

## B2 First Speaking test

Watch the video of Giulia, Tabatha and Elena doing a Speaking test and read the examiner comments.

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

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

## Grammar and Vocabulary

### Giulia

Giulia shows a good degree of control of simple forms and attempts some complex forms, with some success:

- I really appreciate advices (advice) (part 2)
- They all seem very interested in what they're seeing (part 2)
- I think music is the same as fashion... it doesn't affect the future of people (part 3).

She uses a range of vocabulary to give and exchange views on a range of familiar topics:

- the view, volleyball-wise, to keep up with that, old-fashioned way, fundamental, go out (of) your comfort zone, superficial, specific monument, in touch with history.

### Tabatha

Tabatha shows good control of simple grammatical forms:

- I normally...er...prefer go (to go) to places by car, because it's more comfortable (part 1)
- ... when I have to go to school or to volleyball (part 1)
- We are obliged to study history (part 4).

She attempts a few complex forms, but sometimes with limited success:

- ... more enjoyable to visit the city on (from a) different point of view (part 2)
- ... do exercise in this ways (way) ... er ... because they are good ways to practise (part 2)

She uses a range of appropriate vocabulary to give and exchange views on familiar topics:

- business point of view (part 1)
- team sport, enjoyable (part 2).

**Elena**

Elena shows a good degree of control of simple grammatical forms, and also attempts some complex grammatical forms with a degree of success:

- I'm a volleyball player but actually I would prefer cycling (part 1)
- You don't go anywhere without your team (part 1)
- I think that education has the first place, but then technology goes with education nowadays (part 3)
- Education is the thing I have to focus on... that you have to focus on (part 3).

She uses a range of appropriate vocabulary:

- team sports, interaction, outdoors, fresh air, nature (part 2)
- radical changes, historical reasons (part 4).

## Discourse Management

**Giulia**

She produces mostly extended stretches of language, with very little hesitation.

Her contributions are relevant, and there is little repetition. Her ideas are often organised well and her contributions are easy to follow.

There is evidence of a range of appropriate cohesive devices (and, instead) and discourse markers (well) but there is overuse of fillers, such as 'like' and 'you know'.

**Tabatha**

Tabatha produces extended stretches of language, with some hesitation at times, such as at the start of part 4:

- However, sometimes some singers use music to communicate with others; for example, rap music...er...was ...er...used to protest. (part 3)

She keeps closely to the purpose of each task and makes relevant contributions throughout the test.

She uses some cohesive devices (so, but, while, because, however) and reference pronouns (they, it).

## Elena

Elena extends well, with only a little hesitation:

- ...the main topic...for...our generation, so, yeah, you have to keep up with the news...(part 3)

She contributes mainly relevant points, but they sometimes lack coherence:

- ...to improve the matches or their entertain, I don't know. (part 2)

Elena uses a range of cohesive devices (well, so, but then, they, one of them).

## Pronunciation

### Giulia

Giulia is intelligible throughout the test.

She uses appropriate intonation to support meaning throughout the test. Occasionally, she uses rising intonation inappropriately at the end of statements:

- I **think** ↗ they're in **Japan**. ↘ (part 2)
- I don't it's a big deal ↘ (part 2)
- So, it's the same as news, basically... you **not** going to change. ↘ (part 3)
- Yes! (answer to part 4 question)

She uses word and sentence stress effectively throughout the test:

- There's the **guy**, too, talking to the **people**, but they're **walking**. (part 2)
- If we have a **good** education... can decide in a **critical** way... (part 3)

Nearly all of her individual sounds are mainly accurate, with the exception of the frequent substitution of the /i:/ sound for /ɪ/ (e.g. in river, city, television, opinion).

### Tabatha

She is intelligible.

Tabatha places intonation in questions appropriately, but she varies it less in statements, which can lead to a rather flat sound:

- What about **music**? (part 3)

Word stress is usually accurate:

- particular... volleyball team... practising ...cyclists... differences... prefer... exercise (part 2)
- proTEST (PROtest) (part 3)

However, she could stress the main words in her sentences to avoid losing focus:

- Yes, I agree in part because I think that technology has become a...um... has become necessary for us to communicate with the world because, for example, you can see everything you want... (part 3)

She pronounces most sounds clearly. She opts to use /d/ and /f/ or /t/ sounds instead of /ð/ and /θ/ sounds in words like that, this, or with. Her pronunciation of mountains in part 2 is also unclear: /'mɒnteɪnz/ instead of /maʊntɪnz/. She overuses an intrusive schwa at the end of words.

### **Elena**

Elena is intelligible, with mostly clear delivery.

She occasionally uses intonation to enhance her meaning:

- ...the parent has to keep you in **touch** with the world (part 4)
- Well, I'm not ↘ the person who likes changes, so it depends ↗ on the person

She uses appropriate word and sentence stress overall:

- Interaction... anywhere... without (part 1)
- probably... improving... matches... completely different (part 2)

Most sounds are appropriate. There are one or two instances of unclear sounds, such as:

- coach, adults (part 3)

## **Interactive Communication**

### **Giulia**

Giulia initiates appropriately. She is comfortable beginning a task, for example in part 3 when they negotiate who goes first. She tends to respond appropriately to her partners' comments but doesn't always use language to explicitly invite her partners to contribute. However, she does use paralinguistic features such as posture and eye contact for this purpose.

She develops the topic in each part of the test: so, it's the same as news, basically (part 3).

**Tabatha**

Tabatha mostly initiates and responds appropriately, although her attempt to start the discussion in the second phase of part 3 is less successful. Elsewhere in part 3, she invites her partners to contribute their views and reacts appropriately to their contributions:

- Between technology and education, what do you think would be the most important thing?
- I totally agree with you; I take your point.

She develops the interaction often with clear, straightforward reasons for her opinions. She attempts to negotiate towards an outcome in part 3:

- My personal opinion is that education is more important than technology, because before using technology you have to be educated (part 3)

**Elena**

Elena initiates and responds appropriately throughout the whole test. She also invites her partners to comment. (What about you?)

She shows her ability to develop the interaction and to sum up the discussion in part 3:

- But, also, the news, I think, because if you have to interact with the world, you have to know the cultures and what is happening in other countries.
- OK, then, so we probably go with this one.

## Global Achievement

**Giulia**

Giulia handles all communication on familiar topics with little hesitation in most parts. She often organises her extended discourse well but errors tend to occur when she attempts to use more complex grammar.

**Tabatha**

Tabatha handles the communication in all parts of the test, despite some hesitation. She keeps the interaction going in part 3 by asking her partners some questions. She communicates clearly, and often chooses her words carefully or rephrases when she attempts some complex grammatical forms. She uses a range of vocabulary to express her ideas and opinions on familiar topics.

## **Elena**

Elena handles communication during the test on a range of familiar topics with a little hesitation. She organises extended discourse easily, despite faltering a little in part 2. She is consistently coherent and uses a variety of cohesive devices.

## **Scores**

### **Giulia**

Grammar and Vocabulary: 4

Discourse Management: 4

Pronunciation: 4.5

Interactive Communication: 4

Global Achievement: 4

### **Tabatha**

Grammar and Vocabulary: 3.5

Discourse Management: 3.5

Pronunciation: 3.5

Interactive Communication: 4

Global Achievement: 3.5

### **Elena**

Grammar and Vocabulary: 4

Discourse Management: 4

Pronunciation: 4

Interactive Communication: 4

Global Achievement: 4

# 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)