

## B2 First for Schools Speaking test

Watch the video of Julia and Malena 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

### Julia

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

- If I have to do a lot of homework, maybe I'd rather spend time with my friends (part 1)
- It's not as cold as the first one (part 2)
- When I grow up, I'd like to be a personal shopper (part 2)
- they should also have time for themselves (part 3)
- having time to do their homework or to study is very important because it could help them get into a good college and have a better future (part 3)
- their future could be on the line (part 4).

She uses a range of vocabulary: comedy show, fashion, be responsible, motivated, obligated.

### Malena

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

- Sometimes, because I need time to do my homework or study, but when (...) I have time, I meet with my friends (part 1)
- They need to go to a supermarket because they invite....and they need to buy different food for them (part 2)
- I think the best is having time for homework or being responsible, because they need time...(part 3)

but also makes some basic errors:

- The (photo) shows two girls like in a shopping, er, what, er, see clothes, er, friend's clothes (part 2)
- They need to practil, they need to practical for this future (part 3)
- They don't decide to the children's do (part 4)
- if you don't are kind (part 4).

Uses a range of vocabulary to talk about everyday situations:

- club, watch movies, clothes, supermarket, gift, handball, football, practical, independent

with some inappropriacies: follow the new trending of clothes (part 2).

## Discourse Management

### Julia

She exhibits good extended language, with very little hesitation:

- At the weekend it actually depends on my mood and what I have to do, maybe if I have to do a lot of homework maybe I'd rather spend time with my friends, but if there is a birthday coming up or something like that I'd rather spend time with my family (part 1).

All her contributions are relevant.

Her discourse is mostly clearly organised, with some repetition in parts 3 and 4. She has a clear organisation of ideas:

- The second picture shows three people but they don't seem to be a group (part 2).

She uses a range of appropriate cohesive devices and discourse markers: while, as I said, actually, because, but, also, maybe.

### Malena

Some extended language despite hesitation in parts 1 and 2. Her responses in parts 3 and 4 tend to be shorter and restricted to agreeing with and parroting her partner's responses.

All her contributions are relevant but rather limited, with some repetition and hesitation in parts 3 and 4.

Some of her more extended responses begin to lack coherence.

- They need to go to a supermarket because they invite to her friends or his friends for his house and they need to buy different food for them.....and cook something like a cake. (part 2)
- They don't have all the time their parents and they need to ... know how or how do different things of the house or work.

Malena has some issues with pronouns:

- time for themselves... they need to help her family... meet with her friends... something he likes... They need to decide their things they like (part 4).

She uses basic cohesive devices:

- a gift or something like that, but, because, or.

## Pronunciation

### Julia

She is generally intelligible, with clear delivery and natural rhythm and good flow. She has generally good stress and intonation, sometimes used effectively for emphasis.

Her individual sounds are generally accurate.

### Malena

She is generally intelligible with a measured delivery which is somewhat staccato at times. Her stress is usually appropriate at both word and utterance level.

Her sounds are generally accurate, although her initial 'th' is pronounced 'd' and she sometimes drops final 't' and 'd'.

## Interactive Communication

### Julia

She initiates and responds appropriately, often linking contributions to those of her partner.

She attempts to develop the interaction, asking her partner to give more detail:

- Why do you think they need to be independent?

and successfully negotiates towards an outcome:

- Actually, I don't agree with you...

**Malena**

She mostly initiates and responds appropriately but does not link what she says to her partner's contributions except to agree with her.

She maintains the interaction by giving her opinion with reasons but tends to agree with her partner's ideas.

In part 3 she comments on her partner's ideas and moves on to give her opinion of another option while attempting to link with her partner's contribution:

- I think the same. And I think they need to be responsible, and as you say, they need time for...

## Global Achievement

**Julia**

She handles communication on familiar topics and deals adequately with the tasks. She attempts to organise extended discourse but some inaccuracies occur.

**Malena**

Handles communication on familiar topics and deals adequately with the tasks. She attempts to organise extended discourse but some inaccuracies occur.

## Scores

### Julia

Grammar and Vocabulary: 4.5

Discourse Management: 4.5

Pronunciation: 4

Interactive Communication: 5

Global Achievement: 4.5

### Malena

Grammar and Vocabulary: 2.5

Discourse Management: 2.5

Pronunciation: 3

Interactive Communication: 3.5

Global Achievement: 3

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