B1 Preliminary for Schools Speaking test

Watch the video of Cristina and Andrea 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

Cristina

Cristina gives short answers to the questions about her name and where she is from but then gives full and detailed answers to the interlocutor's other questions in this part, starting with a description of her former teacher that uses a variety of grammatical forms accurately. She communicates fluently and there is no hesitation.

Her contributions are generally full and relevant, with no hesitation or repetition and she has a good degree of control over a range of grammatical forms and the use of appropriate vocabulary, for example: 'a lot of patience', 'I prefer the afternoon because I can go out with my family or with my friends…' or, 'For my school holidays I usually take a mini-trip with my family or, for example, in the summer, for my school holidays I went...'

Her pronunciation is clear and intelligible, with no significant problems with either individual sounds or stress and intonation.

Andrea

Andrea introduces herself briefly. She then responds promptly to the interlocutor's other questions, using a range of grammatical forms that include a well-constructed conditional: 'I would like to try playing piano. I don't play any instruments, so I think it would be a good idea to start' and extending her answers with relevant detail: 'I use my mobile phone every day, mostly to talk to my friends or see social media and sometimes to communicate with my mum or sisters.'

Her grammar and vocabulary are generally accurate and almost all of her responses are full and detailed, although her initial reply to the question about what type of music she likes is quite short and has an incomplete feel to it: 'I like listen[ing to] mostly pop music, in English, and yeah…'

Her pronunciation both of individual sounds and of features at the utterance level is clear and accurate.

Part 2

Cristina

Cristina starts her description of the photograph well by both describing what the boy is doing and speculating about his situation: 'I can see a little boy who is watching a soccer match. He's alone. Maybe his family belongs to other team or maybe he belongs to other team.' However, there are two points at which the interlocutor finds it necessary to prompt her by asking her a further question; with one of the questions, she doesn't finish what she is saying and needs support: 'I don't think he's very exciting. He's, like, tired or…' .

Her grammar and vocabulary help her to manage her discourse effectively, but they are not always fully accurate, as shown in the quotations above and also her tendency to drop the final 's' from the third person singular: 'maybe he arrive[s] to [at] the school and run[s] to see the soccer match' or 'he prefer[s] to see [watch] the TV'.

Her pronunciation is generally clear, although there are one or two instances of mistakes, such as 'chaining the channel' instead of 'changing the channel'.

Andrea

Andrea begins her answer well by both describing the people and speculating about their situation: 'In this picture I can see a family. I think they are having fun because they are smiling. I think they are in the dining room...'

She mentions some details but then goes back to talking about the people. She is a little hesitant but uses accurate grammar and vocabulary and also shows the ability to self-correct at one point: 'The girls are drinking, er, eating soup. I think they are twins because they look very similar. Also I think it's maybe a holiday, I don't know, er...' At this point the interlocutor supports her by asking her a question, after which she proceeds to describe the room quite well.

Her pronunciation is easily intelligible throughout this part, with the exception of her very last utterance, in which the final word is not enunciated clearly.

Part 3

Cristina

Cristina is a very effective communicator in this part of the test. She takes the initiative at the beginning of the discussion 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 about one of the possibilities: 'What do you think about the chocolate bar?' After listening to Andrea's response, she reacts with clear enthusiasm for the idea.

Towards the end of the discussion, she shows evidence of being able to negotiate towards an outcome: 'For you, what do you think is the most useful? Again, after listening to Andrea's reply she shows agreement: 'I agree with you, but the chocolate bar too!'

The language she uses here are generally accurate and clear. This is true both of her grammar and vocabulary and also her pronunciation.

Andrea

In this part of the test Andrea mostly responds to Cristina's contributions by agreeing with her, for example when she makes the point that, 'It doesn't rain in the mountains'. However, she does ask a question about whether a ball is a good idea for a trip to the mountains and she does also initiate on a couple of occasions by making comments that invite a response, such as: 'Also the water is too important for your health and if you get tired' and refers back to the picture to suggest that it would be nice for the teacher to take a group photograph. Generally, however, she is more reactive than proactive.

Her grammar and vocabulary are generally appropriate, accurate, and clear and she uses them to give responses of an appropriate length.

She mispronounces 'tired' and 'mountains', although in both cases there is no loss of intelligibility and shows good pronunciation at sentence level.

Part 4

Cristina

Cristina gives further evidence here of being a very natural communicator. She almost always gives fully extended answers to the interlocutor's questions in this part, often with very clear organisation of her ideas: 'Yes, I love to walk in the countryside because it's a peaceful place. And, for example, the city is very noisy, so I prefer [to see the] nature...' or 'I don't like a lot outdoor activity, like I prefer, for example, go[ing] to a gym because the city is very noisy, so I prefer, like, do[ing] my exercise with my Air pods on.' At the end she also asks a question of her own that brings Andrea into the discussion.

Although there are minor errors of grammatical accuracy, they do not impede comprehensibility. Her vocabulary is generally adequate in range and she does produce some very effective phrases, such as 'a little bit terrified' and 'it's necessary to socialise'.

Her pronunciation is clear and intelligible.

Andrea

Andrea gives some shorter answers here, and one of her answers finishes short and indistinctly, but on the other hand she also extends two of her answers quite significantly, with clear organisation of ideas: 'It was when I went to Cuzco. I was walking to Machu Pichu and it was really funny because I was with my family and I can spend more time with them but also was a little tired because you have to walk a lot.' The inaccurate use of 'funny' is the only negative feature of this otherwise very accurate and expressive contribution, which displays flexible and appropriate use of grammatical features and a range of vocabulary which is appropriate to the task.

The same is true of this use: 'I like to go to the park and play volleyball, sometimes with my friends or mum. Also, I like to go to a cinema with my family or with my friends. It's really funny because you can spend time with them...'

Her pronunciation is clear and intelligible.

Scores

Cristina

Grammar and Vocabulary: 4.5

Discourse Management: 4.5

Pronunciation: 4.5

Interactive Communication: 5

Global Achievement: 4.5

Andrea

Grammar and Vocabulary: 4.5

Discourse Management: 4.5

Pronunciation: 4.5

Interactive Communication: 5

Global Achievement: 4.5

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