

EXAMPLES OF SPEAKING PERFORMANCES AT CEF LEVELS A2 TO C2

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

CEFR LEVEL AND COMMENTARIES

GABRIELA: LEVEL B2

RINO: LEVEL B2

Foreword

This document accompanies the recorded speaking performances of Gabriela (CEF level B2) and Rino (CEF level B2). The two candidates are taking a Cambridge ESOL First certificate in English test (FCE). 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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Gabriela (level B2) and Rino (level B2)

The two candidates selected at level B2, Gabriela (from Brazil) and Rino (from Switzerland), are taking an FCE exam. The FCE 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 social and interactional language and to give basic personal information about themselves. The questions which are asked relate to the candidates' own lives and focus on areas such as work, leisure time and future plans.
2	<i>Individual long turn</i> In Part 2, each candidate is given the opportunity to speak for 1 minute without interruption. Each candidate is asked to compare two colour photographs, and to make a further comment about them in response to a task that is read out by the interlocutor. A prompt is given to the candidates in the form of a direct question; this is written above the photographs.
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. Written prompts, in the form of questions, appear above the visuals on the candidates' sheet to help them focus on the task.
4	<i>Discussion</i> In this part of the test, the interlocutor again directs the conversation by encouraging the candidates to broaden and discuss further the topics introduced in Part 3.

Gabriela: Level B2

Gabriela can interact on a wide range of topics, producing stretches of language at a fairly even tempo, although with occasional hesitation. Errors she makes do not impede understanding. The range of linguistic resources she uses places her well into the B2 band, but she does not demonstrate the degree of fluency and accuracy required at C1.

Range (B2):

Gabriela has a sufficient range of language to express herself clearly, and is not obviously searching for language ("*reading their newspaper and chatting with friends*", "*my boyfriend, I used to spend time with him*", "*It might be a special time in family ... the food is very homely, it's nothing special, for guests or something*", "*chefs preparing something very exotic or special.*" "...with the water falling must be accessfull only on summer. It would be terrible to have this waters in the winter, especially here in Cambridge, it's very cold.", "*lots of things [in New York] that we just see on the television and hear about it, but I want to see if it's really that thing that they say, you know, amazing and big and noisy and relaxing at the same time, you know?*").

Accuracy (B2):

There is a relatively high degree of grammatical control: errors do not impede understanding ("*doing a cake*", "*a special time in family*", "*homeworks*", "*this waters*", "*so usual.*"). Gabriela is able to self-correct ("*the*

clients...the guests, sorry" "I'd like to learn about guitar.... play guitar".).

Fluency (B2):

Gabriela produces stretches of language with fairly even tempo, with some hesitation but no long pauses, for example in Part 2 (talking about preparing a meal). Her delivery is generally careful if at times a little slow, for example the start of Part 3 (*"Well, ...I think that... park...is essential...you know...maybe on summer days...."*).

Interaction (B2):

Gabriela interacts appropriately throughout the test. She involves her partner (*"What do you think about this, Rino?"*, *"they look a little bored, don't you think?"*), helps him out with vocabulary very naturally (*"stadium"*), responds to his ideas before introducing new topics to help the discussion along (*"yeah, sports are essential,..... and there are lots of coffee bars here..."*), and checks understanding (*"in the centre? .. maybe because...."*).

Coherence:

Gabriela generally produces clear, coherent language, using cohesive devices (*"with my friends, and my boyfriend I used to spend my time, but here it's more with my aunt and her family because I live with them. I don't have much friends here"*) and noticeably in Part 4. *"In an older one...because first of all I love history, and second um ... it's because modern city you..you don't have to do any thing, everything is in your hand and in a small city you are always enjoying the things that you're doing. Modern, you have everything there ready for you, so I'd prefer to live in a city with lots of history."*

Rino: Level B2

In global terms, Rino fulfils all the requirements of B2: he interacts confidently on a range of topics, producing reasonably accurate stretches of language at even tempo. However, his performance is not consistent across the criteria and throughout the test. At some points during the test, some aspects of his performance achieve a B2+ standard, while in other respects he performs at B1+ level.

Range (B2):

Rino has a range of linguistic resources available, (*"waterfall, "people who are walking through the park and relaxing", "talking to each other" "enjoy the whole night...dancing and drinking" "for all the people, from young to old"*) although it is not always used accurately. There is some repetition of language (*"a lot of....", "I like to"*), but he has just enough range of language to be able to express himself without much obvious searching for words.

Accuracy (B1+/B2):

Rino uses some constructions accurately, (*"That's quite nice, to go on Saturday or Sunday to a big market to go around"*) but there are frequent errors (*"free activities", "I look very much television", "an own flat", "I'd like to prefer....", "That can be a market", "taking a bath in the sea" (having a swim in the lake), "drinking something", "watching to the museums", "why you think that?", "I was a week ago in London, and I also like to go another time there, because there's a big city, a lot of things you can look, I like to see this city again"*). Although these errors do not impede understanding, he could not be said to maintain the relatively high degree of grammatical control required at B2, because there are elements of the "reasonable accuracy" associated with B1+.

Fluency (B2):

Rino's performance varies considerably during the test. For this reason, although his performance is overall in the B2 band, it is not consistently in the middle of the band. At times he expresses himself with smooth fluency associated with B2+, (for example the beginning of his long turn) but at others there are the pauses for linguistic planning associated with B1+. *"yeah, thethe pollution of the air, that's vey terriblea lot of cars, buses...andum...yeah it's not so nice... you don't have so much green areas that you can go in and walk though....a lot of noise....yeah ... that the most important."*

Interaction (B2):

Rino is able to interact by initiating and responding appropriately. He invites comment from his partner (*"Why you think that?"*), and responds to her ideas, helping the discussion along (*"yes, but the children really enjoy it"*), disagreeing politely (*"yes, but there are lots..."*) and giving a genuine, if unexpected answer to the

interlocutor's question (*"lonely? I don't think. It's lonely in a country. In a city you can do a lot of things."*).

Coherence (B2/B2+):

Rino uses some cohesive devices effectively (*"one or two hours per day, so that means..."*, *"a very big waterfall with lots of tourists in front of there who are taking photographs"*, *".. prefer because of the waterfall, it can be very dangerous..... but ..."*). However, there is some awkwardness and repetition of ideas (for example about London, *"I like to go another time..... I like to see this city again"*).

Note: Although Rino's performances did not consistently reflect one single CEFR level in certain criteria, there was still acceptably high rater agreement as to the awarded adjacent CEFR level. Such performance is not surprising since oral ability develops on a continuum whereas assessment scales work in clear cut categories.