

## B2 First for Schools Speaking test

Watch the video of Lara, Agustina and Mateo doing a Speaking test and read the examiner comments.

The **video** is on the **Speaking test section** of the [B2 First for Schools preparation](#) webpage.

Information about the **format** is here: [B2 First for Schools exam format](#).

## Grammar and Vocabulary

### Lara

She shows a good degree of control of simple forms and attempts some complex forms:

- We always go to have lunch or have a good time in the shopping mall (part 1)
- 'Yeah, I'm a really big fan of cooking'. 'I'm always open to learning how to cook.' (part 2).
- Also they make school less stressful than it already is. It's really hard but you can always adapt to it (part 3).

She uses a range of vocabulary to talk about familiar topics: hang out, studying a career, take a year for myself, school is draining me, blanket, fresh start, adapt, valuable.

### Agustina

Agustina has some control of simple forms:

- The first picture shows a child with her father and he's teaching him how to repair the[ir] car (part 2)
- No, because we have to wake up earlier (part 4)

and attempts some complex forms, although rarely successfully:

- I already know what I going to be, I think that be a community manager (part 1)
- I didn't play nothing at now, but I really enjoy play volleyball... (part 1)
- If the boy travels alone and the car brokes, he can repair it alone (part 2)
- I never went there 'cause I think my house is quiet than the library (part 2)
- You can do another thing and let you think about another things (part 3)

She uses an adequate range of appropriate vocabulary when talking about familiar subjects: community manager, volleyball, travel, repair, wake up, levels

**Mateo**

He has some control of simple forms and attempts some complex forms, although not always successfully:

- I enjoy eating out with friends, we enjoy spending time after school and we go different places. (part 2)
- I look forward to going to school and having a serious subject (part 3)
- It can be hard moving to a new school (part 4)
- I think they should all have basic levels knowledge of all subjects (part 4)

He has a range of vocabulary when talking about familiar topics, surrounded by books, plant a tree, co-workers, basic level of knowledge of every subject.

## Discourse Management

**Lara**

Lara produces extended responses with very little hesitation.

Her response about her after-school activities in part 1 was well extended and coherent, and her part 2 contribution comparing the two pictures was well-extended, well-organised and coherent, with little hesitation.

All of her contributions are relevant and are mostly clearly organised and developed.

She uses a range of cohesive devices/discourse markers (while, probably, since, really).

**Agustina**

Agustina produces some extended stretches of language despite hesitation and some searching for language, particularly in part 2 where her response is extended and well-organised, despite some grammatical errors and confusion of pronouns. However, in other parts of the test she struggles to produce responses that are extended beyond short phrases.

All contributions are relevant but rather limited, and she sometimes gives up on her attempt to communicate her ideas.

Agustina's contributions sometimes lack coherence, for example in part 3 where her partners fail to understand her point about the rules:

- if school rules don't like you, you don't get at school (part 3).

She uses a limited range of cohesive devices (maybe, if, but, because).

**Mateo**

Mateo extends his answers well. In part 1 he gives coherent, extended and well-developed answers about after school activities and friends in and out of school. 'I prefer to spend time with my friends at the weekend because I already see my family enough and I don't see them as much.' 'And I also think that friendly teachers are really important when it comes to student happiness...because if their teachers are friendly and nice to them, they might want to learn more about...' (part 3) In parts 3 and 4 he occasionally loses coherence in the discussions about school.

All of his contributions are relevant.

Mateo uses a range of cohesive devices (so, I think, maybe, but, because):

- I see the least important one is school rules as I don't see them helping with the students' happiness (part 3).

## Pronunciation

**Lara**

She is always intelligible. She uses accurate intonation and her word and sentence stress are always accurate.

Her individual sounds are accurate and articulated clearly.

**Agustina**

She is mostly intelligible, but sometimes difficult to understand:

- if school rules don't like you, you don't get (at school) (part 3)

Intonation is generally appropriate, and sentence and word stress is generally accurate.

Her individual sounds are usually accurate, but she pronounces initial 'th' as 'd' (than/dan; this/dis).

**Mateo**

He is always intelligible. His intonation is generally accurate and sometimes used effectively for lists and emphasis.

His stress at word and utterance level is accurate. His individual sounds are generally accurate and well-articulated.

## Interactive Communication

### Lara

She initiates and responds appropriately, often linking contributions to those of her partners, and justifying her opinions during the discussion. She also challenges her partners' opinions 'But what if there weren't any school rules?', 'Why?' (part 4) and negotiates towards an outcome.

### Agustina

She mostly initiates and responds appropriately. In part 1 her response to what she would like to learn in the future is not entirely appropriate, as she responds with a future career plan. In part 3 she tends to simply agree with her partners' ideas, and gets stuck when trying to explain what she thinks about school rules.

She maintains the interaction by giving her opinion with reasons and keeps the interaction going in part 4, mainly by agreeing with her partners. There is little evidence of development or negotiation towards an outcome.

### Mateo

He initiates and responds well and keeps the interaction going by picking up on his partners' points and responding with very little hesitation. He attempts to develop the interaction, justifying his opinion, and agreeing and disagreeing with his partners' opinions. He successfully negotiates towards an outcome.

## Global Achievement

### Lara

She handles communication on a range of familiar topics and generally deals well with the tasks. Lara uses mainly accurate and appropriate linguistic resources to express her ideas.

### Agustina

She handles communication on familiar topics and deals adequately with the tasks. Some responses are quite brief. She attempts to organise discourse, but inaccuracies occur.

### Mateo

He handles communication on a range of familiar topics and generally deals well with the tasks, although some of his responses are brief. He uses mainly accurate and appropriate linguistic resources to express his ideas.

## Scores

### Lara

Grammar and Vocabulary: 5

Discourse Management: 5

Pronunciation: 5

Interactive Communication: 5

Global Achievement: 5

### Agustina

Grammar and Vocabulary: 2

Discourse Management: 2.5

Pronunciation: 3

Interactive Communication: 3

Global Achievement: 3

### Mateo

Grammar and Vocabulary: 4.5

Discourse Management: 4

Pronunciation: 4.5

Interactive Communication: 4.5

Global Achievement: 4.5

# Where your world grows

We believe that English can unlock a lifetime of experiences and, together with teachers and our partners, we help people to learn and confidently prove their skills to the world.

[cambridge.org/english](https://cambridge.org/english)