

B1 Preliminary Speaking test

Watch the **video of Kenza and Mohammed** doing a B1 Preliminary Speaking test and read the examiner comments below.

The Speaking test lasts about 10 to 12 minutes. You will take the test with another student. There are two examiners.

Part 1 (2–3 minutes)

The examiner will introduce themselves and then one examiner will ask you and your partner some questions about yourself, such as your daily routines, likes and dislikes, or past experience.

Part 2 (2–3 minutes)

You and your partner will each have a chance to talk on your own. The examiner will give you a colour photograph to look at and ask you to talk about it. When you have finished talking, the examiner will give your partner a different photograph to look at and to talk about.

Part 3 and 4 (6 minutes)

You and your partner will talk to each other. The examiner will give you a task with pictures on it related to one situation and will ask you to discuss these activities, things or places and make a decision. You and your partner should discuss the different activities, things or places, sharing your ideas, making suggestions, and giving reasons for your opinions. You can also ask and answer questions of each other.

In Part 4, the examiner will ask you and your partner some questions related to the topic in Part 3. These questions will be about likes/dislikes, habits and opinions.

How the examiners assess your speaking

There are two examiners in the room. The **interlocutor** speaks to you, and the **assessor** just listens.

As you do the test, the **assessor** focuses on these areas of your English:

Grammar and Vocabulary

Are you using a range of grammatical structures and vocabulary? Are you using these structures and vocabulary correctly? Are you using a range of vocabulary which is appropriate for familiar topics?

Discourse Management

Are you using both long and short answers, depending on the task? Is everything you say relevant to the task? Are your ideas expressed clearly and easy to understand? Are you using some language to link and organise your ideas?

Pronunciation

You don't need to have an English accent, but it is important to be clear. Are you pronouncing individual sounds clearly? Are you placing stress on the right parts of words and on the right words in sentences? Does your voice go up and down at the right times?

Interactive Communication

Are you able to interact well with the other candidate? Are you listening to the other candidate and answering in a way that makes sense? Are you able to add ideas to the discussion and help keep it going with your partner?

The **interlocutor** focuses on your **Global Achievement**. This is about your general performance. How well can you communicate about the topics you are given? Are you using language which is right for the level? Don't worry if you sometimes make mistakes or hesitate when you are speaking, as long as your ideas are clear.

When your test is complete, the examiners give you marks for each of these things: Grammar and Vocabulary, Discourse Management, Pronunciation, Interactive Communication and Global Achievement. The marks are for what you do over the whole Speaking test, not for each part of the test. The examiners give you marks for your own performance – they don't compare you with the other candidate.

Comments on the test video

Part 1	
Kenza	Mohammed
Kenza responds to the questions in this part of the test with clear answers of varying lengths which are appropriate to the questions. Some of her answers are extended, giving reasons for her opinion, for example, <i>'Yes, I think that English is the most useful language in all the world because it's permit us to achieve our objectives and to go further than we think.'</i> Her language is mostly accurate and her pronunciation is easy to understand.	Mohammed gives clear answers to the questions he is asked. He extends his answers when talking about who he lives with and what he did the previous evening. His language contains some errors, for example, <i>'I've been rather gathering with my friends and we going to one Middle East restaurant here in Cambridge,'</i> but he expresses what he wants to say and his pronunciation is easy to understand.
Part 1 tips • Practise giving information about yourself. • You can give short answers, but it is good to give some longer answers too.	

Part 2	
Kenza Kenza makes a good start, talking about the woman and the main activity in the photograph: <i>'I can see a lady which is maybe connecting on a laptop and reading on a book.'</i> However, she only focuses on the person in the photograph and is ready to stop too soon, until she is prompted by the examiner to continue. She then repeats some of what she already said about sitting in a library, and preparing for an exam. She could have said more about other things in the photograph, the location and more detail about the woman. Kenza shows she has the language to speculate about the woman in the picture: <i>'Maybe she is preparing for an exam, for getting more information, maybe she is revising,'</i> which is good, but she could also just describe everything she can see as well. There is a lot of accurate language with just occasional errors such as mixing up <i>'he'</i> and <i>'she'</i>, and the vocabulary she uses is appropriate. Her pronunciation is very clear.	Mohammed Mohammed gives quite a good description of the photograph. He describes the person and what is happening in the photograph in good detail and speaks for a full minute. There are some errors in his language, for example, <i>'And maybe he just come from outside and he didn't take out his clothes.'</i> There is also some accurate language and he is successful in expressing what he is trying to say, for example, <i>'He's relaxing in his sofa and he left his mobile on the floor because he didn't want to distract by his mobile.'</i> He tends to use <i>'and'</i> to link his sentences, although he does sometimes give reasons for some of the things he says: <i>'Maybe he is a musician because there is one guitar next to him.'</i> He also uses <i>'maybe'</i> frequently, but he could have used different ways of saying this, e.g., <i>'could', 'may' or 'might'</i>. His pronunciation is clear (apart from <i>'musician'</i>) and he uses appropriate vocabulary.
Part 2 tips • Practise describing pictures for 1 minute so that you know how much you can say. • Think about how you can organise what you say in 1 minute. • Remember to describe a lot of things in the picture, not just the people.	

Part 3	
Kenza Kenza tends to make short contributions in this part of the test. The language she produces is very accurate: <i>'... if he had the T-shirt with him, he can always remember the team,'</i> and she makes very few mistakes. What she says is clear and organised, but she could develop her ideas and contributions more fully with details or reasons, for example when she says, <i>'I think it would be a good idea for the balloon football.'</i> This means that she does not produce as much language as she could. She interacts reasonably effectively with her partner; she responds to what he says: <i>'But at least you have it at home and you can see it even if you don't wear it,'</i> but she does not invite her partner to respond to what she says. Her pronunciation is very clear.	Mohammed Mohammed begins the interaction and gives a reason for why he thinks the calendar is the perfect gift. At times he shows he has listened to what his partner says, with <i>'yeah'</i> or by disagreeing: <i>'But sometime you can't wear the same T-shirt every day.'</i> He contributes well to the discussion, interacting effectively with his partner and often moving the discussion forward, for example, <i>'What about this bag, what do you think about this bag?'</i> The vocabulary he uses is appropriate. Although some of his language is accurate, there are also some instances of unclear language: <i>'... if there is some students or from their fans, they can't play and keep it away from their studying or something.'</i> His pronunciation is generally clear.
Part 3 tips • Talk about each picture together before you try to make a decision. • Listen to your partner and respond to what they say before adding your own ideas or asking a question. • Remember the examiner does not know how much English you know, so you have to show him or her by speaking a lot.	

Part 4	
Kenza Kenza gives a number of extended and well-organised responses in Part 4, when talking about swimming and again when she talks about belonging to a fan club: <i>'I'm not for this fan club, because I think it's a waste of time and I don't have enough time to study so I can't go to this kind of activities.'</i> However, she also responds briefly in some instances, when she could have given some more detail or reasons: <i>'Yes, swimming permits us to be relaxed'</i> and <i>'Yes, for me it's the Algerian team.'</i> She uses a good range of appropriate vocabulary and much of her language is accurate, with only occasional minor grammatical errors, for example, <i>'There is a lot of teams which playing footballs,'</i> and some of her responses are not developed. Her pronunciation is very clear.	Mohammed Mohammed responds well to the questions in this part of the test. Some of his responses are accurate: <i>'... a lot of supporters, they have the same admirers and the same ambition about their teams,'</i> but there are also some inaccuracies in his language. He mostly manages to convey what he wants to say, for example, <i>'Yeah swimming help me sometime to relax; if I swim I lose my weight, I'm like flying and like floating in the water.'</i> When he is talking about football at the end of the test, his attempt to express a more complex idea is also less clear: <i>'Yeah, to take an ideas and to keep discuss about our team, what we missing and some positions or if we need to have a new players.'</i> His pronunciation is generally clear and he uses an appropriate range of vocabulary.
Part 4 tips • Practise giving longer answers about personal experiences, your likes and dislikes, etc. • Try to answer the examiner's questions with more than one word. Try to add more information or give a reason. Imagine you have been asked 'Why?'	

Overall	
Kenza	Mohammed
Grammar and Vocabulary Kenza produces many examples of accurate language, with occasional errors. She uses a good range of vocabulary appropriate for the tasks. Discourse Management Kenza's contributions are generally clear and relevant. However, she has difficulty speaking for the full time in Part 2 and there is some repetition of ideas and hesitation. Pronunciation Kenza's pronunciation is very clear and easy to understand. Interactive Communication Kenza responds well to the examiner and contributes reasonably well in the discussion with her partner in Part 3. However, she could have interacted more actively with her partner and developed her ideas more fully. Global Achievement Kenza is able to communicate well on the topics in the test using a range of appropriate language to interact with her partner and the examiner.	Grammar and Vocabulary Mohammed uses a satisfactory range of grammar and a good range of appropriate vocabulary. However, there are several grammatical errors in his language. Discourse Management Mohammed's contributions are generally clear and relevant. He manages to organise his ideas reasonably clearly, especially in Part 2. Pronunciation Mohammed's pronunciation is clear and easy to understand. Interactive Communication Mohammed interacts effectively throughout the test with his partner and also the examiner. He actively keeps the interaction going, develops the discussion and responds well to his partner. Global Achievement Mohammed communicates effectively throughout the test. Although there are some instances when his language contains errors and is not completely clear, he produces a lot of good contributions.

Scores

	Kenza	Mohammed
Grammar and Vocabulary	4.5	4
Discourse Management	4.5	4
Pronunciation	4.5	4
Interactive Communication	4	4.5
Global Achievement	4.5	4.5