

## B1 Preliminary for Schools Speaking test

Watch the video of Yaheli, Fernanda and Lucia 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

#### Yaheli

Yaheli responds promptly to all the interlocutor's questions. Her answers are well-constructed, and she extends all of them in an appropriate way: 'Well, I really like my birthday because ... I can receive many presents and gifts and I can have a great time with my friends and my family, and I really appreciate that...' However, when she talks about a new hobby, she is not always fully clear throughout her contribution.

She shows good control of a range of grammatical structures, for example when talking about sports: 'Well, if we talk about sports, I would say volleyball because it's my favourite one. I've practised it since I was a little kid, but I didn't get many opportunities to play it...' Her vocabulary shows an appropriate range and is used accurately.

Her pronunciation is clear and easily intelligible.

#### Fernanda

Fernanda responds promptly to everything she is asked. She gives answers of an appropriate length, and her discourse is generally well-organised, such as when she is asked about her musical tastes: 'Well, I really like hearing all type of music, but mostly I hear pop, like from ... popular artists from the moment or years ago...' She also gives a very full answer when asked whether she prefers the morning or the afternoon.

She speaks rather fast, as a result of which she is sometimes a little unclear. This is particularly noticeable when she is talking about her use of her mobile phone. Although her grammar and vocabulary are generally accurate and appropriate, there are some lapses: 'I can use some K-pop', 'all type of music'.

Despite the speed of her delivery, she is intelligible, although there are occasional minor problems with individual sounds: 'ting' for 'thing' and 'veedeos' for 'videos'.

**Lucia**

In response to the interlocutor's questions, Lucia gives her opinions and extends her contributions by providing reasons for them: 'Well, my favourite teacher is my English teacher, called Monica; she makes her classes so dynamic, and apart that she teach us English she always like ask us, like, how we are, what we are doing..., what we are going to do, and I love that.'

Although there are some small errors, they do not impede her comprehensibility, and she is also capable of using a range of structures: 'I would like to learn another language. I think Russian can be. I like to learn other languages and I think I am really good at that.'

She mispronounces 'dynamic' but in general her command of a range of pronunciation features, particularly intonation, is very good.

**Part 2****Yaheli**

Yaheli speaks very naturally and shows good organisation of her discourse in this part, particularly in distinguishing the different people in the photograph: 'In this photograph I can see five persons; three of them are on the table, I think they are having breakfast. One of them is older than the others, I think he's the grandpa and it's his birthday.'

At one point the interlocutor intervenes and she is able to deal well with the aspect of the picture he guides her to. Her grammar and vocabulary are almost always accurate and appropriate and show good range, despite one or two minor slips, such as 'on the table' twice instead of 'at the table'.

Her pronunciation is good, with excellent intonation at times, such as when she says 'some beautiful roses, actually', although she does get the stress pattern of 'orange juice' wrong.

**Fernanda**

Fernanda begins well with a lengthy contribution about the people in her picture: 'Mostly, we can see three people, two girls and one boy, and they are writing something on a book or a notebook. I think they're copying on that ... table...tablet. On the table... They look really focused on why, what they are writing...'. She falters with some of her utterances.

She requires an additional prompt from the examiner, after which she manages to continue, although she continues to talk about the same aspect of the picture: 'They look really focused about what they are writing'.

Her grammar and vocabulary are appropriate to the task, with a couple of small errors: 'focused about what they are writing' and 'on the afternoon'.

She shows good command of a range of pronunciation features and is fully intelligible throughout this part of the test.

**Lucia**

Lucia provides a full and detailed description of the picture and fills her time comfortably with good descriptions of various things in the room. ‘...I think it is at the morning, because at the place is light. The man is wearing glasses, a red T-shirt, trousers and socks. He is listening to music; I think he is having a really good time...’

The range and accuracy of her vocabulary are particularly good here – she gives precise descriptions of everything she talks about. Her command of grammatical structures is also strong, although she is less accurate in her use of prepositions, with ‘at’ proving particularly problematic: ‘at the photo’, ‘at the morning’, ‘at the living room’, ‘at the background’...

Her pronunciation is a strength, with impressive clarity and intelligibility.

**Part 3****Yaheli**

Yaheli does not initiate very much in this part, although she does extend her contributions at times by moving on to a picture that has not already been discussed. She also responds appropriately and links her contributions well to those of her partners: ‘...as Lucia say...’ and ‘I agree with you with this gift. It’s very important because in this ball there’s, there are many names of all the players and it’s something that, as you say, they can remember...’

Her grammar is sufficient for the task and she produces some useful vocabulary, such as ‘irrelevant’ and the elegant phrase ‘I think that’s something very important that they must appreciate’ and shows the ability to self-correct, from ‘there’s to ‘there are’. Her pronunciation is intelligible and clear throughout the discussion.

**Fernanda**

Fernanda responds very quickly and naturally to Lucia’s offer to start: ‘Yes, sure.’ She also shows good negotiation language in agreeing with Lucia and then making her own suggestion about the ball: ‘I think it’s true what you are saying, but also...’ and moves the discussion on at times: ‘also I think the calendar would be a really good gift...’

Her contributions are extended and relevant, but she has an occasional tendency to incoherence, with incomplete utterances reflecting incomplete thoughts. This is not helped by her rapid delivery. However, her grammar and vocabulary are generally equal to the task.

Her pronunciation is clear and comprehensible. However, she does mispronounce ‘calendar’ twice as ‘calendary’.

**Lucia**

Lucia initiates well in this part, kicking off the discussion by offering to start. She then makes a suggestion: ‘I think the best gift that they can give to the fans is the shirt, because the

football players can sign it and give it to the fans, and it can be a really good gift and they're going to remember it, and that...what about you?'

She also responds well and links her contributions to those of her partners. She shows her ability to initiate further when suggesting what she thinks the worst gift would be, and at the end of the discussion she moves towards an outcome: 'In conclusion, I think the T-shirt and the ball are the best gifts.'

She demonstrates good control of grammar and a range of vocabulary, with 'random gift' a rare case of inaccuracy.

## Part 4

### Yaheli

Yaheli extends her answers appropriately in this part. She shows sensitivity to her partners and their contributions, for example 'I really like volleyball, as I said, I practise it in an academy two times a week, like Lucia', and when she brings in the others after taking the initiative to give her own answer to the interlocutor's open question about whether it is better to play or watch a sport: 'What about you, Fernanda?'

She produces two extended answers in which she talks about volleyball; the second involves some repetition of what she has already said. However, she does use some well-controlled grammatical structures and vocabulary: '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 ...'

She pronounces 'stretch' as 'stress' but is otherwise easy to understand, and produces a lovely example of contrastive stress when she says '...doesn't mean I don't love WATCHING volleyball'.

### Fernanda

Fernanda contributes fully and is able to give thoughtful reasons for her opinions in this part: 'I think it depends, but I think it is mostly a really good idea. You can share your ideas about the team with other people that are in the fan club...'

She is a very enthusiastic communicator and shows sensitivity to her partners, and uses posture, gestures, and other paralinguistic features to considerable effect. Occasionally, such as when she is talking about football, she produces utterances which are not fully formed. However, she is also capable of producing language that is accurate and appropriate, for instance: 'I really feel very excited when I watch them play.'

Her pronunciation is slightly hampered by the fragmented nature of some of her contributions but she produces clear individual sounds and her word stress and intonation are very good.

**Lucia**

At the beginning of this part Lucia opens with a coherent, accurate, and extended response to the question about sports: '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 and I can practise it with my friends or with my family.'

Her contributions are expanded appropriately throughout. She interacts comfortably and naturally with both the interlocutor and her partners, picking up on Fernanda's contribution about the pros and cons of watching and playing, developing it further, and then asking Yaheli a question to bring her into the conversation. She shows a good command of a range of grammatical structures and vocabulary (e.g. 'different emotions', 'develop some abilities').

Her pronunciation is clear and intelligible.

**Scores****Yaheli**

Grammar and Vocabulary: 4.5

Discourse Management: 4.5

Pronunciation: 4.5

Interactive Communication: 4.5

Global Achievement: 4.5

**Fernanda**

Grammar and Vocabulary: 4.5

Discourse Management: 4.5

Pronunciation: 4.5

Interactive Communication: 5

Global Achievement: 4.5

**Lucia**

Grammar and Vocabulary: 4.5

Discourse Management: 5

Pronunciation: 5

Interactive Communication: 5

Global Achievement: 5

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