CAMBRIDGE English

Cambridge English Qualifications

B1 Preliminary and B1 Preliminary for Schools

Assessing speaking for Cambridge English Qualifications: A guide for teachers



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Who this guide is for

Teachers around the world spend many hours evaluating learners' speaking. This guide is for you. With lots of practical tips and real examples, it will help you to assess and develop learners' speaking skills in preparation for their Speaking test.

✔ Watch and assess a real example

Throughout the guide you'll see these feature boxes for each assessment criteria. They give links to real examples of speaking tests and to the attached **Appendix** which you can use to help you assess speaking and which you can give to your learners for **self-assessment**.

For each speaking test video we suggest you and your learners:

- Watch **Speaking test videos** and make notes in the tables in the **Appendix**.
- Try applying the official assessment criteria to the videos by yourself, before you look at the real marks and comments.
- Compare your marks and comments with the examiner comments.

Read the examiner comments to help you understand the marks given, but don't expect to become an expert in assessing speaking skills like an examiner overnight! It takes time to get used to the differences between the bands. Cambridge English examiners go through a lot of training and quality assurance before they qualify as examiners.



Integrating teaching, learning and assessment methods to plan, measure and improve

Throughout the guide there are suggestions on how to combine learning and assessment in the feedback, activities and tips sections.

- ✔ Try the practical ideas and activities and reflect on how these techniques affect learning and teaching in your classroom.
- ✔ Discuss different approaches with learners to understand their preferences and needs, and to find out what approaches are most helpful to them.
- ✔ Read about different assessment and feedback methods.

Key terminology

Language assessment is a specialist field and there is some common terminology which you might not be familiar with. Understanding these terms will help you to use this guide.

Term	Teachers might say ...	Definition
Speaking assessment scales and assessment subscales	assessment / marking scales assessment / marking criteria	Areas which an examiner thinks about when marking the speaking test. For the B1 Preliminary and B1 Preliminary for Schools exam, the **scale** is divided into the four **subscales** shown in the table on page 9.
Bands (0-5)	marks / scores / grades	Candidates get a mark for each of the subscales from 0 (lowest) to 5 (highest).
Descriptors	explanations / descriptions of the marking criteria	The bands are based on detailed descriptions of what the candidate can do.
Assessor	Examiner	The assessor listens and gives marks for Grammar and Vocabulary, Discourse Management, Pronunciation, and Interactive Communication.
Interlocutor	Examiner	There are two speaking examiners in the test. The interlocutor speaks to the candidates and gives a mark for Global Achievement.
Formative assessment	assessment for learning / classroom assessment / ongoing assessment	Giving learners feedback on their progress during a course, so that they can learn from the feedback.
Summative assessment	end of term test / exam end of course test / exam final test / exam	This is an evaluation of learners' progress up to that point. It is often in the form of exams and tests and gives learners a mark or grade.

How is the Speaking test assessed?

The B1 Preliminary and B1 Preliminary for Schools speaking test consists of four parts and lasts about 10-12 minutes for a pair or 15-17 minutes for a group of three.

Part	Timing	Interaction and task types	What do candidates have to do?
1	2-3 minutes	A conversation between the interlocutor and each candidate, asking questions to each candidate in turn.	Respond to questions, giving factual or personal information.
2	2-3 minutes	An individual 'long turn' for each candidate.	Describe one colour photograph, talking for about one minute.
3	3 minutes	A discussion between the candidates about a set of images.	Make and respond to suggestions, discuss alternatives and try to come to an agreement.
4	3 minutes	A conversation related to the topic in Part 3 with spoken questions from the interlocutor.	Discuss likes, dislikes, experiences, opinions, habits, etc.

Top tips

You can find lesson plans to practise each part of the test on our **website**.

Assessing speaking

The key to understanding how well your learners' speaking skills are developing is through regular, effective assessment. You could choose a mix of **formative assessment** and **summative assessment** as both contribute to learning. See more information about this on **page 68**. It's a good idea to use a mix of teacher feedback, **peer assessment** and **self-assessment** to give feedback from a range of different sources and in different ways.

There are activities throughout this guide on assessment and feedback.

Key terminology

Peer assessment is when learners give feedback on each other's language, work, learning strategies or performance. Research shows that people who are similar to the learner in age, gender, first language and learning goals are very motivating as role models.

Self-assessment is when learners decide for themselves if they think their progress or language use is good or not. Developing good self-awareness is important for becoming an effective learner.

What are the benefits of peer assessment and self-assessment?

Peer assessment provides feedback from different perspectives and can help the learner in the role of the **'assessor'** as well as the one receiving the feedback. Self-assessment helps learners understand their own strengths and weaknesses and can make them more independent learners. It can also increase the opportunities for feedback in large classes when it's difficult to give individual feedback to all learners. These aren't a replacement for teacher assessment but should be used alongside it.

Top tips

- Learners need training in doing peer and self-assessment so if it's new to them, don't expect learners to understand how to do it straightaway. It may also be useful to discuss with your learners some of the benefits of different types of assessment.
- Give learners a checklist before a task to make it clear what is being assessed and provide a guide for the person giving the feedback. In this folder, the lesson plan 'B1 Preliminary for Schools Speaking Part 2' uses a checklist for peer assessment and the lesson plan called 'B1 Preliminary for Schools Speaking Part 4' has an example of a self-evaluation task at the end.
- Watch Speaking test videos with your learners so they can become familiar with what is expected in the exam. There are activities in this guide with ideas for how to do this.
- Use the **examiner comments** alongside the videos to help you understand why those marks were awarded. The more you do this, the easier it will be to assess your learners.
- Do not only practise speaking with exam tasks or practice tests. Learners need practice in the sub-skills of speaking to get better at the tests.
- Include speaking activities, even short ones, in every lesson – this gives you plenty of opportunities to monitor and assess your learners, especially if you have a large class.
- Do one or two complete **sample tests** near exam time when learners feel confident and fully prepared. There are ideas for how to use practice tests in the Mock Test Toolkit.
- Don't expect to cover everything in one lesson. Focus on one or two aspects of speaking for assessment. Make a note of other issues you notice to include in future lesson planning.
- If you have large classes, you could assess speaking using some of these ideas:
  - Group work e.g. projects
  - Group presentations: assess both rehearsals and presentations
  - Dialogues and role plays
  - Mini-speeches: practise in class and assess both rehearsal and presentation. Learners can also send recordings of their speeches.
  - You can find these teaching ideas in our Cambridge English preparation materials.
- You can see lots of ideas for using peer and self-assessment in this webinar: How to use Integrated Learning and Assessment in your classroom.



What does the Speaking test assess?

In the test, examiners assess candidates on their own individual performance and not in relation to each other. The **assessor** and the **interlocutor** give marks for the following criteria / subscales. Each of these will be explained in more detail in the following pages.

Global Achievement	✔ The candidate can communicate about the topics in the test.	**Interlocutor**
	✘ The candidate finds it difficult to communicate and replies are very short.	
Grammar and Vocabulary	✔ The candidate uses simple grammar and a range of vocabulary accurately and appropriately.	**Assessor**
	✘ The candidate uses a limited amount of simple grammar and vocabulary.	
Discourse Management	✔ The candidate can give longer, organised answers. Their answers are generally relevant but they might repeat themselves.	
	✘ The candidate's answers are very short or there is a lot of repetition or hesitation.	
Pronunciation	✔ In general, you can understand the candidate and they can use some pronunciation features like word stress and intonation.	
	✘ You can understand the candidate but not all the time.	
Interactive Communication	✔ The candidate can start conversations, reply appropriately and keep the conversation going with very little help.	
	✘ The candidate needs help to keep the conversation going.	

What's the difference between the bands?

In the Speaking test, examiners give a mark between 0 and 5 (Bands) for each of these areas based on detailed descriptors. Here is an example of the descriptors for Global Achievement at B1 level. Start from the bottom – Band 1 – and read the three texts. Notice how the language in the descriptions varies as you progress up the bands.

B1	Global Achievement
5	Handles communication on familiar topics, despite some hesitation. Organises extended discourse but occasionally produces utterances that lack coherence, and some inaccuracies and inappropriate usage occur.
3	Handles communication in everyday situations, despite hesitation. Constructs longer utterances but is not able to use complex language except in well-rehearsed utterances.
1	Conveys basic meaning in very familiar everyday situations. Produces utterances which tend to be very short – words or phrases – with frequent hesitation and pauses.

Band 1

For example, at Band 1 the candidate **produces utterances which tend to be very short**.

"The two girls ... in kitchen. Are cooking. They have fun.

Band 3

At Band 3 the candidate **constructs longer utterances**.

"There are two girls in the kitchen. They are cooking together, I think. And having fun.

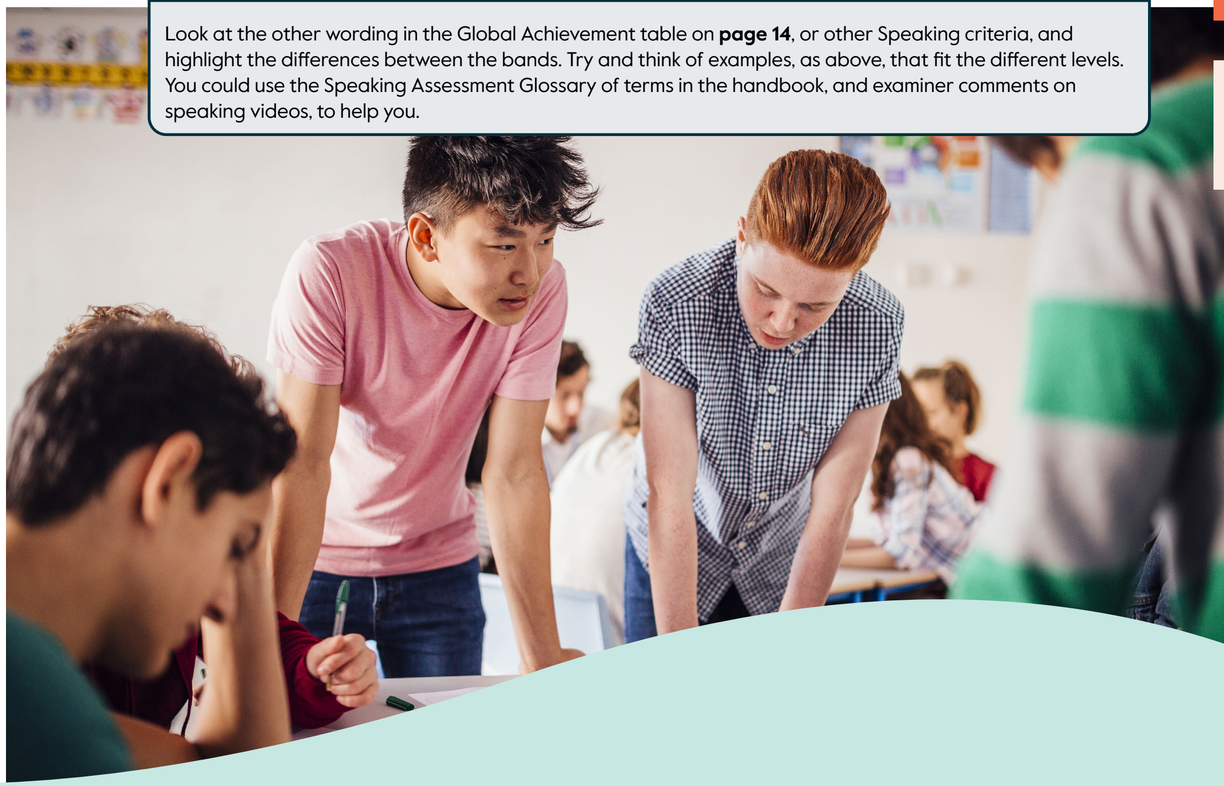
Band 5

At Band 5, the candidate can **organise extended discourse**.

"In this photo I can see two girls who are cooking. They are in the kitchen of a house and they are looking at a recipe on a tablet. They look like they are enjoying themselves.

Try it yourself!

Look at the other wording in the Global Achievement table on **page 14**, or other Speaking criteria, and highlight the differences between the bands. Try and think of examples, as above, that fit the different levels. You could use the Speaking Assessment Glossary of terms in the handbook, and examiner comments on speaking videos, to help you.



Focus on feedback

Evidence of progress and actionable feedback

Many teachers are comfortable giving feedback on language but there are many other things involved in being a good speaker, as you will see in this guide.

When it comes to speaking tasks in exams, learners are thinking about the format of the task – especially early on in their exam preparation journey – as well as ideas and the best language to use. It's motivating if you recognise and give credit for different things when they are practising speaking.

For example, if you are practising Speaking Part 2 in pairs, monitor and collect some of the common issues and positives that you hear. For example:

Things I liked

- ✔ Everyone spoke clearly so the 'examiners' could hear.
- ✔ I heard lots of nice language for describing: There are lots of trees in the background. They are both wearing casual clothes.
- ✔ I heard some more complex language: I think this photo was taken in winter.

Things to work on

- ✔ You can talk about other things about the photo like the weather, the place, how the people are feeling etc.
- ✔ Keep talking until the examiner says 'thank you' – try not to say things like *That's all* or *Nothing else*.

Notice there are more positive comments than areas to work on. It's important that your learners know when they are doing things well.

Give actionable feedback. Feedback should be specific enough that learners can take action, either to continue to do something they are doing well, or to make changes to improve. Find out more about actionable feedback in **this guide**.

Tell learners what you'll be focusing on in your feedback before you do a task. This helps them to understand the feedback and gives them a better chance of success.

Understanding the assessment criteria

Developing learners' speaking skills involves a lot more than correcting grammar and pronunciation. This section looks at each of the assessment criteria – Global Achievement, Grammar and Vocabulary, Discourse Management, Pronunciation and Interactive Communication – in more detail, and shows you how you can:

- Further develop your understanding of how the Speaking test is assessed.
- Improve your skills of assessment.
- Raise learners' awareness of the speaking assessment criteria.
- Help learners develop their peer and self-assessment skills.



Understanding Global Achievement

What is Global Achievement?

This is a general mark given by the interlocutor. This examiner speaks to the candidates and manages the timing of the test.

Band	Global Achievement	What this means
5	**Handles communication** on **familiar topics**, despite some hesitation. Organises **extended discourse**, but occasionally produces utterances that **lack coherence, and some inaccuracies and inappropriate usage occur**.	Can understand and speak about the topics and tasks in the test. Topics candidates have some knowledge or experience of: what people like to do on holiday, or what it is like to do different jobs. Can speak at length but sometimes it might not be well organised or there may be some inaccurate language.
3	Handles communication in **everyday situations**, despite hesitation. **Constructs longer utterances** but is not able to use complex language except in **well-rehearsed utterances**.	Situations in everyday life such as having a meal, going to school or work or doing hobbies and other activities. Says more than yes/no or a one-sentence answer. Limited and not spontaneous.
1	**Conveys basic meaning** in very familiar everyday situations. **Produces utterances which tend to be very short** – words or phrases – with frequent hesitation and pauses.	Can get their message across despite inaccurate language. Gives very short answers: yes/no or a short phrase.

★ Top tips

- When you assess candidates for Global Achievement, try to think of the 'big picture' rather than counting the number of pauses or the mistakes they make.
- Remember that when you assess your learners, you are giving them an estimate of what they could achieve in the Speaking test. It might not be the same mark as the real test, as test conditions are always different to activities in the classroom.
- Understanding the Global Achievement mark is a good way to start developing your assessment skills as it gives you an overall idea of the candidate's level. Watch a B1 Speaking test video and complete the **Global Achievement table** in the **Appendix**. Make notes about language as well as how well they talked about the tasks and topics more generally. Compare your ideas to the examiner comments.
- Give learners a variety of speaking tasks, don't just practise exam tasks. Speaking tasks with a clear purpose offer more support than a general 'talk about' task. This also gives learners a reason to listen and respond which are essential skills for the Speaking test.
- Use activities with different interaction patterns such as pairs, threes, small groups and speaking to the whole class.
- Encourage your learners to speak clearly so that they can be heard by both the interlocutor and assessor.
- Give learners preparation time before a speaking task. Give them time to think about what they want to say and what language they could use, as this allows them to upgrade and improve their speaking skills.
- Give your learners opportunities to listen to as much English as possible and a variety of accents. Accents from different varieties of English from around the world are acceptable

Classroom activities for Global Achievement

Activity 1

Understanding the speaking scales and improving learners' assessment skills

Steps:

1. Start by asking learners to discuss in pairs what makes a good English speaker.

   Elicit some ideas and organise them into four columns on the board: Grammar and Vocabulary, Discourse Management, Pronunciation and Interactive Communication. Don't reveal the names of the columns yet. Here is an example of the answers your learners might give and how you could organise them:

Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
Phrasal verbs Conditionals Correct grammar	Connectors Answering the question	Speaks clearly Intonation	Eye contact
Global Achievement			

   Don't worry about the way they phrase things at this stage.

   Explain that in the exam, the examiner is looking for these things too.

2. Reveal or write in the names of the five criteria as shown above. Explain that learners don't need to remember the headings but they need to understand what they mean.

   Explain that Global Achievement = a general mark and today you're going to be examiners and assess some real candidates, focusing on Global Achievement.

Activity 1

3. Tell learners they are going to watch Part 1 of an example Speaking test. Show a still from the Speaking test video of **Cristina and Andrea** but don't say their names yet.



   Ask learners to discuss in pairs where they think the candidates are from and how old they are.

   Play the video from the beginning to 36" for learners to check their predictions.

   Answers: Cristina is 16, Andrea is 13. They both live in Peru.

4. Give learners the **Appendix** with the questions from the video.

   Set the listening task: Write C next to the questions Cristina answers, and A next to the questions Andrea answers. Play the video from 36"-2'25" for students to listen.

   Answers: 1. C 2. A 3. C 4. A 5. A 6. C

5. Ask learners to give the each of the candidates a mark out of five. Ask a couple of learners to say why they gave the mark they did.

6. Watch the video again. Learners say if the statements are true or false.

   Answers:

   1. The candidates gave one- or two-word answers. False. They expanded their answers.

   2. They candidates gave reasons for their answers. True. They often gave more information, reasons or examples.

   3. The candidates did well in this part of the speaking test. True, because they expanded on their answers and gave more information, reasons or examples.

7. At this point, ask learners to discuss in pairs what mark they would give the candidates. Ask learners to write their scores on mini whiteboards and hold them up. Give learners Cristina's and Andrea's marks for Global Achievement, you could also display some of the **examiner comments** especially if they relate to learner comments. Andrea: 4.5, Cristina: 4.5.

8. Nominate one of the students to ask you one of the Part 1 questions. Reply only with one or two words. Elicit if this is a good answer (No, too short). Elicit a better answer from a couple of learners.

   In pairs, learners answer the Part 1 questions so they can put their analysis of the candidates into practice.

Developing Global Achievement

Ranking	Taboo	Topic board games
Write a list of things on the board and ask learners in groups to put them in order. For example, write six foods and ask learners to rank them according to how healthy they are and justify why. Or write four reasons for learning English and learners have to rank them in order of which is most important. You could use this as a lead in to a new topic or as a review or summary.	Model the activity by taking a word or phrase on a slip of paper from a set you have prepared (you could use recent vocabulary). Describe it without using any of the words on the piece of paper. Then learners do the same in pairs or small groups. This is good way to review vocabulary but also to practise saying things in another way (useful when you forget a word).	Create (or ask learners to create) simple board games with a different topic on each space. Learners play the games in groups and each time they land on a space they have to talk for 30 seconds about that topic. Alternatively, two other players each have to ask a question about that topic. Provide support with some question stems such as *Tell us about...? How often do you...? What is your favourite...?*

Focus on feedback

Using the criteria

- Do it often! You can use the speaking criteria to give your learners actionable feedback on their speaking at any time, provided they have been speaking long enough for you to hear enough of a sample.
- Use the tables. Get familiar with what is expected at B1 level by having the tables with criteria in this guide on hand when you're listening to students speaking.
- Focus on a couple of criteria at a time. You might choose to focus more on one or two criteria in a particular speaking activity. For example, you could focus on Interactive Communication and Grammar and Vocabulary in a practice collaborative task.
- Vary feedback. Make sure you give feedback on all the different criteria, not just Grammar and Vocabulary. Learners need to know how they are performing in all areas so that they can do their best in the speaking examination.
- **Give balanced feedback.** As well as giving specific suggestions on how to improve, highlight examples of good performance for their level. You can also use the speaking test videos to identify more complex language or other ways to improve and provide specific examples.

Read the section on actionable feedback in the **Cambridge Guide to Integrating Learning and Assessment**.



Understanding Grammar and Vocabulary

What is Grammar and Vocabulary?

This covers the grammatical structures and words and phrases that candidates use in the test. This is the area that learners are probably most familiar with and expect their speaking to be assessed on. However, it's still useful for them to understand exactly how they are assessed.

Band	Grammar And Vocabulary	What this means
5	Shows **a good degree of control** of simple grammatical forms, and attempts some **complex grammatical forms**. Uses **a range of appropriate vocabulary** to give and exchange views on familiar topics.	Uses accurately and with few mistakes. Longer, more complex sentence constructions: noun clauses, relative clauses, modal forms and tense contrasts. A variety of words and phrases which are relevant to the topics.
3	Shows a good degree of control of **simple grammatical forms**. Uses a range of appropriate vocabulary when talking about everyday situations.	Different forms of words, phrases, basic tenses and simple clauses.
1	**Shows sufficient control** of simple grammatical forms. Uses a limited range of appropriate vocabulary to talk about everyday situations.	Can sometimes use accurately.

Grammar and Vocabulary in practice

Here are some examples of differences between the bands in Grammar and Vocabulary.

Band 1

At Band 1, the candidate has **sufficient control** of **simple grammatical forms**.

"I think football **is good**. I **prefer watch** football."

Band 3

A Band 3, the candidate has **a good degree of control** of **simple grammatical forms**.

"I **prefer watching** volleyball. It **is a lot of fun** to watch and to play."

Band 5

A Band 5, the candidate has **a good degree of control of simple grammatical forms**

"I think that volleyball **is a sport that is better** when you play **than watch it. If I had to choose, I pick** volleyball."

Watch and assess a real example

Watch a **Speaking test video**. Before you watch it, think to yourself what sort of simple and complex grammar B1 Preliminary and B1 Preliminary for Schools learners can use and also the range of vocabulary they are learning at this level.

Complete the Grammar and Vocabulary table in the **Appendix**. Write examples of the language they use.

Compare your notes with the examiner comments, then compare your scores.





My learners are always worried about making mistakes. Is it okay if they make mistakes in the test?

Learners will always make mistakes and this is normal but, as you can see from the descriptors, examiners are looking for 'a good degree of control' – this does not mean 'perfect'. Developing learners' skills and highlighting how they can gain marks in other areas (not just Grammar and Vocabulary) can reassure them and boost confidence.

Developing Grammar and Vocabulary

This is likely to be the area you are most familiar with and have lots of ideas for developing your learners' skills in these areas.

Top tips

- Regularly review new grammar and vocabulary. Learners need frequent practice of new language to be able to incorporate it into their speaking naturally and comfortably.
- Challenge learners to widen their range of language when they're speaking. Some learners might prefer to 'play it safe' and use simple language they know well. In the exam, however, they will be rewarded for trying to use more complex language.
- Don't expect complete **accuracy** when speaking. Allow for minor errors which do not affect communication. Focusing too much on errors can affect learners' confidence in speaking.
- Avoid interrupting learners when they are speaking unless there is a complete breakdown in communication. Interrupting to make corrections or offer suggestions can have a negative impact on learners' confidence and affect the flow of what they are saying.
- Encourage learners to become aware of and correct their own errors. This will help them with accuracy and control. For example, collect common errors while monitoring a large group and write them on the board. After the speaking activity, ask learners to try and correct the mistakes in pairs. **Search our teacher resources for more ideas for more ideas**.

Grammar mingle

Give each learner a slip of paper with a question using a structure you'd like to practise. For example, *Have you ever tried skateboarding? Have you ever watched a basketball match? Have you ever played badminton?* (You could start by brainstorming vocabulary related to the topic). Learners walk around the class asking each other their question. Encourage them to ask follow up questions too. Every time they ask and answer, they swap pieces of paper with their partner, and move to another person.

Recording and using new language

Encourage learners to record new language - both grammatical structures and vocabulary. Make this a regular part of class time. Then use the language they record in activities. For example, put learners in pairs and ask them to test each other on the new words they wrote down the previous week in their notebooks.

Circle drills

Practise accuracy by repeating the same structure. Stand in a circle and write a question on the board 'What did you do last weekend?' Start the drill:

- I went to the cinema.

- She went to the cinema and I hung out with my friends.

- Juan hung out with his friends and I visited my grandparents...

You can use this to practise or review any structure.

Focus on feedback

Research-based tips

It's really important to give your learners feedback on their speaking to build their confidence, highlight their strengths and point out areas where they can improve. Here are some research-based tips to guide you.

What does the research* say?	What should I do with my learners?
Numerous research findings have proven that feedback promotes language learning (Lyster et al., 2013; Ellis & Shintani, 2013: Mackey et al, 2016). The benefits to learners may not be immediate or predictable, but they will take place.	Give formative feedback regularly to your learners after speaking activities.
There is not enough evidence to claim that either delayed or immediate feedback is more effective than the other (Ellis, 2009).	Use a mixture of both depending on the speaking task in question, ensuring that you don't interrupt learners
Feedback on correct responses is more effective than feedback on incorrect responses (Hattie, 2009).	It's really important to highlight and praise effective language use. Don't just look for mistakes!
It can be useful to highlight where learners have avoided common pitfalls or mistakes. This is likely to benefit both the individual student and others in the class, who will have their attention drawn to the language item in question (Ur, 2012).	Say things like "Well done! You used the second conditional correctly when you were talking about something imaginary. You said: If I had time, I would study more. It's common for students to make the mistake of using 'would' in both clauses, but you didn't!

*Cambridge papers in ELT, 2017. Read the research **here**.

Key terminology

Delayed feedback – waiting until the end of a speaking activity to give feedback. This usually involves monitoring closely and making notes of good language use as well as errors to correct.

Immediate feedback – giving feedback immediately after the learner says something. This can be called 'on the spot' correction.



Activity 2

Assessing Grammar and Vocabulary with your learners

Steps:

1. Say to learners: You're going to hear four people talking. As you listen, answer the questions – Who do you think the people are? Where are they? What are they talking about?

   Listen (sound only) to the speaking test video of **Yaheli, Fernanda and Lucia (11'55" to 16'24")**.

   Allow learners to briefly compare ideas if necessary, then feed back: It's three candidates and an examiner in a B1 Preliminary speaking test and they are talking about sport.

   Remind learners that although it's not common, they might do their speaking test in a group of three.

2. Review the areas learners are assessed on in the Speaking test. (If you haven't already, you may want to do Activity 1 stages 1 and 2 here). Today you're going to focus on Grammar and Vocabulary.

   Show learners the simplified criteria for Grammar and Vocabulary bands 3 and 5 – in the **Appendix** (Activity A).

Band 5	Can use simple grammar accurately and with few mistakes and tries to use some complex grammar. Can use a variety of relevant words and phrases to talk about familiar topics.
Band 3	Can use simple grammar accurately and with few mistakes. Can use a variety of relevant words and phrases to talk about everyday situations.

   Ask learners to highlight any differences. (tries to use complex grammar, familiar topics, everyday situations)

   Elicit some examples of 'simple grammar' and 'complex grammar' for example, present simple/2nd conditional. In small groups, ask learners to think of other examples of simple and complex grammar at this level. They could use their coursebook to help.

   Explain that 'a variety of relevant vocabulary' on the topic of sport might be simple words and phrases such as *play volleyball, team, hit the ball* but also *win a match, a volleyball court, an opponent*. Ask learners to brainstorm more words and phrases on the topic of sport.

   Note that at band 3, they'll need to use this variety of vocabulary to talk about 'everyday situations' such as going to school, having a meal, going out with friends. To achieve band 5, they need to show they can use a variety when talking about 'familiar topics' like what people do on holiday or what it's like to do different jobs.

   The idea in this stage is not to list or categorise all the grammar and vocabulary they have covered but to start to get them thinking about the range of language they are learning and to become more sensitive to the idea that some is more advanced or complex.

Activity 2

3. Cut up a **set of phrases** for each pair. Now watch the speaking test video of **Yaheli, Fernanda and Lucia (11'55" to the end)**. In pairs, learners sort the phrases into three groups according to which candidate says them.

   [Alternatively, print and cut up one enlarged copy and stick on the board. In two teams, learners line up at the board. They listen and grab a phrase when they hear it. When someone takes a phrase, the pair at the front go to back of the line and the next pair try).

   Display all the phrases on the board. In pairs, learners discuss whether they think these extracts are more complex or more simple. (More complex – note that even though there may be errors in the language, they are all attempts at more complex language.).

4. Ask learners to give a mark each for Yaheli, Fernanda and Lucia for Grammar and vocabulary.

   Show learners the extracts from the **examiner comments** – in the **Appendix** (Activity B). Learners circle the correct option. Give feedback.

   Show learners the actual marks (4.5 each), noting that they are based on the whole test not just this part.

5. Optional extension: Learners match the questions and candidate answers then ask each other the questions giving their own answers.



Can my learners still pass the speaking exam even if their grammar and vocabulary is weak on exam day?

Each of the four criteria (not including Global Achievement) are worth the same amount in the speaking exam. So if they score well in these other areas, it's still possible to pass with a lower score in Grammar and Vocabulary.

Top tips

- Remember when assessing your learners on Grammar and Vocabulary you are not looking for perfect accuracy.

Grammar and Vocabulary in Part 2

This part of the test is a good opportunity for learners to show their range of vocabulary. Encourage learners to describe the people and activities in the photographs as fully as possible including naming all the objects, describing colours, clothing, time of day, weather, etc.

Understanding Discourse Management

What is Discourse Management?

Discourse Management involves how clear, logical and organised the candidate's answers are. It includes things like repetition, relevance and how long a candidate's answers are.

Band	Discourse Management	What this means
5	Produces **extended stretches of language** despite some hesitation.	The amount of language the candidate should say depends on the task. For example, in Part 1 this means a couple of sentences giving details but in Part 2 this means talking for a full minute
	Contributions are relevant and there is very little repetition.	Gives answers related to the task or question and doesn't go off topic
	Uses a **range of cohesive devices**.	Words and phrases which show the connections between ideas – *therefore, as a result, on the other hand* – along with basic devices as below
3	Produces responses which are **extended beyond short phrases**, despite hesitation.	Says more than the minimum. Rather than answering 'twice a week', the candidate might say 'I only watch TV twice a week because I prefer reading'
	Contributions are **mostly relevant**, despite some repetition.	May go off topic sometimes
	Uses **basic cohesive devices**.	For example: *and, but, so, then, finally*
1	Produces **responses which are characterised by short phrases** and frequent hesitation.	Single-word or very short answers
	Repeats information or **digresses from the topic**.	Goes off topic

Discourse Management in practice

To understand what Discourse Management is in practice, it's a good idea to listen to and analyse people speaking.

Here are some examples of differences between the bands in Discourse Management.

Band 1

At Band 1 the candidate gives **responses which are characterised by short phrases**.

"

I like the summer.

Band 3

At Band 3 the candidate gives answers which are **extended beyond short phrases**.

"

My favourite time of year is summer because we have holidays.

Band 5

At Band 5 the candidate uses **extended stretches of language**.

"

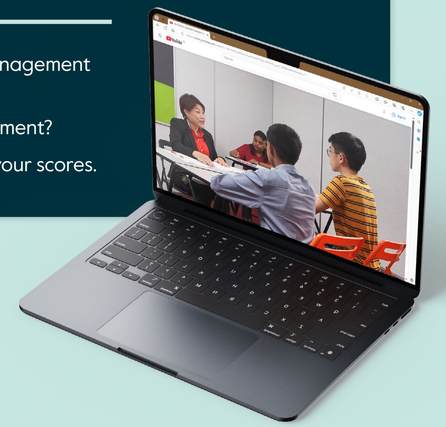
Well, I really like spring because it's my birthday and I can receive many presents and gifts and I can have a great time with my friends and my family. I really appreciate that.

Watch and assess a real example

Watch a **Speaking test video** and make notes in the Discourse Management table in the **Appendix**. Try and write down examples of language.

What band would you give each candidate for Discourse Management?

Compare your notes with the examiner comments, then compare your scores.



Developing Discourse Management

Just a minute	Strangers on a train	Connected stories
Create board games with different topics in each space. Your learners could make these using topics from their coursebook. When they play, they throw a dice to move and throw again to decide if they speak for 30, 60 or 90 seconds. Alternatively, you can decide to give learners extra challenge (90s) or less challenge (30s).	Help learners to practise using more complex cohesive devices by giving each learner three slips of paper at random each with a word or phrase. For example: *however / on the other hand... / therefore.* In pairs, they have a conversation as if they were strangers sitting next to each other on a train. They have to try and use all three phrases within a time limit. This activity also works for other vocabulary and grammatical structures.	Put some cohesive devices on the board such as *and, but, so, because, then.* In a circle, give the first line of a story (you could use ones from Part 2 Writing) plus one of the words on the board: *A tiger walked into a shop and...* The next person has to continue and add another word *...bought some bread so...they could make a sandwich because...there were no people to eat. Then...* Demonstrate first as a whole class then do in smaller groups. Start with simple cohesive devices then add more complex ones.



Classroom activities for Discourse Management

Activity 3

Assessing Discourse Management with your learners

Steps:

1. Review the features of Part 2 of the Speaking test with learners. You could use 'Part 1, Video warmer' from the B1 Preliminary for Schools Speaking part 2 lesson plan. Learners match the sentence halves to review the task (Activity A in the **Appendix**).

2. Ask learners to brainstorm in pairs things you can talk about in the pictures. For example, the people, the weather, feelings, what the people are doing etc.

   Elicit ideas, writing them on the board. Learners copy the list into their notebooks.

3. Watch the Speaking test video of Laura (2'48" to 4'12") and learners tick the areas she talks about. Answers will depend on the list your learners think of, but she talks about the people, what they are doing, what they are wearing and briefly mentions the place.

4. Watch the video clip again and students answer the True/false questions (Activity B in the **Appendix**). Give feedback. Note that Laura does eventually speak for the full minute but she needs some prompting.

5. Show learners the Discourse management criteria with the explanations. Ask them in pairs to use this and their answers to the true/false activity to decide what band they would give Laura.

   Elicit some ideas from learners asking them to justify why they gave the marks they did. For example, "We gave her a 4 because she stays on topic, but the only linker she uses is *and*."

   Reveal her score for Discourse Management (3.5). Note that this score is based on the whole exam and not just Part 2.

   Discuss any queries learners have about Discourse Management.

6. Reflect: Learners discuss the questions in the **Appendix**.

Top tips

Discourse Management in Part 2

Candidates can show their ability to organise their answer using language such as *because, although, also, however, on the right, in the foreground etc*. Remind your learners that using linking words will produce a more extended and logical answer than stringing together a series of simple statements.

Learners sometimes find that a minute is quite a long time to talk for. Use the visuals in your B1 Preliminary coursebooks for extra practice in describing photos and linking ideas together. Time this practice so that your learners get a feel for how long a minute is.

Discourse Management in Part 4

Encourage your learners to give full answers to the questions asked. They can do this by keeping useful question words in their heads: *Why?, How?, When?, Where?*. If, when answering a question, learners also respond to related question words like these, they will give full answers. For example, if they are asked *Would you like to have more school trips?* learners could answer *Yes*, and have the question 'why' in their heads, giving the reasons why they would like more trips, or think 'where' and say where they would like to go, and so on. The question *Why?* is useful for nearly all Part 4 questions and the interlocutor will often ask this question if learners give a short answer.

Focus on feedback

Encouraging reflection and self-assessment

- Encourage reflection. Learners can use recordings of themselves speaking to reflect on their speaking subskills – what they did well, and how they think they can improve. Encourage them to share their reflections and questions about their speaking skills with you so that you can add your own observations.
- Use checklists. After a speaking activity, give learners a simple checklist, for example: *Everybody contributed equally. I listened and built on what other learners said. I gave examples and reasons for my opinions.* They complete it alone, then compare with their group.

Try Idea 16: Peer and self-assessment in the Cambridge Guide to Integrating Learning and Assessment.

Understanding Pronunciation

What is Pronunciation?

Pronunciation includes things like word stress, sentence stress, intonation as well as the individual sounds within words. At B1 Preliminary and B1 Preliminary for Schools level, a key focus is being able to understand the candidate.

Band	Pronunciation	What this means
5	Is **intelligible**.	Is easy to understand.
	Intonation is **generally appropriate**.	The rise and fall of the voice. Sounds natural most of the time.
	Sentence and **word stress** is **generally accurately placed**.	Putting the stress in the correct place in a sentence, such as the words underlined in these examples: *What about music? There's the guy, too, talking to the people, but they're walking.*
		Putting the stress in the right place in a multi-syllable word: ***com**fortable* or *pho**to**grapher*.
	Individual sounds are generally articulated clearly.	Does this correctly most of the time. For example, saying ð in ***th**an/**th**is* or eɪ in ***ei**ght* accurately
3	Is **mostly intelligible**, and has **some control of phonological features at both utterance and word levels**.	Easy to understand most of the time. Sometimes uses pronunciation features – intonation, individual sounds, word and sentence stress – accurately.
1	Is mostly intelligible, despite **limited control of phonological features**.	Can occasionally use the pronunciation features above accurately.

Pronunciation in practice

Here are some examples of differences between the bands in Pronunciation.

Band 1

At Band 1 the candidate is **mostly intelligible**.

"I prefer morning because... [unclear] and go to school.

Band 3

At Band 3, the candidate is **mostly intelligible**, and has **some control of phonological features**.

"I prefer the **af**ternoon because in the **morn**ing I'm **tired** and **ang**ry and in the **aft**ernoon I'm more **ha**ppy. [Note the stress is not always accurately placed]

Band 5

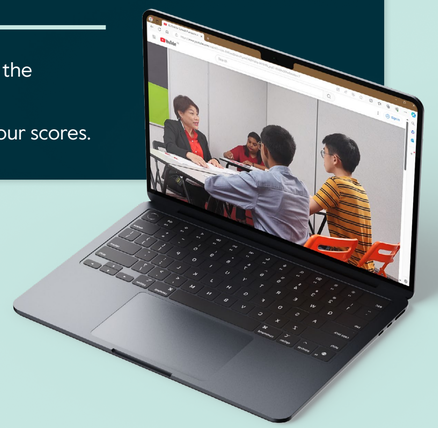
At Band 5 the candidate is **intelligible**.

"I like the afternoon best because I can see my friends and don't have school.

✔ Watch and assess a real example

Watch a **Speaking test video**. Complete the Pronunciation table in the **Appendix**. Write examples of the language they use.

Compare your notes with the examiner comments, then compare your scores.



Developing Pronunciation

Top tips

- At B1 level the examiners are looking for intelligibility (being understood) so do lots of drilling at both word and sentence level to help learners imitate the sounds and features of English pronunciation.
- Include activities to help your learners notice pronunciation features as well as practise them. This could be your in own models, drawing attention to good examples from other learners or highlighting them in listening texts.
- Don't forget to use the pronunciation activities in your coursebook. It can be tempting to skip these when you're short of time but paying regular attention to different aspects of pronunciation will help your learners over time. See the activities on page 33.
- Include features of pronunciation (such as stress) when teaching new language - for example, by marking stress with CApital LEtters...) or add circles to denote stress. Remember in English, pronunciation is often not clear from the spelling!
- Make pronunciation visual to support learners. Highlight your mouth position when pronouncing a word, use your fingers to show the number of syllables, use gesture to highlight where to put stress.



Is accent important during the speaking test?

"The focus is on being easy to understand (intelligibility) so don't expect perfect pronunciation or an accent which is like someone whose first language is English. Notice the common problems your learners have which affect understanding or meaning, and work on those. For example, making sure the difference between 'can' and 'can't' is clear.

Drilling

Use drills to model and practise words, phrases and sentences. Try to focus on just one feature such as sentence stress or intonation. Model new language and ask learners to notice where you put the stress, for example. Show this on the board so it's clear. Then model and drill asking learners to repeat in groups, pairs and individually. Vary this by asking 'just people wearing red' to repeat or 'everyone at the back'. This helps to keep learners engaged.

Physical stress

Using actions can help learners remember stress patterns. Invent some movements: for example, open fists for a stressed syllable and closed fists for unstressed. Or arms up or down – ask your learners for ideas. Practise drilling words using the movement.

Then act out the stress pattern and learners have to guess the word from a set on the board.

Minimal pairs bingo

Present a selection of minimal pairs or pairs of words which your learners find difficult to pronounce on the board. For example: Can/can't, rich/reach, chess/cheese. Learners choose eight to make a bingo board with.

Model and drill the words then play bingo.

Model and drill any problematic words again then play another round in small groups with learners as the callers.

You can use this for word stress too, for example **re**cord/re**cord**, **pre**sent/pre**sent**.

Classroom activities for Pronunciation

Activity 4

Assessing Pronunciation with your learners

Steps:

1. Show learners the list of questions and ask them in pairs to predict which ones they will hear in Part 4 (Activity A in the **Appendix**). Elicit some ideas and reasons but don't give answers yet.

   Watch Laura and Claudia (8'32" to the end) and tick the questions they hear.

   Give feedback and remind learners that questions are on a theme connected to Part 3 and that the examiner may simply ask *What about you?* Or *Do you agree?*

2. Review the areas learners are assessed on in the Speaking test. (If you haven't already, you may want to do Activity 1 stages 1 and 2 here). Today you're going to focus on Pronunciation.

   Write on the board: British accent / perfect pronunciation / easy to understand / speaking loudly.

   Ask learners to discuss which one they think is most important for getting a good mark in pronunciation.

   Elicit feedback highlighting that the most important thing is how easy the candidates are to understand. Having a particular type of accent is not important and learners are not aiming for 'perfect' pronunciation. They don't have to speak loudly but it helps if they try to speak clearly so both examiners can hear.

   Write on the board: Features of pronunciation

   Write the features with some missing letters and say examples of each one. Ask learners in pairs to guess what the words are.

   w_ _d st_ _ _s com**pu**ter

   se_ _ _ _ ce st_ _ _s **This** is an **example**.

   In_ _ _ _ tion What's your name?

   Individual s_ _ _ds English / ɪŋglɪʃ / not /eŋglɪʃ /

   Explain that to achieve a higher band in pronunciation, examiners are also listening for these features.

3. Watch the same section of Claudia and Laura's speaking test video and learners use the checklist to assess them (Activity B in the **Appendix**).

   Learners compare their checklists in pairs. Ask learners to justify their answers. Elicit some ideas from the group.

Activity 4

4. Ask learners to circle the best options to complete the examiner comments – (Activity C in the **Appendix**). Discuss in pairs then show answers.

5. Ask learners in pairs to give scores to each candidate. Ask for some ideas. Then compare them to the examiner marks. Answer any questions about the candidates' pronunciation and the examiner marks. Remind learners that the marks are based on the whole test not just Part 4.

Focus on feedback

Managing assessment and feedback

- Focus on a few students. When you monitor speaking, it can be useful to focus on assessing a few students at a time. Keep notes about each student to refer back to and ensure you are assessing all your learners.
- Record students. If it's difficult to listen carefully to students in class, you could ask them to record themselves doing a speaking task and send it to you. If you do this, ensure you comply with your local Data Protection and Child Protection laws.

Understanding Interactive Communication

What is Interactive Communication?

This assesses how well candidates interact with each other and the examiner. It includes things like starting conversations, keep them going and responding in the right way.

Band	Interactive Communication	What this means
5	Initiates and responds appropriately. **Maintains** and **develops the interaction** and **negotiates towards an outcome** with very little support.	Keeps the conversation going, Opens out the conversation by adding new ideas. Works together to complete the task.
3	**Initiates** and **responds** appropriately. **Keeps the interaction going** with **very little prompting and support.**	Starts conversations. Replies to the examiner or their partner. Keeps the conversation going. without much help from the examiner or their partner.
1	**Maintains simple exchanges**, despite some difficulty. **Requires prompting and support**.	Can have a simple conversation of question and answer, for example. Needs help from the examiner or their partner.

Interactive Communication in practice

To see what Interactive Communication looks like in a speaking exam, it's useful to watch and analyse speaking test videos.

Here are some examples of differences between the bands in Interactive Communication.

Band 1

At Band 1 the candidate can **maintain simple exchanges**.

- I think the zoo is the best option.

- I agree.

Band 3

At Band 3, the candidate **initiates and responds appropriately**.

- I think the football match is a good idea.

- Yes, because it's a fun activity and everyone likes football.

- That's a good point.

Band 5

At Band 5 the candidate initiates and **responds appropriately ... and develops the interaction**.

- What about the museum?

- No, it's a bit boring.

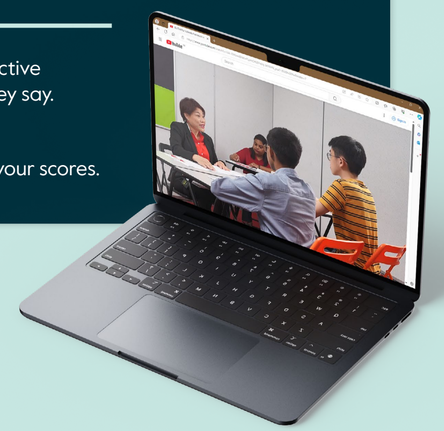
- And also maybe they don't want to be inside.

Watch and assess a real example

Watch a **B1 Preliminary speaking test video**. Complete the Interactive Communication table in the **Appendix**. Write examples of what they say.

Was one candidate better than the other in this area?

Compare your notes with the examiner comments, then compare your scores.



Developing Interactive Communication

Top tips

- Use lots of pair and small group activities to encourage participation.
- In speaking activities, encourage your learners to respond to and add to what other learners say. Teach them useful phrases to do this such as: *What about you? Do you agree? I also think...* etc.
- Use speaking tasks with a clear purpose or goal as this gives learners a reason to keep the conversation going.
- Get to know your learners' interests and include these topics in speaking activities. These will be more likely to generate conversation and discussion.
- Remember to practise exam-style speaking tasks in threes as well as twos as this can change the interaction.

Yes/No game

In this activity one learner asks questions but you can't answer with Yes or No. This means learners have to find other ways to answer, which often means avoiding one-word answers.

For example,

- *Do you like chocolate?*
- *I love it!*
- *Are we at school?*
- *We are at school.*

Demonstrate the activity with the group then learners play in pairs.

Roleplay

In speaking activities and discussions, give learners a role e.g. a student who doesn't take turns, a student who only asks for opinions and never gives their own, a student who never agrees with anything their partner says, a student who gives very short answers.

After the task, ask learners to talk about the effect it has on the conversation and possible strategies to help them.

Matching games

Practise functional language with sets of phrases, matching them to their function. For example:

Function: continue your partner's idea

Phrases: *Yes, and also... / And another point is...*

You could also make sets of phrases or questions with the most appropriate responses, such as, *Could you repeat that?/Of course, I said... or Do you agree? / Absolutely!*

Then give each learner a few of the phrases to use in a conversation.

Focus on feedback

Supporting peer feedback

Be specific. Give learners specific things to listen for when doing peer feedback on speaking. For example, for Interactive Communication, ask them to note how often each person speaks; for Grammar and Vocabulary, ask them to note down examples of complex grammar. Different learners could focus on different criteria, and use their notes to give peer feedback. This encourages learners to listen for specific subskills rather than just spotting mistakes. Use the video viewing tasks in the **Appendix** for more ideas.

Try Idea 16: Peer and self-assessment in the Cambridge Guide to Integrating Learning and Assessment.



Classroom activities for Interactive Communication

Activity 5

Assessing Interactive Communication with your learners

Steps:

1. Think, pair, share: Ask learners to imagine two people having a good discussion. What do they do? What do they say? Learners think individually, then compare ideas in pairs. Ask learners to then share ideas. For example: taking turns, all speakers being involved, showing interest (eye contact, nodding, body language), asking and answering questions, adding to the other person's ideas etc.

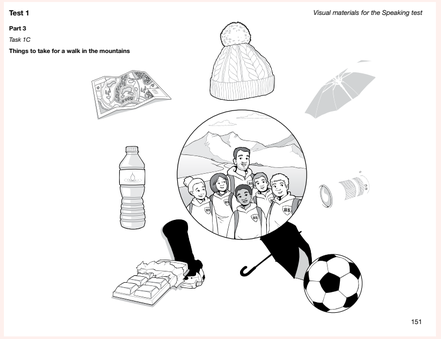
   Remind them of the different criteria they are assessed on and explain that today you are focusing on Interactive communication. (If this is the first time you have talked about this with your learners, you can use the first two stages of Activity 1.)

2. Review the format of the Part 3 task.
   - Do you work alone or with your partner in Part 3? (With your partner)
   - Do you look at anything? (Yes, there are some pictures)
   - Is this a roleplay? (No, but you have a situation to talk about)

   Read the part 3 instruction and ask learners to guess what the pictures are.

   A class is going on a day trip walking in the mountains with their teacher. Here are some things they could take with them. Talk together about the different things they could take with them, and decide which would be most useful.

   Elicit some ideas then give learners the pictures for Part 3 in the **Appendix**. Elicit the items in the pictures.



   Learners watch **Cristina and Andrea from 5'17" to 7'24"** and tick which items they talk about (Activity A in the **Appendix**).

Activity 5

3. Refer back to the list you made at the beginning. In general, do they think Cristina and Andrea do these things? Elicit some ideas. [Or watch again and tick from the list]

   Give learners the simplified criteria and ask them to decide which is band 1, 3 or 5 (Activity B).

4. Watch again and listen to who says the phrases in the table. Write A or C (Activity C).

5. Explain to learners that they are going to read the examiner comments. Show the extracts from the comments (they are simplified) and ask them to circle the best option – activity D.

   Ask learners to give a mark for Interactive Communication. Compare this with the candidates' actual mark noting that the mark is for the whole test and not just Part 3.

6. Reflection: Ask learners to discuss how they could get better at Interactive Communication. What could they do to practise? Elicit some ideas in feedback e.g. Listen carefully to their partner, ask questions, add new ideas to the discussion, start don't just reply – practise these things in all speaking activities not just exam tasks/Part 3; do speaking practice in pairs and threes.

Top tips

For other ideas for using the speaking test videos to develop speaking skills, watch this **webinar**.

Focus on feedback

- Use a variety of techniques and methods when giving feedback. This will appeal to different learners and keep things interesting! Try out some of the ideas on these pages.

Correction slips

'Delayed correction' is very helpful when you're trying to develop fluency skills. When learners are doing speaking tasks write your feedback on sticky notes or slips of paper and give them to learners after the activity. You can explain the problem on the note or just write the error and ask them to correct the problem with their partner.

Use gesture

Sometimes a look or a hand gesture can help learners when they make a mistake or are struggling to find the right word. For example, gesturing back to show they need to use a past tense. Or a confused look when they have made a mistake. Be consistent with these signs so learners can understand them.

Reformulate and repeat

If a learner is struggling to produce a particular word, phrase or construction, you can say what they need directly. This can help with flow and keeping the conversation going. It's a good idea to get the learner to repeat the piece of language as this will help them remember it.



Appendix

Global Achievement

Use this table to make notes on the candidates' Global Achievement.

Try and write down examples of what they say.

Compare your ideas to the examiner comments.

Global Achievement		
Candidate's name	How easy is it to talk about the topics in the test? How much do they hesitate? How well do they communicate overall?	Are they able to speak at length? How organised are their ideas? How varied is their language? Do they make a lot of mistakes?

Activity 1

A. Watch Part 1 of the speaking test video of Cristina and Andrea. Write C next to the questions Cristina answers, and A next to the questions Andrea answers.

1. Tell us about a teacher you like.
2. How often do you use a mobile phone?
3. Which do you like best: the morning or the afternoon?
4. What type of music do you like listening to?
5. What new hobby would you like to try?
6. Tell us what you do in the school holidays.

B. Watch the video again and decide if these statements are True or False.

1. The candidates gave one- or two-word answers.
2. The candidates gave reasons for their answers.
3. The candidates did well in this part of the speaking test.

Grammar and Vocabulary

Use this table to make notes on the candidates' Grammar and Vocabulary. Try and write down examples of what they say. Compare your ideas to the examiner comments.

Grammar and Vocabulary: control, range, appropriacy		
Candidate's name	Do they use simple grammar accurately? Most of the time? Some of the time? Do they try to use more complex grammar? (although they may make mistakes)	Can they use appropriate vocabulary to talk about familiar situations? Do they use a range of vocabulary?

Activity 2

A. Look at the criteria for Grammar and Vocabulary. Underline any differences between bands 3 and 5.

	Grammar and Vocabulary
Band 5	Can use simple grammar accurately and with few mistakes and tries to use some complex grammar. Can use a variety of relevant words and phrases to talk about familiar topics.
Band 3	Can use simple grammar accurately and with few mistakes. Can use a variety of relevant words and phrases to talk about everyday situations.

B. Read the extracts from the examiner comments. Circle the option you think is best.

Yaheli

She does use some grammatical structures and vocabulary **accurately/with mistakes**: 'In my case I think that volleyball is a sport that is better when you play than watch it, because when you play you can move a lot, you can maybe hit the ball.

Fernanda

She uses language that is **accurate and appropriate/has mistakes and isn't relevant**, for instance: 'I really feel very excited when I watch them play.'

Lucia

She uses **a small number/a variety** of grammatical structures and vocabulary (e.g. 'different emotions', 'develop some abilities').

Activity 2

Stage 3

Cut up one set per pair. [Alternatively enlarge and cut up one copy and put on the board].

Yaheli	Fernanda	Lucia
It's a good way for me to de-stress.	I really like to support them when they're playing...	I'm not the best, but I love it.
Volleyball is a sport that is better when you play than watch.	And I really feel like very excited when I watch them play.	When you play the sport, you develop some abilities that you don't develop when you're watching it.
Well, as I say, I prefer playing, but it doesn't mean that I don't like watching volleyball.	Well, I think it depends...	You can have a really good time with your friends.
	I'm not really good at it.	I feel, like, different emotions.

Activity 2

Stage 5: Extension

Cut up one set per pair.

Which sports do you like?	My favourite sport is volleyball. I practise it twice a week, every Sunday and Saturday. I love to practise it. I'm not the best, but I love it. I can practise it with my friends or with my family.
Which sports do you like?	I really like volleyball. As I say, I practise it in an academy two times a week as Lucia. I really like volleyball because I think it's a good way for me to de-stress and just, hit the ball. And I'm very happy with doing that.
Do you have a favourite sports team?	Yes, I have. It's the team selection of the country. ... And I really feel, like, very excited when I watch them play.
Is it a good idea to join a fan club?	Well, I think it depends. Mostly it's a really good idea. You can like share your ideas about that team with all the people that are in the fan club and maybe like everyone support the team.
Which sports are more fun to play than to watch?	Well, in my case, I think that, volleyball is a sport that is better when you play than watch. Because when you play, you can move a lot.
Which sports are more fun to play than to watch?	As my point of view, when you play the sport, you develop some abilities that you don't develop with when you're watching it. And also, playing the sport can relax you and you can have a really good time with your friends.

Answers

Yaheli

She does use some grammatical structures and vocabulary **accurately/with mistakes**: 'In my case I think that volleyball is a sport that is better when you play than watch it, because when you play you can move a lot, you can maybe hit the ball.

Fernanda

She uses language that is **accurate and appropriate/has mistakes and isn't relevant**, for instance: 'I really feel very excited when I watch them play.'

Lucia

She uses **a small number/a variety** of grammatical structures and vocabulary (e.g. 'different emotions', 'develop some abilities').

Discourse Management

Use this table to make notes on the candidates' Discourse Management. Try and write down examples of what they say. Compare your ideas to the examiner comments.

Discourse Management: extent, relevance, organisation			
Candidate's name	Do they speak for long enough (depending on the task)? How much do they hesitate?	Is what they say relevant? How often? Do they repeat themselves or repeat what their partner says?	What cohesive devices do they use?

Activity 3

A. Match the first part of the sentences (1-6) with the end of the sentences (A-F) to review B1 Preliminary Speaking Part 2.

1. In Speaking Part 2, the examiner gives each student	A. is important too
2. Each student talks about their picture	B. in your picture
3. You talk about what you can see	C. Grammar and Vocabulary
4. You talk about the picture for	D. on their own
5. You should use the right ...	E. one minute
6. Discourse Management (the organisation of ideas)...	F. a different picture

B. True or false: Watch Laura's Part 2 again and decide if the statements are true or false.

1. Laura's answers are usually full sentences.
2. Laura's answers go off topic and she doesn't speak about the photograph.
3. She uses basic linking words like and, but and so.
4. Laura speaks for a full minute.
5. Laura needs help from the examiner.

Band	Discourse Management	What this means
5	Produces **extended stretches of language** despite some hesitation.	The amount of language the candidate should say depends on the task. For example, in Part 1 this means a couple of sentences giving details but in Part 2 this means talking for a full minute
	Contributions are relevant and there is very little repetition.	Gives answers related to the task or question and doesn't go off topic
	Uses a **range of cohesive devices**.	Words and phrases which show the connections between ideas – *therefore, as a result, on the other hand* – along with basic devices as below
3	Produces responses which are **extended beyond short phrases**, despite hesitation.	Says more than the minimum. Rather than answering 'twice a week', the candidate might say 'I only watch TV twice a week because I prefer reading'
	Contributions are **mostly relevant**, despite some repetition.	May go off topic sometimes
	Uses **basic cohesive devices**.	For example: *and, but, so, then, finally*
1	Produces **responses which are characterised by short phrases** and frequent hesitation.	Single-word or very short answers
	Repeats information or **digresses from the topic**.	Goes off topic

Reflection

Discuss with your partner. There are no right or wrong answers here.

1. What have you learnt today?
2. What do you think could be most difficult for you to improve in Discourse management?
3. How could you improve this? How could your teacher/classmates help you to improve this?

Answers

True or false: Watch Laura's Part 2 again and decide if the statements are true or false.

1. Laura answers are usually full sentences. T
2. Laura's answers go off topic and she doesn't speak about the photograph. F
3. She uses basic linking words like and, but and so. T
4. Laura speaks for a full minute. T
5. Laura needs help from the examiner. T

Pronunciation

Use this table to make notes on the candidates' Pronunciation. Try and write down examples of what they say. Compare your ideas to the examiner comments.

Pronunciation: intelligibility, intonation, stress, individual sounds				
Candidate's name	Can you understand the candidate? Mostly or all the time?	Is their intonation suitable? Sometimes or most of the time?	Is word and sentence stress in the right place? Sometimes or most of the time?	Do they pronounce individual sounds correctly? Sometimes or most of the time?

Activity 4

A. Which questions do you think you will hear in Part 4?

1. Would you like to have more school trips?
2. Where do you live?
3. And how about you?
4. What do you need to take when you go on a trip?
5. How often do you use a mobile phone?
6. Do you prefer to go on trips with your friends or with your family?
7. Do you agree?
8. What do think is the best time of year to visit a city?
9. What type of music do you like listening to?
10. Which do you think is more interesting: visiting the countryside or visiting a city?

Watch Laura and Claudia do the Part 4 task and tick the questions you hear.

B. Watch again and listen to their pronunciation. Tick the boxes.

Candidate's name	Is the candidate easy to understand?			Do you hear any good examples of stress, intonation or individual sounds?
	Most of the time	Sometimes	Rarely	
Laura				
Claudia				

C. Examiner comments on Pronunciation: Laura and Claudia

Circle the best option. The first one is done for you.

Laura

She is **mostly/always** easy to understand.

She **sometimes/always** uses pronunciation features accurately.

For example, at one point she stresses 'any' for emphasis well.

There are **no/some** problems with individual sounds, for example when she says 'sopping' (shopping).

Claudia

She is **generally/always** easy to understand.

She mispronounces **one or two words/lots of words** ('contryside' and 'beats' for 'beach').

She **can/can't** use some pronunciation features, for example when she uses appropriate list intonation when talking about the things that you should take on a school trip.

Answers

C. Examiner comments on Pronunciation: Laura and Claudia

Laura

She is **mostly/always** easy to understand.

She **sometimes/always** uses pronunciation features accurately.

For example, at one point she stresses 'any' for emphasis well.

There are **no/some** problems with individual sounds, for example when she says 'sopping' (shopping).

Claudia

She is **generally/always** easy to understand.

She mispronounces **one or two words/lots of words** ('contryside' and 'beats' for 'beach').

She **can/can't** use some pronunciation features, for example when she uses appropriate list intonation when talking about the things that you should take on a school trip.

Interactive Communication

Use this table to make notes on the candidates' Interactive Communication.

Interactive Communication: initiating, responding, developing		
Candidate's name	Do they start conversations in a suitable way? How often? Do they reply to their partner and examiner appropriately? Do they link what they to what their partners say?	Do they keep the conversation going? Do they need any help to do this? Do they develop the conversation, adding new ideas or just agree with their partner?

Activity 5

Stage 2

A. Watch Cristina and Andrea discuss the pictures. Tick the items they mention.

Test 1

Part 3

Task 1C

Things to take for a walk in the mountains

Visual materials for the Speaking test



B. Label the descriptions - Bands 1, 3 or 5.

C. Listen to the discussion again. Who says the following things? Write C or A.

	Write 'C' for Cristina or 'A' for Andrea
For me, the map it's very useful. You're in the mountains and you don't have Wi-Fi so you need to see the location on the map or maybe if you get lost.	
Also the water is too important for your health and if you get tired.	
What do you think about the chocolate bar?	
It doesn't rain in the mountains.	
For you, what is the most useful?	
I agree with you, but the chocolate bar too!	

- Starts conversations and replies to the examiner or their partner appropriately
- Can keep the conversation going and also add new ideas
- Can work together to complete the task with very little help

- Can have a simple conversation of question and answer, but sometimes finds this difficult
- Needs help from the examiner or their partner

- Starts conversations and replies to the examiner or their partner appropriately
- Keeps the conversation going without much help from the examiner or their partner
- Needs help from the examiner or their partner

D. Circle the best option to complete the examiner comments. The first one is done for you.

Cristina is a very **good/bad** communicator in this part of the test. She starts the conversation at the beginning with a suggestion about the map: 'For me, the map it's very useful. You're in the mountains and you don't have Wi-Fi so you need to see the location on the map or maybe if you get lost...'.

She also **asks a question/gives her opinion** about one of the options: 'What do you think about the chocolate bar?' After listening to Andrea's reply, she reacts enthusiastically.

Towards the end, she shows she **can/can't** work together to complete the task: 'For you, what do you think is the most useful?

In this part of the test Andrea mostly replies to Cristina by **agreeing/disagreeing** with her.

However, she does **need help/start conversations** a couple of times, for example: 'Also the water is too important for your health and if you get tired'

Generally, however, she **starts conversations more/replies more**.

Answers

B.Label the descriptions - Bands 1, 3 or 5.

5	• Starts conversations and replies to the examiner or their partner appropriately • Can keep the conversation going and also add new ideas • Can work together to complete the task with very little help
3	• Starts conversations and replies to the examiner or their partner appropriately • Keeps the conversation going without much help from the examiner or their partner • Needs help from the examiner or their partner
1	• Can have a simple conversation of question and answer, but sometimes finds this difficult • Needs help from the examiner or their partner

C. Listen to the discussion again. Who says the following things? Write C or A.

	Write 'C' for Cristina or 'A' for Andrea
For me, the map it's very useful. You're in the mountains and you don't have Wi-Fi so you need to see the location on the map or maybe if you get lost.	**C**
Also the water is too important for your health and if you get tired.	**A**
What do you think about the chocolate bar?	**C**
It doesn't rain in the mountains.	**A**
For you, what is the most useful?	**C**
I agree with you, but the chocolate bar too!	**C**

D. Circle the best option to complete the examiner comments. The first one is done for you.

Cristina is a very **good/bad** communicator in this part of the test. She starts the conversation at the beginning with a suggestion about the map: 'For me, the map it's very useful. You're in the mountains and you don't have Wi-Fi so you need to see the location on the map or maybe if you get lost...'.

She also **asks a question/gives her opinion** about one of the options: 'What do you think about the chocolate bar?' After listening to Andrea's reply, she reacts enthusiastically.

Towards the end, she shows she **can/can't** work together to complete the task: 'For you, what do you think is the most useful?

In this part of the test Andrea mostly replies to Cristina by **agreeing/disagreeing** with her.

However, she does **need help/start conversations** a couple of times, for example: 'Also the water is too important for your health and if you get tired'

Generally, however, she **starts conversations more/replies more**.

Frequently asked questions

What if a candidate asks for clarification or says they don't understand a question, how can examiners rephrase the questions?

Examiners can't explain or rephrase but they can repeat questions and instructions, so it's a good idea to teach your learners phrases like *Can you say that again?* or *Can you repeat that, please?* These are natural in spoken language and will help their interactions in the classroom as well as in the exam.

My students feel intimidated being faced with an examiner. How can I prepare them?

Do role plays and regularly practise tasks with learners being the examiner. Watch the Speaking test videos with your learners so they can see exactly what to expect on the day of their test.

How do formative assessment and summative assessment both contribute to learning?

Formative assessment encourages learners to become more involved in their learning. They think more actively about where they are now, where they are going and how to get there. Teachers also use the feedback to plan the next stages of teaching and learning in ways which will improve learners' performance. Summative assessment can be a very useful guide to progress but should not be the only type of assessment, as there is no focus on how to make further improvements. Both assessment types work together.

Where can I find more Speaking activities?

There are lots of activities in the Speaking sections of **Complete** and **Compact**, our exam preparation courses.

Useful links

Free teaching resources on our website

- Cambridge Guide to Integrating Learning and Assessment.

Preparation pages contain speaking test videos, examiner comments, lesson plans and sample tests

- B1 Preliminary Preparation page
- B1 Preliminary for Schools Preparation page

Speaking test videos

The videos are linked from activities within this guide. You can also find each video in the 'Speaking test video' section on the exam Preparation page (see links above).

The playlist for all levels of speaking test videos is on this YouTube playlist

Examiner comments

You can also find examiner comments on each video in the 'Speaking test video' section on the B1 Preliminary and B1 Preliminary on Schools Preparation page (see links above).

Teacher Handbooks

- B1 Preliminary
- B1 Preliminary for Schools

Lesson Plans

Some lesson plans are linked from activities within this guide. There are many more lesson plans in the 'Lesson Plans' section on the B1 Preliminary and B1 Preliminary for Schools Preparation page (see links above).

- Mock test toolkit



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Where your world grows

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