

EXAMPLES OF SPEAKING PERFORMANCE AT CEFR LEVELS A2 TO C2

**(Taken from Cambridge ESOL's Main Suite
exams)**

CEFR Level AND COMMENTARIES

**CHRISTIAN: LEVEL C1
LAURENT: LEVEL C1**

Foreword

This document accompanies the recorded speaking performances of Christian (CEF level C1) and Laurent (CEF level C1). The two candidates are taking a Cambridge ESOL Certificate in Advanced English test (CAE). This speaking test performance was originally recorded for examiner training purposes, and is here used to provide speaking exemplars of CEF levels. The speaking exemplars used here are an additional resource (to the existing one on the Council's website) that Cambridge ESOL would like to share with other language testing and teaching professionals.

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Further information on the content and exams exemplified in these sample tests is available in the Exam Handbooks, reports, and past papers, which can be obtained via the Cambridge ESOL website, <http://www.cambridgeesol.org/>

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Christian (level C1) and Laurent (Level C1)

Christian (from the Netherlands) and Laurent (from Belgium) are taking a CAE exam. The CAE Speaking paper consists of four parts, each with a different format.

Part	Response format
1	<i>Interview</i> Part 1 gives candidates the opportunity to show their ability to use general interactional and social language and talk about their interests, studies, careers, etc. The interlocutor asks candidates for some information about themselves. Candidates then ask each other questions using prompts given by the interlocutor. The interlocutor then asks the candidates to offer their opinions on certain topics.
2	<i>Individual long turn</i> In Part 2, each candidate is given the opportunity to speak without interruption for 1 minute. Each candidate is asked to comment on and react to a different set of pictures. Candidates can show their ability to organise their thoughts and ideas and to express themselves coherently.
3	<i>Collaborative task</i> In Part 3, candidates are given oral instructions and provided with a visual stimulus (several photographs or pieces of artwork) to form the basis for a task which they carry out together. They are expected to discuss each visual, expressing and justifying opinions, evaluating and speculating, in order to work towards a negotiated decision towards the end of the task.
4	<i>Discussion</i> The topic areas from Part 3 are used as the basis for a discussion between the interlocutor and the candidates. The interlocutor directs the conversation by asking questions to broaden the discussion and encourages the candidates to discuss the issues further.

Christian: Level C1

Christian expresses himself fluently and almost effortlessly, and with a high degree of accuracy. However, there are a few errors and occasional adjustment of language; he does not produce the finer shades of meaning associated with a C2 performance.

Range (C1):

Christian has command of a broad range of language, ("*not a lot of homework and stuff*", "*I like to be fit, [...] .. I'm not a lazy person.*" "*...notes of what is going to happen with the sales and marketing, engineering...*", "*there's a guy in a tuxedo pouring some oil over something*", "*waste lying around*", "*this would have been a beach in like, I don't know, for example Hawaii, before ...*", "*exhaust fumes and stuff like that*", "*if I had a car I wouldn't have to walk to school*".). However, he occasionally needs to adjust his language when he lacks precise vocabulary, ("*spraying his...spraying his ...fields*"), can't find exactly the words he needs, ("*when it starts to rain, there's like a mud stream...*") or uses inappropriate collocations ("*a really heavy effect on the environment*").

Accuracy (C1):

A few small errors appear in a generally accurate performance ("*you know, in well shape*", "*presentating*", "*a office*", "*he tells the children stories*", "*building hotels and such*"), but in general Christian produces a high degree of accuracy over a wide range of topics ("*we should teach our kids how to deal with environmental issues like pollution, how to recycle. I mean, that could be a good start, I think.*").

Fluency (C1):

Christian communicates very naturally and spontaneously; only the more conceptually difficult areas cause

him to lose a little of the flow, for example in Part 4, especially towards the end, when he is speaking about ease and happiness.

Interaction (C1):

Christian is able to relate his contributions to others with some very natural expressions (*"Yeah, I would say the same, but..."*); he responds very naturally to his partner, helping him out by summarizing his comments, (*"yes, exactly, the environment in general"*).

Coherence (C1):

Christian links ideas clearly and naturally, with control of cohesive devices (*"Actually, I signed up for sports college in Holland next year, so it's pretty important for me", "who is presenting, [....] is effective because..."*, *"your life can be ... easy, but .. it doesn't have to make you happier, for example [....] easier doesn't have to be happier for me, I mean difficult can be fun, as well, for me"*).

Laurent: Level C1

Laurent communicates very naturally. He has sufficient range and accuracy to express himself on a wide range of subjects, with occasional slowing down when speaking about more complex issues. He could not be said to have the degree of fluency, nor the ability to express "finer shades of meaning" which would place him in the C2 band.

Range (C1):

Laurent has command of a wide range of linguistic resources (*"I don't take time to do enough sport because I'm always busy with other things", "they want to show us how we use oil and how dirty it can be [....] all these people who are working very hard and they are so dirty", "dumping rubbish everywhere", "you can't see it immediately, but maybe you will see it in the future", "maybe it was a wood before that they had to burn down .. and ... and where are the animals who lived there?"*). He uses a tag question very naturally (*"isn't it?"*).

Accuracy (C1):

Laurent demonstrates a sufficiently high degree of accuracy throughout the test, although there are a few errors (*"take attention", "a contact with the client", "animals who lived", "if you can change something in your life it can makes you more happy,"*). He corrects himself (*"to work, ...to walk, sorry"*).

Fluency (C1):

At times the delivery is slowed down and becomes rather measured: this is noticeable in the more conceptually difficult areas where coherence is maintained but at the expense of flow.

Interaction (C1):

Laurent comments on his partner's statements (*"I think it's kind of old, really...sorry!"*), and invites comment from his partner, (*"What d'you think about..."*, *"it's also the same with the last picture, isn't it?"*). He responds (*"yes indeed!", "yes, that's right", "Oh yes, I see"*), takes up his partner's comments in Part 4 very naturally (*"it depends which way, of course"*), and moves the discussion on by relating his contributions skilfully to those of his partner.

Coherence (C1):

Laurent structures his contributions coherently, using a variety of devices (*"a man who is preparing some food [....] maybe he can be creative and that's why he is doing this job."*, *"on the other hand,"*). Coherence is maintained even over longer and more conceptually demanding turns, although fluency and accuracy suffer (*"if you can change something in your life it can makes you more happy, but um.. it's like a general ...um work that you need to do, I mean like if in the past you had to work, ...to walk, sorry, to your office and now you can do it by car, it's ..its different, and I can't say that you can be happier now because maybe in the past you walked with other people in the street and you could talk together. It was maybe a bit harder, but it was different, so it's not always true."*).