐ b) He felt more focused
 - ☐ c) He needed less sleep
4. How often does Daniel usually exercise at the gym?
 - ☐ a) Every day
 - ☐ b) Once a week
 - ☐ c) Several times a week
5. What advice does Daniel give Emma?
 - ☐ a) Begin with small steps
 - ☐ b) Join an expensive fitness club
 - ☐ c) Follow a strict diet immediately

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6. What do Emma and Daniel plan to do together?

- ☐ a) Attend cooking classes
- ☐ b) Go for walks after work
- ☐ c) Travel at the weekend

True or false? (2 questions × 1,5 points = 3 points)

7. Daniel says that changing habits was easy from the first day.

- ☐ a) True
- ☐ b) False

8. Emma is interested in improving her lifestyle after talking to Daniel.

- ☐ a) True
- ☐ b) False

/ Total: 12 points

Exercise 2. Listen carefully to the recording. You will hear it twice. Then answer the questions below by choosing the correct option.

(8 questions × 1,5 points = 12 points)

1. What was the main goal of the school assignment?

- ☐ a) To organize a school trip
- ☐ b) To prepare a presentation about environmental issues
- ☐ c) To write a book report

2. Why did the group choose recycling as their topic?

- ☐ a) It was the easiest subject to research
- ☐ b) It was required by the teacher
- ☐ c) It is an issue that affects everyday life

3. What was the narrator responsible for in the group?

- ☐ a) Designing posters for the classroom
- ☐ b) Gathering information and writing part of the report
- ☐ c) Recording a video presentation

4. What problem did the group face at the beginning?

- ☐ a) They had no internet access
- ☐ b) They struggled to manage their time well
- ☐ c) They could not agree on a topic

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5. What helped improve the group's work process?

- ☐ a) Changing the topic completely
- ☐ b) Working individually without meetings
- ☐ c) Planning more carefully and meeting regularly

6. How did the narrator feel before presenting?

- ☐ a) Completely confident
- ☐ b) A little anxious
- ☐ c) Angry with the group

7. What surprised the narrator during research?

- ☐ a) That recycling is impossible in cities
- ☐ b) That most waste cannot be reused
- ☐ c) That a lot of waste can actually be recycled

8. What did the teacher think about the final project?

- ☐ a) It was unsatisfactory
- ☐ b) It was well done
- ☐ c) It was incomplete

True or false? (2 questions × 0,5 points = 1 punct)

9. The group worked without any difficulties from the beginning.

- ☐ a) True
- ☐ b) False

10. The narrator believes teamwork is important for learning.

- ☐ a) True
- ☐ b) False

/ Total: 13 points

II. READING AND USE OF LANGUAGE (25 POINTS)

Exercise 1. Read the text and answer the questions:

The Benefits of Learning a Foreign Language

Today, learning a foreign language is becoming more important than ever before. Many people decide to study another language for work, travel, education, or personal interest. English is one of the most widely spoken languages in the world, but many people also choose to learn Spanish, French, German, or Chinese. Although learning a language can sometimes be difficult, it offers many advantages in both personal and professional life.

One major benefit of learning a foreign language is better communication. People who speak more than one language can talk to individuals from different countries and cultures more easily. This can help them make new friends, understand other traditions, and feel more comfortable when travelling abroad. Tourists who know the local language often have a more enjoyable experience because they can ask for information, order food, and solve problems without depending completely on translation apps.

Another advantage is related to education and career opportunities. Many international companies prefer employees who can communicate in several languages. In some professions, such as tourism, business, diplomacy, or education, language skills are especially valuable. Students who speak foreign languages may also have the chance to study abroad or participate in international exchange programmes. Knowing another language can therefore open doors to new experiences and improve future job prospects.

Learning a language is also good for the brain. Studies show that people who study foreign languages often improve their memory, concentration, and problem-solving abilities. In addition, language learners usually become more patient and confident because they learn how to communicate even when they make mistakes. Although progress may seem slow at the beginning, regular practice can lead to significant improvement over time.

However, learning a foreign language requires motivation and discipline. Some learners become discouraged when grammar rules are complicated or when they cannot remember new vocabulary. Others may feel nervous about speaking because they are afraid of making errors. Teachers and classmates can help create a positive learning environment where students feel comfortable practising the language.

In conclusion, learning a foreign language requires time and effort, but the rewards are considerable. It can improve communication, create educational and professional opportunities, and develop important mental skills. In a world where international contact is increasing every year, speaking another language has become a valuable ability for people of all ages.

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(5 questions × 2 points = 10 points)

1. Why do travellers benefit from knowing another language?

- ☐ a) They can avoid meeting local people
- ☐ b) They can manage situations more independently
- ☐ c) They receive free transport services

2. Which field is mentioned as one where language skills are useful?

- ☐ a) Agriculture
- ☐ b) Architecture
- ☐ c) Tourism

3. According to the text, studying languages can improve:

- ☐ a) Physical strength
- ☐ b) Mental abilities
- ☐ c) Driving skills

4. What difficulty do some learners experience?

- ☐ a) They dislike travelling abroad
- ☐ b) They are worried about making mistakes
- ☐ c) They refuse to attend classes

5. What is the main idea of the text?

- ☐ a) Foreign languages are only necessary for students
- ☐ b) Learning another language brings many long-term advantages
- ☐ c) Technology has made language learning unnecessary

True or False? (2 questions × 1,25 points = 2,5 points)

6. The text says that speaking several languages can help people professionally.

- ☐ a) True
- ☐ b) False

7. According to the text, learning a language is usually easy and requires little practice.

- ☐ a) True
- ☐ b) False

/ Total: 12,5 points

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Exercise 2. Choose the correct answer.

(12 questions × 1 point = 12 points)

1. You _____ smoke in the hospital.

- ☐ a) don't have to
- ☐ b) mustn't
- ☐ c) couldn't

2. She _____ television when I called her.

- ☐ a) watch
- ☐ b) was watching
- ☐ c) watched

3. We have lived here _____ 2018.

- ☐ a) for
- ☐ b) since
- ☐ c) ago

4. There aren't _____ apples in the fridge.

- ☐ a) much
- ☐ b) many
- ☐ c) a lot

5. If it _____ tomorrow, we will stay at home.

- ☐ a) rains
- ☐ b) rained
- ☐ c) raining

6. I _____ my homework yet.

- ☐ a) didn't finish
- ☐ b) haven't finished
- ☐ c) don't finish

7. This book is _____ than the one I read last week.

- ☐ a) more interesting
- ☐ b) most interesting
- ☐ c) interestinger

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8. They ____ to Paris last summer.

- ☐ a) go
- ☐ b) went
- ☐ c) gone

9. My brother is good ____ playing football.

- ☐ a) in
- ☐ b) at
- ☐ c) on

10. I don't have ____ money with me.

- ☐ a) some
- ☐ b) any
- ☐ c) many

11. She is interested ____ music.

- ☐ a) on
- ☐ b) in
- ☐ c) at

12. By this time tomorrow, we _____ to the seaside.

- ☐ a) will drive
- ☐ b) will be driving
- ☐ c) drove

(1 item × 0,5 points = 0,5 points)

13. She asked me where I ____.

- ☐ a) live
- ☐ b) lived
- ☐ c) am living

/ Total: 12,5 points

III. WRITING (25 POINTS)

You receive the following email from your English friend, Lucas.

From: lucas.martin@email.be
Subject: Holiday in your country

Hi!

This summer I am planning to visit your country with some friends. I have heard that your country has modern cities but also traditional villages, with beautiful landscapes and different lifestyles. I would like to see how life is in the city compared to life in the countryside and discover the local culture.

Because you live in your country, can you give me some recommendations? What cities or villages should we visit? What activities can we do to experience everyday life? What traditional food or local experiences should we not miss?

Thanks a lot for your help!

See you soon,
Lucas

Write an email to Lucas. In your message:

- ✓ describe life in the city and life in the countryside in your country
- ✓ recommend places or activities
- ✓ give some travel advice
- ✓ mention traditional food or cultural experiences

Write at least 160 words.

IV. SPEAKING (25 POINTS)

Stage 1 – Candidate Introduction

In the first stage, the candidate is invited to introduce themselves and give basic personal information. They may talk about their name, age, studies or job, place of origin, hobbies, and favourite free-time activities.

The aim of this stage is to evaluate the candidate's ability to produce a simple and coherent speech on familiar topics, using grammar structures and vocabulary appropriate to the B1 level.

Suggested duration: 2–3 minutes

Stage 2 – Conversation with the Examiner (General Topics)

In this stage, the candidate takes part in a guided conversation with the examiner on everyday topics suitable for B1 level. The focus is on understanding questions, giving clear answers, and maintaining a simple dialogue.

Possible topics include:

- ✓ daily life (daily routine, usual activities)
- ✓ studies or job
- ✓ free time and hobbies
- ✓ travel and holidays
- ✓ home and the city where the candidate lives
- ✓ food and healthy habits
- ✓ use of technology and social media
- ✓ shopping and services
- ✓ relationships with friends and family
- ✓ future plans

The candidate is assessed on fluency, accuracy, relevance of answers, and ability to interact.

Suggested duration: 3–4 minutes

Stage 3 – Picture Description and Discussion

In the final stage, the candidate receives a photo or image and is asked to describe it. They should talk about the people, the place, the activities, and the atmosphere shown in the picture.

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After the description, the examiner will ask additional questions to encourage the candidate to develop their answers (for example, personal opinions, similar experiences, or preferences).

The aim of this stage is to evaluate the ability to describe, express opinions, and extend speech.

Suggested duration: 3–4 minutes

Sample Task for Stage 3

Look at the picture and give a detailed description.

Your presentation should include:

- ✓ where the scene takes place and who is in the picture
- ✓ what the people are doing and what they are wearing
- ✓ a description of the atmosphere
- ✓ your personal opinion about the situation
- ✓ use mainly the present tense, but also include at least five verbs in past and future forms



LOGOS

Test Answers and Marking Scheme

I. LISTENING (25 POINTS)

Exercise 1. Listen carefully to the recording. You will hear it twice. Then answer the questions below by choosing the correct option.

Transcript

Emma: Hi, Daniel! You look really energetic these days. Have you started doing something different?

Daniel: Hi, Emma! Yes, actually. About two months ago, I decided to change some of my daily habits. I was feeling tired all the time, so I thought it was time to take better care of myself.

Emma: That sounds like a good idea. What kind of changes did you make?

Daniel: First, I started going to bed earlier. Before that, I used to stay up very late watching videos or playing games on my phone. Now I try to sleep at least seven or eight hours every night.

Emma: I should probably do the same. I often feel exhausted in the morning because I don't sleep enough.

Daniel: Sleep really makes a difference. I also started eating healthier food. I still enjoy fast food sometimes, but now I eat more vegetables, fruit, and homemade meals.

Emma: Was it difficult to change your diet?

Daniel: At the beginning, yes. I was used to buying snacks and sugary drinks almost every day. But after a few weeks, I noticed I had more energy and could concentrate better at work.

Emma: That's impressive. Did you start exercising too?

Daniel: Yes. I joined a small gym near my apartment, but I don't go every day. Usually, I exercise three times a week. On weekends, I sometimes go cycling with friends or take long walks in the park.

Emma: I've been thinking about joining a gym, but I never seem to have enough motivation.

Daniel: Maybe you don't need a gym at first. Even simple activities like walking or doing exercises at home can help. The important thing is to start slowly and be consistent.

Emma: You're probably right. I think many people try to change everything at once and then give up quickly.

Daniel: Exactly. Small changes are often easier to continue in the long term.

Emma: Thanks for the advice, Daniel. You've inspired me to improve some of my habits too.

Daniel: I'm glad to hear that! We could even go walking together after work sometimes.

Emma: That sounds great. Let's start this week!

(6 questions × 1,5 points = 9 points)

1. Why did Daniel decide to change his habits?

- ☐ a) He wanted to save money
- ☒ b) He often lacked energy
- ☐ c) He needed to prepare for a competition

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2. What habit did Daniel stop doing late at night?

- ☐ a) Reading books
- ☐ b) Studying for work
- ☒ c) Spending time on his phone

3. What positive result did Daniel notice after changing his eating habits?

- ☐ a) He became more sociable
- ☒ b) He felt more focused
- ☐ c) He needed less sleep

5. How often does Daniel usually exercise at the gym?

- ☐ a) Every day
- ☐ b) Once a week
- ☒ c) Several times a week

6. What advice does Daniel give Emma?

- ☒ a) Begin with small steps
- ☐ b) Join an expensive fitness club
- ☐ c) Follow a strict diet immediately

7. What do Emma and Daniel plan to do together?

- ☐ a) Attend cooking classes
- ☒ b) Go for walks after work
- ☐ c) Travel at the weekend

True or false? (2 questions × 1,5 points = 3 points)

8. Daniel says that changing habits was easy from the first day.

- ☐ a) True
- ☒ b) False

9. Emma is interested in improving her lifestyle after talking to Daniel.

- ☒ a) True
- ☐ b) False

/ Total: 12 points

Exercise 2. Listen carefully to the recording. You will hear it twice. Then answer the questions below by choosing the correct option.

Transcript

Last year, I took part in one of the most interesting school projects I have ever done. It was a group assignment in which we had to create a presentation about environmental protection in our local area. At first, I did not think it would be very exciting, but in the end, it turned out to be a very valuable and memorable experience that I still think about today.

Our teacher divided the class into small groups of four or five students. Each group had to choose a specific topic related to the environment. My group decided to focus on recycling and waste management in our city. We thought this was a good choice because it is a problem that affects everyone in daily life, even if many people do not pay much attention to it.

At the beginning, we met after school to plan our work. We discussed what information we needed and how we would divide the tasks fairly. I was responsible for collecting information from the internet and preparing part of the written report. Other members of the group focused on finding images, creating slides, and preparing the final presentation. We also decided on the structure of the presentation so that everything would be clear and easy to follow.

During the research process, I learned a lot of new and surprising things. For example, I discovered that a large amount of waste can actually be recycled, but many people do not separate their rubbish correctly at home. I also found out that some local recycling centres organise educational programmes for schools, which help students understand how to protect the environment better. In addition, I read about countries that have very advanced recycling systems, where almost nothing goes to landfill.

One of the main challenges we faced was organising our time effectively. At the beginning, we did not work very efficiently, and some tasks were left until the last moment. This caused a bit of stress for everyone in the group. However, after talking together honestly, we created a clearer plan and started meeting more regularly. This helped us improve our cooperation, avoid misunderstandings, and finish the project on time without too much pressure.

On the day of the presentation, I felt a bit nervous because we had to speak in front of the whole class. I was especially worried about forgetting parts of my speech. However, once we started, everything went more smoothly than expected. Each member of the group presented their part clearly, and we also answered questions from our classmates and teacher. Some of the questions were quite difficult, but we managed to respond calmly.

In the end, our teacher was very satisfied with our work and gave us a good mark. More importantly, I felt proud of what we had achieved together as a team. I also realised how important teamwork is, especially when working on larger projects that require organisation and cooperation.

This experience taught me that learning is not only about reading books or memorising information for exams. It is also about cooperation, communication, responsibility, and solving problems together. I would definitely like to take part in similar projects in the future because they help students develop useful skills for real life and prepare them for future challenges.

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(8 questions × 1,5 points = 12 points)

1. **What was the main goal of the school assignment?**
 - ☐ a) To organize a school trip
 - ☒ b) To prepare a presentation about environmental issues
 - ☐ c) To write a book report
2. **Why did the group choose recycling as their topic?**
 - ☐ a) It was the easiest subject to research
 - ☐ b) It was required by the teacher
 - ☒ c) It is an issue that affects everyday life
3. **What was the narrator responsible for in the group?**
 - ☐ a) Designing posters for the classroom
 - ☒ b) Gathering information and writing part of the report
 - ☐ c) Recording a video presentation
4. **What problem did the group face at the beginning?**
 - ☐ a) They had no internet access
 - ☒ b) They struggled to manage their time well
 - ☐ c) They could not agree on a topic
5. **What helped improve the group's work process?**
 - ☐ a) Changing the topic completely
 - ☐ b) Working individually without meetings
 - ☒ c) Planning more carefully and meeting regularly
6. **How did the narrator feel before presenting?**
 - ☐ a) Completely confident
 - ☒ b) A little anxious
 - ☐ c) Angry with the group
7. **What surprised the narrator during research?**
 - ☐ a) That recycling is impossible in cities
 - ☐ b) That most waste cannot be reused
 - ☒ c) That a lot of waste can actually be recycled

English language – B1 level

8. What did the teacher think about the final project?

- ☐ a) It was unsatisfactory
☐ b) It was well done ☒
☐ c) It was incomplete

True or false? (2 questions × 0,5 points = 1 punct)

9. The group worked without any difficulties from the beginning.

- ☐ a) True
☐ b) False ☒

10. The narrator believes teamwork is important for learning.

- ☐ a) True ☒
☐ b) False

/ Total: 13 points

II. READING AND USE OF LANGUAGE (25 POINTS)

Exercise 1. Read the text and answer the questions:

(5 questions × 2 points = 10 points)

2. Why do travellers benefit from knowing another language?

- ☐ a) They can avoid meeting local people
☐ b) They can manage situations more independently ☒
☐ c) They receive free transport services

3. Which field is mentioned as one where language skills are useful?

- ☐ a) Agriculture
☐ b) Architecture
☐ c) Tourism ☒

4. According to the text, studying languages can improve:

- ☐ a) Physical strength
☐ b) Mental abilities ☒
☐ c) Driving skills

English language – B1 level

5. What difficulty do some learners experience?

- ☐ a) They dislike travelling abroad
- ☐ b) They are worried about making mistakes ☒
- ☐ c) They refuse to attend classes

6. What is the main idea of the text?

- ☐ a) Foreign languages are only necessary for students
- ☐ b) Learning another language brings many long-term advantages ☒
- ☐ c) Technology has made language learning unnecessary

True or False? (2 questions × 1,25 points = 2,5 points)

6. The text says that speaking several languages can help people professionally.

- ☐ a) True ☒
- ☐ b) False

7. According to the text, learning a language is usually easy and requires little practice.

- ☐ a) True
- ☐ b) False ☒

/ Total: 12,5 points

Exercise 2. Choose the correct answer.

(12 questions × 1 point = 12 points)

1. You ____ smoke in the hospital.

- ☐ a) don't have to
- ☐ b) mustn't ☒
- ☐ c) couldn't

2. She ____ television when I called her.

- ☐ a) watch
- ☐ b) was watching ☒
- ☐ c) watched

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3. We have lived here ____ 2018.

- ☐ a) for
- ☒ b) since
- ☐ c) ago

4. There aren't ____ apples in the fridge.

- ☐ a) much
- ☒ b) many
- ☐ c) a lot

5. If it ____ tomorrow, we will stay at home.

- ☒ a) rains
- ☐ b) rained
- ☐ c) raining

6. I ____ my homework yet.

- ☐ a) didn't finish
- ☒ b) haven't finished
- ☐ c) don't finish

7. This book is ____ than the one I read last week.

- ☒ a) more interesting
- ☐ b) most interesting
- ☐ c) interestinger

8. They ____ to Paris last summer.

- ☐ a) go
- ☒ b) went
- ☐ c) gone

9. My brother is good ____ playing football.

- ☐ a) in
- ☒ b) at
- ☐ c) on

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10. I don't have ____ money with me.

- ☐ a) some
☒ b) any
☐ c) many

11. She is interested ____ music.

- ☐ a) on
☒ b) in
☐ c) at

12. By this time tomorrow, we _____ to the seaside.

- ☐ a) will drive
☒ b) will be driving
☐ c) drove

(1 item × 0,5 points = 0,5 points)

13. She asked me where I _____.

- ☐ a) live
☒ b) lived
☐ c) am living

/ Total: 12,5 points

III. WRITING (25 POINTS)

Criterion	Description	Score	Awarded Score
Pragmatic competence	Task achievement, text organization, coherence and cohesion (logical connectors, clear structure of ideas).	0–10 points	
Sociolinguistic competence	Appropriateness to the communication situation (friendly tone, suitable greeting and closing formulas, appropriate register).	0–5 points	
Linguistic competence – Vocabulary	Range and appropriateness of vocabulary used.	0–5 points	
Linguistic competence – Grammar	Variety and accuracy of grammatical structures (tenses, agreement, correct constructions).	0–5 points	
		Total /25 de points

PERFORMANCE DESCRIPTORS

Criterion	Level	Description	Score
Pragmatic competence	Excellent	The text fully meets the requirements: the experience of living with roommates is clearly described, advantages and disadvantages are presented, ideas are well structured and coherent, and logical connectors are used correctly.	10 points
	Very good	The text meets most of the requirements; some details are missing or unclear; overall coherence is good; logical connectors are used partially correctly.	8 points

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Criterion	Level	Description	Score
	Good	The text partially meets the requirements; the information is fragmented; coherence and cohesion are weak; logical connectors are few or used incorrectly.	6 points
	Satisfactory	The text meets only a few requirements; the organization of ideas is incoherent; there are no connectors or the structure of the text is confusing.	4 points
	Insufficient	The text does not meet the requirements; essential details are missing; there is no coherence or cohesion.	2 points
Criterion	Level	Description	Score
Sociolinguistic competence	Excellent	The text is appropriate to the communication situation; the tone is suitable, politeness formulas and appropriate expressions are used correctly; the register is consistent and appropriate.	5 points
	Very good	The text is generally appropriate; the tone and politeness formulas are used partially correctly; the register is mostly suitable.	4 points
	Good	The text is partially appropriate; the tone or register are not always suitable; politeness formulas are missing or insufficient.	3 points
	Satisfactory	The text is only slightly appropriate; the tone and register are unclear or inappropriate; politeness formulas are almost nonexistent.	2 points
	Insufficient	The text is not appropriate to the situation; the tone is unsuitable, the register is incorrect; there are no politeness formulas.	1 point

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Criterion	Level	Description	Score
Linguistic competence – Vocabulary	Excellent	Varied and precise vocabulary; terms specific to the situation are used correctly; there are no unnecessary repetitions; the meaning is clear.	5 points
	Very good	Adequate and partially varied vocabulary; some specific terms are missing; minor repetitions occur.	4 points
	Good	Limited vocabulary; generic or inappropriate terms; the meaning is only partially clear.	3 points
	Satisfactory	Very simple or inappropriate vocabulary; frequent repetitions; the meaning is difficult to understand.	2 points
	Insufficient	Inadequate or very limited vocabulary; the meaning is unclear or incorrect.	1 point

Criterion	Level	Description	Score
Linguistic competence – Grammar	Excellent	Correct and varied grammatical structures; correct agreement and tenses; complete sentences; correct punctuation.	5 points
	Very good	Grammatical structures are partially varied and correct most of the time; a few minor mistakes do not affect understanding.	4 points
	Good	Partially correct structures; frequent grammatical mistakes, but the meaning is generally understood.	3 points
	Satisfactory	Inadequate grammatical structures; many errors; the text is difficult to follow.	2 points
	Insufficient	Consistently incorrect grammatical structures; the text is confusing or unintelligible.	1 point

IV. SPEAKING (25 POINTS)

Stage 1 (5 points)

ASSESSMENT GRID

Criterion	Description	Score	Awarded score
Task achievement and coherence of speech	The candidate provides relevant personal information; the discourse is relatively clear and organized.	0–2 points	
Vocabulary and grammar	Use of basic vocabulary and correct simple structures.	0–2 points	
Pronunciation and fluency	Intelligible pronunciation; acceptable speaking pace.	0–1 point	
		Total/5p.	

PERFORMANCE DESCRIPTORS – Stage 1

Level	Description	Score
Excellent	The candidate presents themselves clearly, providing relevant and well-organized information. They use appropriate vocabulary and correct structures, with clear pronunciation and good fluency.	5 points
Good	The presentation is generally clear and coherent, but some details are limited. Minor vocabulary or grammar errors occur. Pronunciation is intelligible.	4 points
Average	The presentation is partially organized; information is simple or fragmented. Vocabulary is limited, and grammatical errors are frequent, but the message is understood.	3 points

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Level	Description	Score
Satisfactory	The candidate provides very little information. The speech is hesitant and incoherent. Vocabulary is very simple, and pronunciation is sometimes difficult to understand.	2 points
Unsatisfactory	The candidate fails to present themselves adequately. The speech is very fragmented or unintelligible.	0–1 point

Stage 2 (10 points)

ASSESSMENT GRID

Criterion	Description	Score	Awarded score
Interaction and comprehension	Ability to understand questions and respond appropriately.	0–4 points	
Development of responses	Ability to express simple opinions and maintain a dialogue.	0–3 points	
Linguistic accuracy	Relatively correct vocabulary and structures.	0–3 points	
		Total/10p.	

PERFORMANCE DESCRIPTORS – Stage 2

Level	Description	Score
Excellent	The candidate understands questions without difficulty, responds appropriately, and develops the dialogue. They express simple opinions and use a sufficiently varied vocabulary and relatively correct structures.	9-10 points
Good	The candidate understands most questions and maintains the conversation. Responses are appropriate, but development is limited. Some linguistic errors occur.	7-8 points

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Level	Description	Score
Average	The candidate partially understands the questions. Responses are short or incomplete. Vocabulary is limited, and errors are frequent.	5-6 points
Satisfactory	The candidate has difficulties understanding and responding. The dialogue is difficult to maintain. Numerous mistakes affect communication.	3-4 points
Unsatisfactory	The candidate is unable to participate in the conversation or responses are very limited / inappropriate.	0-2 points

Stage 3 (10 points)

ASSESSMENT GRID

Criterion	Description	Score	Awarded score
Pragmatic competence – Task achievement	Description of the place, people, activities, and atmosphere.	0-4 points	
Discourse competence – Development of the discourse	Making assumptions, expressing personal opinions, expanding the description.	0-3 points	
Linguistic accuracy and fluency	Use of tenses, appropriate vocabulary, clear pronunciation.	0-3 points	
		Total/10p.	

PERFORMANCE DESCRIPTORS – Stage 3

Level	Description	Score
Excellent	The candidate clearly describes the scene (place, people, activities, atmosphere), makes assumptions, and expresses opinions. They use appropriate vocabulary and relatively correct verb tenses. The discourse is fluent.	9-10 points
Good	The description is generally clear, but some details are missing. The development of the discourse is limited. Minor vocabulary or grammar errors occur.	7-8 points
Average	The description is simple and fragmented. Assumptions or opinions are poorly developed. Vocabulary is limited and errors are frequent.	5-6 points
Satisfactory	The description is very limited or unclear. There are difficulties in expression and numerous mistakes.	3-4 points
Unsatisfactory	The candidate is unable to describe the picture or the discourse is unintelligible.	0–2 points

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