

EXAMPLES OF SPEAKING PERFORMANCE AT CEFR LEVELS A2 TO C2

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

CEFR LEVEL AND COMMENTARIES

VERONICA: LEVEL B1

MELISA: LEVEL B1

Foreword

This document accompanies the recorded speaking performances of Veronica (CEF level B1) and Melisa (CEF level B1). The two candidates are taking a Cambridge ESOL Preliminary English Test (PET). 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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Veronica (level B1) and Melisa (level B1)

The two candidates selected at level B1, Veronica (from Ecuador) and Melisa (from Peru), are taking a PET exam. The PET Speaking paper consists of four parts, each with a different format.

Part	Response format
1	<i>Interview</i> The test begins with a general conversation led by the interlocutor, who asks the candidates questions about their personal details, daily routines, likes and dislikes, etc. Candidates are addressed in turn and are not expected to talk to each other at this stage. At the beginning of the test, candidates are asked to spell all or part of their name.
2	<i>Collaborative task</i> In Part 2, the test takes the form of a simulated situation where the candidates are asked, for example, to make and respond to suggestions, discuss alternatives, make recommendations and negotiate agreement with their partner. It is not a role-play activity, however, as candidates will always be giving their own views and opinions about an imaginary situation, rather than assuming an unfamiliar role. A sheet of visual prompts is given to the candidates which is designed to generate ideas and provide the basis for the discussion.
3	<i>Individual Long turn</i> In Part 3, each candidate is given one colour photograph to describe. The photographs will depict everyday situations and candidates are asked to give a simple description of what they can see in their photograph. This part of the test allows candidates to demonstrate both their range of vocabulary and their ability to organise language in a long turn lasting approximately 1 minute.
4	<i>Discussion</i> In this part of the test, the candidates speak to each other. The interlocutor sets up the task, then takes no further part. The theme established in Part 3 is now used as the starting point for a general conversation in which the candidates discuss their own likes and dislikes, experiences, etc.

Veronica: Level B1

Veronica can link phrases into connected speech to produce simple but comprehensible language. She is reasonably accurate in predictable situations, and so demonstrates a B1 level of performance. She does not produce the level of detailed description or accuracy required in a B2 performance.

Range (B1):

Veronica has sufficient range to express herself on familiar topics (*"I have a collection of dolls typical dress the countries"*. *"My favourite time is holidays and summer because I can go to the beach and enjoy the sun and the sea with my friends and with my parents"*), although there is some hesitation searching for language (*"her mother.....er cook er ...delicious cake"*, *"I prefer give a gift for a woman flowers...er... or....er...card....small card...chocolate"*).

Accuracy (B1):

Veronica's language is reasonably accurate, enabling her to express her intended meaning, although there are frequent non-impeding errors throughout (*"I am study diplomatic science, because I be studying to be an ambassador"* *"there are a grandmother."*). Meaning depends on context on one occasion (*"It's important the food, he needs to eat someone..."*).

Fluency (B1):

Veronica is able to string sentences and phrases together, although with evident pausing to organise the language (*"This is a Japanese family,....there are a grandmother, grandfather, because ...it's the birthday of a child it's all the family together... her mother cooked a delicious cake and on the table are some gifts for*

the birthday. All the family are very happy”).

Interaction (B1):

Interaction is appropriate throughout the test. In Part 2 Veronica responds appropriately to her partner and introduces her own ideas “*yeah, sure, and ...*”, “*maybe,, I think it’s more important this moment the guitar.*” She maintains the discussion on Part 4, picking up appropriately on the interlocutor’s prompt.

Coherence (B1):

Veronica uses simple connectors to link phrases coherently (“*I prefer something special, no expensive but something special...maybe flowers is OK for me maybe chocolate*”, “*I have something that is is very good for me: if someone give me is a dolls because I have a collection of dolls er with different kinds of typical dress er the different countries, and for me is very good gift*”).

Melisa: Level B1

Melisa is able to keep going and produces linked phrases with a degree of accuracy in predictable situations, but with some evident pausing to organise the language. This places her in the B1 band. She produces more connected language than would be associated with an A2 performance, but lacks linguistic repertoire to produce the sustained language associated with B2.

Range (B1):

Melisa has the linguistic resources to express herself with some confidence (“*I work in a company which export fruit and vegetable. I am quality assurance manager.*” “*There are two people. They are married. I think it the girl birthday and he give her a present.*”). There are frequent hesitations searching for language, however (“*A gift...and some flowers ... the scene is in a kitchen and she is making the breakfast, er some fruit er a cup of tea...or coffee, is a cup of coffee, and some cereals.*”, “*is important the, the, theaction.*”, “*because I think Rome is fantastic...is a beautiful city and you can find manymuseum.*”).

Accuracy (B1):

The level of accuracy is reasonable. The meaning is always clear despite frequent errors (“*The country which I most visit is Italy.....*”. “*If you don’t be worry in the ... the ...with the people, you can ...use your Walkman and listen the music that you prefer or play in a little Nintendo.*” “*And how is important relax, is important study too, and you can practice math or another science.*”).

Fluency (B1):

Melisa keeps going, and produces quite extended contributions, although there is frequent pausing to organise and repair language. Her contribution at the beginning of the last part of the test demonstrates this: (“*Well, I prefer receive small presents er... like er depend ...if is my boyfriend I prefer things that when he was walking he see,he saw this present and buy me. Er.. It’s not important if it big or expensive, it’s important the the .. the ... action ... uh huh ... and normally for a birthday I prefer to be with ...to meet with all the family. Gifts are not important because I can buy alone... my own things.*”).

Interaction (B1):

Although Melisa usually starts the discussions, she also responds appropriately. She supports her partner very naturally in the discussion tasks by showing she is following (“*uh huh, Good!*”, “*oh... that’s fantastic, very nice.*”).

Coherence (B1):

Melisa is able to link her ideas into coherent turns throughout the test (“*you have to be in a place for many hours is good if you take with you some food and water or another drink*”). Her final contribution also demonstrates this: (“*I have one present that for me is very special because is a little donkey but obviously not real and for for the cellular phone and if you push the donkey he said ‘I love you, I love you’ and for me is really...really nice. I like this ..this kind of present because are special and is not expensive, but it show how you are important for this people, ... or this person.*”).

