

B1 Preliminary for Schools Speaking test

Watch the video of Laura and Claudia doing a Speaking test and read the examiner comments.

The **video** can be found in the **Speaking test section** of the [B1 Preliminary for Schools preparation](#) webpage.

Information about the **format** is here: [B1 Preliminary for Schools exam format](#).

Part 1

Laura

Laura responds promptly to the interlocutor's questions and gives a number of confident, extended answers in this part of the test, for example why she prefers summer: 'I like summer because we don't have high school and we can go to the beach or to the village...'

Her command of simple structures is good, but there are also some errors, such as when she talks about her teacher: 'She's so funny and she always tell us about his [her] life, and I like' or 'I stay in my house and I met with friends.'

Although she shows some awareness of phonological features with longer sentences, she has issues saying some individual sounds accurately.

Claudia

Claudia answers promptly and extends her answers with added detail in this part, such as when saying why she prefers the afternoon: 'In the morning I'm tired and angry, in the afternoon I'm more happy.' However, although her answer to the question about music begins well it becomes less clear as it progresses.

She shows some good command of simple grammatical structures, such as 'I use my mobile phone for like two hours every day to see films or chat with friends', but there are also errors; 'I am fourteen years [old]' and 'about 30 minutes in [by] car'.

She is mostly intelligible, with some evidence of accurate stress and intonation, but some individual sounds have errors, such as 'inglis and spanis' [English and Spanish].

Part 2

Laura

Laura's description is relevant, but she is quite hesitant and needs prompting by the interlocutor after she runs out of ideas. She produces accurate language after the examiner prompts her to talk about the people: 'One of the girls is wearing a t-shirt and blue jeans. The other is wearing a dress.'

She has sufficient grammar and vocabulary to be able to talk about the picture but her control is not always good: 'they are on the kitchen' and 'they are looking for a photography in the table' (which should be 'they are looking at a photograph' either 'on the table' or 'on the tablet' – it's not clear which).

Her pronunciation is generally intelligible but not always fully clear. In particular, she delivers 'knife' as 'niff' and 'which' (which should actually be 'who') as 'wits'.

Claudia

Claudia's description does not feature any repetition in terms of what she says about the picture, although in terms of grammatical structures there is some repetition. She speaks without hesitation and is able to fill up her allotted time without needing to be prompted.

She has sufficient vocabulary to describe what she can see in some detail; however, there is one word that she uses twice (it sounds like 'espositives') which is not appropriate: 'I can see in the table some decoration and electronics and 'espositives'. She extends her answers at times: 'I can see a boy that he came from a school and he went to see a football match' but there are also lapses in accuracy: 'a boyath that he came from a school'; 'He is sitting in the sofa'; 'excited of the match'.

Although she is mostly intelligible, she produces several individual sounds accurately, such as when she uses 'mats' for 'match'.

Part 3

Laura

Although Laura does not ask any questions, she is able to give her opinions and extend her contributions to justify them, for example 'I think that for me the most important is go to the museum because you can see a lot of interesting pictures or sculptures about the city' and she also responds appropriately to her partner's contributions, although the ways she does so are not always linguistically accurate: 'Yes, I [æm] agree with you.'

Although she is mostly intelligible, her pronunciation has issues with individual sounds, with the way she says 'sculpture' being particularly problematic.

She has enough simple grammar and vocabulary to be able to keep the interaction going, although there are examples of non-standard language too, such as when she uses 'funny' instead of 'fun'.

Claudia

Claudia initiates at the start of this part by selecting one of the possibilities and explaining why she likes it. She does not ask any questions but she does broaden the discussion by suggesting what she thinks is the worst activity and also when she picks out what she thinks is the best option.

She responds appropriately to her partner's contributions, for example when she says 'I think the same' or 'I [am] agree with you'. She does a good job of justifying her opinions in this part, such as when she says '...going to the zoo because I love animals and if I were in this high school I'd want to do that activity...'

Her control of structures and range of vocabulary enable her to participate comfortably in the interaction, although there are inaccuracies: 'you can know your city' or 'match of football'. Similarly, there are also some problems with individual sounds, She again uses 'mats' for 'match' and mispronounces 'you'.

Part 4

Laura

Laura provides extended answers to most of the interlocutor's questions and adds detail to explain why: 'My phone, money because if I want to buy anything I need [the] money, a jacket and ...food' or 'I like Christmas because I think it's magic'. At one point she answers with a simple 'yes' when asked if she agrees with what Claudia had just said, which is a missed opportunity to add some more information, but it is an isolated case.

She shows a good degree of control of simple grammatical structures in this part of the test, as in the above examples or when she says 'I like the city because for me it's more interesting'.

She shows some control of phonological features at utterance level and at one point stresses 'any' for emphasis effectively, but there are again problems with individual sounds, for example when she expresses her enthusiasm for 'sopping' (shopping).

Claudia

Claudia performs well here and provides prompt and fully extended answers to most of the interlocutor's questions that justify her position, such as her response to the first one, about school trips: 'I want to have more because in my high school they don't do any trips so I want to do more.'

Her command of grammatical structures (e.g. 'the weather is better in summer than in winter') helps her to produce these extended answers and she also has some useful vocabulary, for example 'attraction park', 'interesting experience', 'colourful', and 'countryside.'

Although she does mispronounce one or two words ('contryside' and 'beats' for 'beach') and some of her individual sounds are consistently inaccurate, she is generally intelligible and also shows some evidence of control of phonological features at utterance level, for example when she produces appropriate list intonation when talking about the things that one should take on a school trip.

Scores**Laura**

Grammar and Vocabulary: 3

Discourse Management: 3.5

Pronunciation: 3

Interactive Communication: 3.5

Global Achievement: 3

Claudia

Grammar and Vocabulary: 3.5

Discourse Management: 3.5

Pronunciation: 3.5

Interactive Communication: 4

Global Achievement: 3.5

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