A place to study

B1 reading practice - Padworth Learning Studio

When Mina first arrived in town, she studied in her bedroom every evening. It was quiet, but she often checked her phone or started tidying her desk. After two hours, she sometimes realised she had completed very little work.

Her classmate Joel suggested the public library. Mina expected complete silence, but the ground floor was busy. People were asking questions at the desk, and a group of children were choosing books. Upstairs, however, she found a quiet room with large tables and a view of the park.

Mina decided to try a different routine. Before leaving home, she wrote down one task she wanted to finish. At the library, she kept her phone in her bag and worked for twenty-five minutes. Then she took a short break. She did not study for longer than before, but she completed more.

She still studied at home when she needed to practise speaking aloud. The library was useful for reading and writing, but it was not the right place for every activity. What helped most was choosing a place that matched the task.

Comprehension questions

1. Why did Mina want to change her study habits?

She was not completing much work. / Her bedroom was noisy. / The library was closer to school.

2. Where was the quiet room?

On the ground floor / Upstairs / In the park

3. What did she do before leaving home?

Called Joel / Tidied the library / Chose one task

4. Did Mina spend more time studying?

Yes, twice as long / No, she used the time better / The text says she stopped studying

5. What is the main message?

Always study in a library. / Choose a setting that suits your task. / Never study with a phone.

6. What distracted Mina at home?

Joel asking her questions. / Her phone and tidying her desk. / Music from the library.

7. What was happening on the library’s ground floor?

People were asking questions and children were choosing books. / Everyone was sitting in complete silence. / Mina was practising speaking.

8. What does routine mean in paragraph 3?

A single unexpected accident. / A place to borrow books. / A regular way of doing things.

9. Why did Mina sometimes still study at home?

She no longer needed reading practice. / She needed to practise speaking aloud. / The library had permanently closed.

10. Which claim is NOT supported by the passage?

Mina stopped using her phone entirely. / Mina put her phone in her bag at the library. / Mina took a break after twenty-five minutes.

Answers & evidence

1. **She was not completing much work.** - Paragraph 1: she spent two hours but completed very little. Quietness was not the problem.

2. **Upstairs** - Paragraph 2 locates the quiet room upstairs; it had a view of the park.

3. **Chose one task** - Paragraph 3: she wrote down one task she wanted to finish.

4. **No, she used the time better** - Paragraph 3 explicitly says she did not study for longer, but completed more.

5. **Choose a setting that suits your task.** - Paragraph 4 explains that she still used home for speaking practice. Different tasks need different settings.

6. **Her phone and tidying her desk.** - Paragraph 1 names checking her phone and tidying her desk as distractions.

7. **People were asking questions and children were choosing books.** - Paragraph 2 describes activity downstairs, contrasting it with the quiet upstairs room.

8. **A regular way of doing things.** - The paragraph describes a repeatable pattern: choose a task, work, then take a break.

9. **She needed to practise speaking aloud.** - Paragraph 4 explicitly identifies speaking aloud as a reason to use home.

10. **Mina stopped using her phone entirely.** - Paragraph 3 describes putting it away while working, not giving up phone use altogether.

The group project

B1 reading practice - Padworth Learning Studio

Our group had two weeks to prepare a presentation about reducing food waste. At the first meeting, everyone had ideas, but nobody wrote them down. We talked for an hour and left without deciding who would do each task.

Three days later, two students had collected the same information, while nobody had prepared the slides. I felt worried, so I suggested a short second meeting. This time, we made a list of tasks and agreed on a deadline for each one.

Leo interviewed the school cook, Hana researched ways to store food, and I organised the slides. Amira checked the sources and helped us practise. We shared our work two days before the presentation so there was time to solve problems.

During practice, we noticed that our talk was too long. We removed repeated information and kept one practical example for each main point. On the day, we finished on time. Our teacher said the clearest part was the connection between the problem and our suggested actions.

Comprehension questions

1. What was missing after the first meeting?

Ideas / A division of tasks / Enough students

2. Why was some work wasted?

Two students researched the same information. / Nobody did any research. / The topic changed.

3. Who checked the sources?

Leo / Hana / Amira

4. Why did they share their work early?

To avoid presenting / To leave time to solve problems / To change the whole topic

5. What improved their practice presentation?

Adding more slides / Removing repeated information / Speaking much faster

6. How much time did the group have for the project?

One month. / Two weeks. / Three days.

7. What had nobody prepared before the second meeting?

The slides. / Any ideas at all. / The same information twice.

8. Why did assigning different roles help?

It removed the need to check sources. / It meant nobody needed to practise. / It reduced the chance of doing the same work twice.

9. What does deadline mean in this passage?

The title of a presentation. / The latest agreed time to finish a task. / The first idea at a meeting.

10. What did the teacher particularly praise?

The link between the problem and suggested actions. / The number of slides. / The length of the first meeting.

Answers & evidence

1. **A division of tasks** - Paragraph 1: they had ideas but had not decided who would do each task.

2. **Two students researched the same information.** - Paragraph 2 says two students had collected the same information.

3. **Amira** - Paragraph 3 directly identifies Amira.

4. **To leave time to solve problems** - Paragraph 3: they shared two days early so they could solve problems.

5. **Removing repeated information** - Paragraph 4 explains that they cut repetition and kept practical examples.

6. **Two weeks.** - Paragraph 1 gives the total preparation period as two weeks.

7. **The slides.** - Paragraph 2 contrasts duplicated research with the missing slides.

8. **It reduced the chance of doing the same work twice.** - The duplicated work in paragraph 2 is addressed by the distinct responsibilities in paragraph 3.

9. **The latest agreed time to finish a task.** - Paragraph 2 says each task received a deadline, meaning a time by which it should be finished.

10. **The link between the problem and suggested actions.** - Paragraph 4 identifies the connection between the problem and actions as the clearest part.

The repair morning: B1 reading test

B1 reading practice - Padworth Learning Studio

On Tuesday, Leo saw a notice about a Saturday repair morning at the community centre. Volunteers would help people mend simple household items. He wanted to bring his desk lamp, which had stopped working. The notice asked visitors to book a time and explain the problem. Leo sent an email that evening and received a place at ten o’clock.

When he arrived, a volunteer named Amira asked him when the lamp had last worked. Leo thought it was broken inside, but Amira first checked the cable and the plug. The cable was damaged near the base. She explained that he should stop using it and let someone with the right training replace the cable. Leo was surprised: buying a new lamp had seemed like the only choice.

While he waited, Leo watched another volunteer repair a loose chair leg. Visitors were encouraged to ask questions, but they were not allowed to use tools without guidance. The event was free. A small box near the door collected optional donations to buy materials for the next repair morning.

Leo returned at midday and collected his working lamp. Before leaving, he asked whether he could help at the next event. He did not know how to repair electrical items, but the organiser needed someone to welcome visitors and record appointments. Leo agreed to do that. He had arrived hoping to save a lamp and left with a new way to support his neighbourhood.

Comprehension questions

1. Why did Leo email the community centre?

To book a repair appointment / To apply for paid work / To complain about his lamp

2. What did Amira discover?

The lamp needed a new bulb / The cable was damaged / The lamp could not be repaired

3. What could visitors do at the event?

Use any tool without help / Pay a required entrance fee / Ask volunteers questions

4. What changed in Leo’s thinking?

He realised repair might be possible / He decided electrical training was unnecessary / He thought buying new items was always cheaper

5. How will Leo help at the next event?

Repair electrical equipment / Welcome people and record bookings / Sell new lamps

6. When did Leo first see the notice?

At midday on Sunday. / On Tuesday. / On Saturday at ten.

7. What does optional donations mean?

Visitors could choose whether to give money. / Every visitor had to pay. / Only volunteers could enter.

8. Who should replace the damaged cable, according to Amira?

Leo without any guidance. / Any visitor who has spare time. / Someone with the right training.

9. Why is the loose chair leg mentioned?

To show that only chairs could be repaired. / To give another example of an item being repaired. / To explain why Leo’s lamp failed.

10. Which description best fits Leo at the end?

Willing to help using skills he already has. / Qualified to repair electrical items. / Unhappy that donations were required.

Answers & evidence

1. **To book a repair appointment** - The notice asked visitors to book a time; Leo emailed and received a ten o’clock appointment.

2. **The cable was damaged** - Paragraph 2 identifies damage near the base of the cable.

3. **Ask volunteers questions** - Paragraph 3 encourages questions, requires guidance with tools and describes donations as optional.

4. **He realised repair might be possible** - Leo had thought buying a new lamp was the only choice. The cable repair showed him another option.

5. **Welcome people and record bookings** - The final paragraph says the organiser needs help welcoming visitors and recording appointments.

6. **On Tuesday.** - The opening sentence says he saw the notice on Tuesday; Saturday was the event day.

7. **Visitors could choose whether to give money.** - Paragraph 3 calls the event free and the donations optional, so payment was a choice.

8. **Someone with the right training.** - Paragraph 2 explicitly says someone with the right training should replace it.

9. **To give another example of an item being repaired.** - Paragraph 3 describes Leo watching another repair while waiting, showing a different use of the event.

10. **Willing to help using skills he already has.** - The final paragraph says he cannot repair electrical items but agrees to welcome people and record appointments.