

B2 First for Schools Speaking test

Watch the video of Francesco and Emma doing a Speaking test and read the examiner comments.

The **video** is in 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

Francesco

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

- Our brain is more developed when we're older (part 2)
- It's very difficult to win in [at]chess, especially when there is an age difference because our brain is of course more developed when we are more, when we are older. (part 2)
- Even if you study every day you still don't understand everything (part 3).

He uses a range of appropriate vocabulary:

- chess, age difference, running potential, speed, exercise your mind, velocity, vibe.

Emma

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

- I like that it's a city full of shops where I can go with my friends (part 1)
- The girl maybe will need to be able to cook when she grows (part 2)
- Even if your marks are not that great, the important thing is that you understand where you are wrong... (part 3)

although with some errors:

- We can see a mum with his daughter (part 2)
- because maybe teacher sometimes give way too much homework (part 4).

She uses a range of vocabulary: cut herbs, reset your mind, focus on other stuff, apparently.

With occasional errors: 'to keep your memory set', 'they just hint you what to do'.

Discourse Management

Francesco

He extends his utterances well, with little hesitation:

- So you just keep the same vibe that you have during school during the holidays so that when you return to school you are just as prepared.

All his contributions are relevant.

He sometimes displays very strong cohesion and organisation:

- Now I do agree with you...maybe learning for your own knowledge is more important than having better grades (part 3).

He uses a range of appropriate cohesive devices and discourse markers:

- because, so, while, even if, in fact, also, and, especially, and then
- well, actually, well now, of course.

Emma

She produces extended language with very little hesitation:

- The mum is teaching her daughter how to cook and cut herbs, and the daughter is writing everything that she needs to learn on a notebook (part 2).

All of her contributions are relevant.

She uses a range of appropriate cohesive devices/discourse markers (definitely, apparently, maybe, so etc.) to produce coherent utterances:

- I think it's important to get some time off school or homework 'cause you can reset your mind and focus on other stuff.

Pronunciation

Francesco

He is always intelligible with accurate intonation, sometimes used effectively for emphasis. His stress is generally accurate, at both word and utterance level. His individual sounds are accurate and well-articulated.

Emma

She is always intelligible.

Her intonation is appropriate throughout the test. In part 1 her response to what she will do after school displays good listing intonation:

- Today, I think I will probably study a little bit, and then maybe I watch some TV, and hang with my parents...

Her stress is accurate at both word and utterance level, with good corrective and listing stress:

- To study every day... maybe just a little bit every day... so you can be better at school, get better grades.

Her individual sounds are accurate.

Interactive Communication

Francesco

He initiates and responds appropriately, sometimes linking to his partner's contributions.

He develops the conversation, in one instance coming round to her point of view when negotiating towards an outcome:

- Well yes, now I do agree with you (part 3).

Emma

She initiates and responds appropriately, linking contributions to those of her partner, especially in part 3 where she leads the discussion and justifies her opinions clearly.

She develops the interaction well and successfully negotiates towards an outcome, particularly in parts 3 and 4.

Global Achievement

Francesco

He handles communication on a range of familiar topics and generally deals well with the tasks. In part 2 he focuses well on the task. He uses mainly accurate and appropriate linguistic resources to express his ideas.

Emma

She handles communication on a range of familiar topics and deals confidently with the tasks, using mainly accurate and appropriate linguistic resources to express ideas and produce extended discourse.

Scores

Francesco

Grammar and Vocabulary: 4.5

Discourse Management: 4.5

Pronunciation: 5

Interactive Communication: 5

Global Achievement: 5

Emma

Grammar and Vocabulary: 4.5

Discourse Management: 4.5

Pronunciation: 5

Interactive Communication: 5

Global Achievement: 5

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