

## B1 Preliminary for Schools Speaking test

Watch **the video of Roberto and Simone** doing a B1 Preliminary for Schools Speaking test and read the examiner comments below.

The Speaking test lasts about 10 to 12 minutes. You will take the test with another student. There are two examiners.

### Part 1 (2–3 minutes)

The examiner will introduce themselves and then one examiner will ask you and your partner some questions about yourself, such as your daily routines, likes and dislikes, or past experience.

### Part 2 (2–3 minutes)

You and your partner will each have a chance to talk on your own. The examiner will give you a colour photograph to look at and ask you to talk about it. When you have finished talking, the examiner will give your partner a different photograph to look at and to talk about.

### Part 3 and 4 (6 minutes)

You and your partner will talk to each other. The examiner will give you a task with pictures on it related to one situation and will ask you to discuss these activities, things or places and make a decision. You and your partner should discuss the different activities, things or places, sharing your ideas, making suggestions, and giving reasons for your opinions. You can also ask and answer questions of each other.

In Part 4, the examiner will ask you and your partner some questions related to the topic in Part 3. These questions will be about likes/dislikes, habits and opinions.

## How the examiners assess your speaking

There are two examiners in the room. The **interlocutor** speaks to you, and the **assessor** just listens.

As you do the test, the **assessor** focuses on these areas of your English:

### Grammar and Vocabulary

Are you using a range of grammatical structures and vocabulary? Are you using these structures and vocabulary correctly? Are you using a range of vocabulary which is appropriate for familiar topics?

### Discourse Management

Are you using both long and short answers, depending on the task? Is everything you say relevant to the task? Are your ideas expressed clearly and easy to understand? Are you using some language to link and organise your ideas?

### Pronunciation

You don't need to have an English accent, but it is important to be clear. Are you pronouncing individual sounds clearly? Are you placing stress on the right parts of words and on the right words in sentences? Does your voice go up and down at the right times?

### Interactive Communication

Are you able to interact well with the other candidate? Are you listening to the other candidate and answering in a way that makes sense? Are you able to add ideas to the discussion and help keep it going with your partner?

The **interlocutor** focuses on your **Global Achievement**. This is about your general performance. How well can you communicate about the topics you are given? Are you using language which is right for the level? Don't worry if you sometimes make mistakes or hesitate when you are speaking, as long as your ideas are clear.

When your test is complete, the examiners give you marks for each of these things: Grammar and Vocabulary, Discourse Management, Pronunciation, Interactive Communication and Global Achievement. The marks are for what you do over the whole Speaking test, not for each part of the test. The examiners give you marks for your own performance – they don't compare you with the other candidate.

**Comments on the test video**

<b>Part 1</b>	
<b>Roberto</b>	<b>Simone</b>
<p>Roberto responds clearly to all the questions in this part of the test. When asked to talk about a teacher he likes, he gives an extended and detailed answer, including reasons: <i>'So, I really like my Italian teacher, because she really makes us feel part of the lesson ...'</i></p> <p>He also adds detail to his response about using a mobile phone: <i>'I use it every day, and I use it just to chat with my friends and maybe sometimes watch some videos.'</i></p> <p>He uses appropriate vocabulary and accurate grammar, with good range in both. His pronunciation is very clear.</p>	<p>Simone gives clear answers to all his questions in this part of the test. In response to the question about whether he likes the morning or afternoon best, he extends his answer well, giving reasons to explain his preference: <i>'I like the afternoon because you can chill yourself, you can have time for yourself because the morning is too busy; you have to go to school, you have to go to work, so the afternoon you can relax and enjoy yourself.'</i></p> <p>His pronunciation is very clear and he uses appropriate vocabulary. The grammatical forms he uses are mostly accurate.</p>
<p><b>Part 1 tips</b></p> <ul style="list-style-type: none"> <li>• Practise giving information about yourself.</li> <li>• You can give short answers, but it is good to give some longer answers too.</li> </ul>	

<b>Part 2</b>	
<p><b>Roberto</b></p> <p>Roberto gives a clear and organised description of the photograph, which is easy to follow. He starts well by focusing on the people and the main activity. He continues with further details of what they are doing and where they are: <i>'They are in a kitchen and probably they are making a mess because you can see all the eggs on the table.'</i></p> <p>He briefly talks about the people's appearance but then stops too quickly. When prompted by the examiner, he continues to give more detail: <i>'They're probably making a cake, because with the flour and eggs usually you make a cake'</i> and talks about some of the other things he can see, for example, 'salt', 'sugar' and 'shelves'.</p> <p>Most of his language is accurate with good grammatical range, for example, <i>'two girls who are following a recipe on the iPad ... one of the girls has curly hair and a t-shirt and some jeans.'</i> Errors are rare: <i>'There is two girls ...'</i></p> <p>He uses appropriate vocabulary and his pronunciation is very clear.</p>	<p><b>Simone</b></p> <p>Simone's description of the photograph is clear and logically organised, so it is very easy to follow. He begins by talking about the main focus of the photograph – the person and what he is doing: <i>'In the photograph I can see a boy who is watching a football match.'</i> He then talks about where the boy is: <i>'He's in his living room'</i> and what he is wearing.</p> <p>After that, he talks about the room and all the things he can see in it: <i>'There is a table in the middle of the living room and on the table there are some cards, a candle, a pen, papers.'</i> Finally, he returns to the boy, adding an opinion about what he is doing: <i>'I think he's having a really good time because I think he really likes watching a football team playing.'</i></p> <p>He uses appropriate vocabulary to talk about the photograph, and his grammatical structures are all accurate and show good range. His pronunciation is very clear.</p>
<p><b>Part 2 tips</b></p> <ul style="list-style-type: none"> <li>• Practise describing pictures for 1 minute so that you know how much you can say.</li> <li>• Think about how you can organise what you say in 1 minute.</li> <li>• Remember to describe a lot of things in the picture, not just the people.</li> </ul>	

**Part 3**

**Roberto**

Roberto begins the discussion by selecting one of the options, giving his opinion: *'Maybe it's a bit boring'* and allowing his partner time to respond. He takes care to explain his reasons for what he says in some detail, for example, *'I think that could be nice because you get to know more about the culture of the city, watching an ancient monument.'*

He keeps the discussion moving, for example, *'Or maybe also going to the stadium because it's more entertaining ...'* and develops it well, sometimes agreeing and sometimes disagreeing with his partner: *'But maybe going to the football stadium you can do that in every city while ... having a visit of the city with a bus you can't do it everywhere ...'*

He contributes well in the discussion and works with his partner to reach a decision, for example, *'Yes the bus is the most unique thing to do.'* However, he generally says what he thinks about the options in the task and does not often ask his partner what he thinks. For better and more balanced interaction, he could have asked his partner for his opinions more and then added his opinion.

He uses a very good range of grammar and vocabulary in his contributions; his language is well organised and generally accurate, and his pronunciation is very clear.

**Simone**

Simone begins with a response to his partner: *'It could be boring at the same time'* and then moves on to another option, asking his partner for his opinion: *'What about visiting an ancient castle?'* Inviting his partner to say what he thinks is something he does often: *'But what about the transport museum?'* and *'What about the ... going shopping, going to the markets?'*

Although he sometimes gives his opinion in response to his partner's suggestion, for example, *'because there are zoos everywhere in every city so you can't learn more about the city you're visiting,'* he generally asks his partner for his opinion first and then responds to it. He could have given his own opinion more, rather than always asking for his partner's first.

Simone shows he is listening to his partner, sometimes by just saying, *'yeah'* and sometimes he develops his partner's point, for example about the stadium: *'Yeah they can have fun, they can eat together'* and about the bus tour: *'It gives you the opportunity to see a city better.'*

He contributes well to the discussion and suggests a decision at the end: *'So I think the bus.'* He uses a range of vocabulary and grammar which is mostly accurate; his points are clear and his pronunciation is very easy to understand.

**Part 3 tips**

- Talk about each picture together before you try to make a decision.
- Listen to your partner and respond to what they say before adding your own ideas or asking a question.

- Remember the examiner does not know how much English you know, so you have to show him or her by speaking a lot.

**Part 4**

<b>Roberto</b>	<b>Simone</b>
<p>Roberto responds well to the examiner’s questions with clear and well-developed answers. He provides a lot of detail in his responses as well as reasons, for example, <i>‘I think it depends because with your friends you can do whatever you like, you can go wherever you want, while with a family you have to follow your parents.’</i></p> <p>When he is answering the question about the best time to visit a city, he has some difficulty at one point, but he manages to recover and gives a response which is well extended and clearly expressed.</p> <p>He is keen to say a lot about the last question with his partner and tends to finish his partner’s sentences for him. He could have allowed his partner time to finish speaking before responding.</p> <p>He uses a good range of vocabulary and accurate grammar.</p> <p>His pronunciation is very clear.</p>	<p>Simone gives clear and well-structured answers in this part of the test. He often extends all of his responses with good detail and also reasons, for example when he talks about what to take on a trip: <i>‘... you have to bring food to eat and something to drink because probably the place you visit is in the middle of nowhere and there aren’t shops to buy things ...’</i> He also talks about going on trips with family or friends very clearly and in very good detail.</p> <p>He interacts well with his partner to discuss the last question, and he manages to interrupt when he needs to in order to make his contribution.</p> <p>He uses a good range of vocabulary and his grammar is generally accurate.</p> <p>His pronunciation is easy to understand.</p>

**Part 4 tips**

- Practise giving longer answers about personal experiences, your likes and dislikes, etc.
- Try to answer the examiner’s questions with more than one word. Try to add more information or give a reason. Imagine you have been asked ‘Why?’

<b>Overall</b>	
<b>Roberto</b>	<b>Simone</b>
<p><b>Grammar and Vocabulary</b></p> <p>Roberto produces a very good range of vocabulary and generally accurate grammar.</p> <p><b>Discourse Management</b></p> <p>Roberto uses language throughout the test which is clear and well organised, so it is easy to follow what he says.</p> <p><b>Pronunciation</b></p> <p>Roberto's pronunciation is very clear and easy to understand.</p> <p><b>Interactive Communication</b></p> <p>Roberto responds very well to the examiner and contributes well in his discussion with his partner in Part 3. However, he could ask his partner for his opinions more.</p> <p><b>Global Achievement</b></p> <p>Roberto interacts with his partner and the examiner to communicate very well on the topics in the test using very clear language.</p>	<p><b>Grammar and Vocabulary</b></p> <p>Simone uses a good range of grammar with very few errors as well as appropriate vocabulary.</p> <p><b>Discourse Management</b></p> <p>Simone's contributions are clear, relevant and well organised, especially in Part 2.</p> <p><b>Pronunciation</b></p> <p>Simone's pronunciation is clear and easy to understand.</p> <p><b>Interactive Communication</b></p> <p>Simone interacts throughout the test with his partner and also the examiner. He could have given his opinions more and then asked his partner for his.</p> <p><b>Global Achievement</b></p> <p>Simone is able to communicate with both his partner and the examiner on the topics in the test, using very clear language.</p>

**Scores**

	<b>Roberto</b>	<b>Simone</b>
<b>Grammar and Vocabulary</b>	<b>5</b>	<b>5</b>
<b>Discourse Management</b>	<b>5</b>	<b>5</b>
<b>Pronunciation</b>	<b>5</b>	<b>5</b>
<b>Interactive Communication</b>	<b>5</b>	<b>5</b>
<b>Global Achievement</b>	<b>5</b>	<b>5</b>