

# A2 Key for Schools

## Speaking test video: examiner feedback

### Part 1

Michele	Rebecca
<p>Michele generally responds appropriately, often with detail, although he misunderstands the question about texting friends in the evening, talking about how long he spends texting rather than how often, and there is slight misinterpretation of the question <i>Did you go to bed late?</i> - <i>Usually I go to bed about half past ten ...</i></p> <p>Michele shows a good degree of control of simple grammatical forms and uses a range of appropriate vocabulary to talk about everyday situations.</p> <p>Michele's pronunciation is intelligible, with isolated lapses of pronunciation of the initial /h/ and individual vowel sounds, <i>mountain</i>.</p>	<p>Rebecca maintains simple exchanges, with no need for prompting or support, although her response to the final question, <i>How often does it snow where you live?</i>, is unclear.</p> <p>Rebecca shows sufficient control of simple grammatical forms, and she uses appropriate vocabulary to talk about everyday situations.</p> <p>Rebecca's pronunciation is mostly intelligible. She has generally good control of stress patterns, but there are occasional lapses with individual sounds, <i>very</i>, <i>France</i>, <i>pineapple</i>, <i>melon</i>, <i>always</i>, <i>month</i>.</p>

### Tips for Part 1

- Listen carefully to the question you are asked. For example, if the question is about the past, be careful not to talk about general habits.
- You can prepare for this part of the test by learning vocabulary related to common topics, such as home, school, friends, family and hobbies.

## Part 2

Michele	Rebecca
<p>Michele maintains simple exchanges by starting the discussion with his own comments and then asking for Rebecca's thoughts, <i>What about you?</i> He gives extended answers and requires no prompting or support to participate fully in this part of the test.</p> <p>Michele shows a good degree of control of simple grammatical forms, and uses some more complex forms, i.e. conditional forms and modals. He uses a range of appropriate vocabulary, including some less common words, <i>creativity</i>, but with isolated slips, <i>for our healthy</i>.</p> <p>Michele's pronunciation is intelligible, with generally good control of sounds and word and sentence stress. He uses sentence stress effectively in some of his utterances.</p>	<p>Rebecca maintains simple exchanges. She attempts to respond appropriately to all questions, but has some difficulty, for example when she struggles to respond to Michele's question about maths and the interlocutor's question about geography. Rebecca does not take an active role in the discussion by asking Michele for his opinions.</p> <p>Rebecca shows sufficient control of simple grammatical forms and uses appropriate vocabulary for the context. Her responses tend to be simple and her language choices are somewhat repetitive, i.e. repetition of <i>very</i>.</p> <p>Rebecca's pronunciation is mostly intelligible, although there are isolated instances of less clear words, <i>maths</i>, <i>relax</i> and frequent mispronunciation of the 'r' in <i>very</i>.</p>

### Tips for Part 2

- Remember that the first task in Part 2 is a chance to talk with your partner. Learn and practise using different question and answer expressions to help with this.
- Try to give longer answers in this part of the test. Imagine the examiner or your partner is always asking *Why?* and give them this information before they ask.

Overall

Michele	Rebecca
<p><b>Grammar and Vocabulary</b></p> <p>Michele shows good control of simple and some more complex grammatical forms, such as modal verbs and conditionals.</p> <p>He uses a range of vocabulary appropriate to the topics discussed.</p> <p><b>Pronunciation</b></p> <p>Michele's pronunciation is intelligible with generally good control of phonological features at both utterance and word levels.</p> <p><b>Interactive Communication</b></p> <p>Michele maintains simple exchanges with ease. His responses are extended and connected effectively.</p> <p><b>Global Achievement</b></p> <p>Michele handles communication in all parts of the test with no hesitation. He constructs longer utterances and demonstrates some ability to use complex language.</p>	<p><b>Grammar and Vocabulary</b></p> <p>Rebecca shows sufficient control of simple grammatical forms and uses appropriate vocabulary to talk about everyday situations. Some lapses in vocabulary knowledge cause her to abandon her utterances at times.</p> <p><b>Pronunciation</b></p> <p>Rebecca's pronunciation is mostly intelligible. Word and sentence stress patterns are generally clear and appropriate. Most, but not all, individual sounds are articulated clearly, leading to some lack of clarity.</p> <p><b>Interactive Communication</b></p> <p>With some prompting and support, particularly in Part 2, Rebecca maintains simple exchanges and communicates her ideas.</p> <p><b>Global Achievement</b></p> <p>Rebecca communicates simple information in familiar everyday situations. She produces some longer utterances but is not able to use complex language except in very familiar situations.</p>