

**Cambridge ESOL Mainsuite
and CELS Speaking
Documentation to
Accompany the
Sample Levels Video,
Collated for the use of
The Council of Europe
Language Policy Division
Strasbourg**

Table of Contents

Foreword	2
KET, CEF Level A2 Sample Interview	3
PET, CEF Level B1 Sample Interview	4
CELS Preliminary, CEF Level B1 Sample Interview material	6
FCE, CEF Level B2 Sample Interview	8
CELS Vantage, CEF Level B2 Sample Interview	10
CAE, CEF Level C1 Sample Interview	12
CELS Higher, CEF Level C1 Sample Interview	14
CPE, CEF Level C2 Sample Interview	16

Foreword

The video accompanying this documentation comprises Cambridge ESOL Mainsuite and CELS speaking material, originally recorded for examiner training purposes, and here collated for the use of the Council of Europe, Language Policy Division, Strasbourg.

This supporting documentation, which gives some information about candidate performances within the levels, should be used in conjunction with the accompanying levels video.

This material is not collated to exemplify the exams on this occasion, but to provide some examples of the levels with regard to the Common European Framework of Reference for Languages scale (CEF), levels A2 – C2, to which the exams are related.

The recordings are made available in order to facilitate standardisation training during the piloting of the Manual for Relating Language Examinations to the CEF developed by the Language Policy Division of the Council of Europe, Strasbourg.

The persons shown on these recordings gave their consent to the use of these recordings for research and training purposes only.

Permission is given for the use of this material for examiner and teacher training in non-commercial contexts.

No part of this video may be reproduced, stored, transmitted or sold without prior written permission.

Written permission must also be sought for the use of this material in fee-paying training programmes.

Further information on the content and task-types exemplified in these sample interviews is available in the handbooks, reports and past papers, which can be obtained via the Cambridge ESOL website,

<http://www.cambridgeesol.org/index.html>

or by contacting:

University of Cambridge
ESOL Examinations
1 Hills Road
Cambridge
CB1 2EU
United Kingdom

Tel. +44 (0) 1223 553355

Fax. +44 (0) 1223 460278

e-mail: ESOLhelpdesk@ucles.org.uk

KET, CEF Level A2 Sample Interview

Tomas and Masaki, Czech Republic/Japan

Neither of these young candidates is a confident speaker of English, but they make a good attempt at dealing with the tasks.

Tomas

Part 1

Tomas deals adequately with the tasks in this part. He answers appropriately and generally conveys his meaning despite some limitations in his language resources, e.g. *'maths, physics, chemis', 'one month'*. However, his answers to the questions about Cambridge and Prague are limited and the meaning is not always clear, e.g. *'nice city ... history', 'this is a better rules from bicycle', 'many tree', 'in Prague is hemis* (this may be 'chemist' to convey the idea of pollution, but it is not clear), and *'a lot of cars'*. His extended response is good but, because of lack of clarity of meaning in the first sentence and the list-like nature of the rest, is not fully effective, e.g. *'Prague is heard (heart?) of Czech in Europe. And it's nice city. Has a lot of people, cars, bus, metro, underground, train and airport.'*

Part 2

Tomas' questions are clear and generally well-formed, e.g. *'Who is your best friend?', 'How old is he?', 'Where he live?', 'He study or work?', 'What's his hobbies?'*. His answers are appropriate, e.g. *'classical', 'guitar', 'at home'*, but sometimes he does not speak clearly and details of his response are lost, e.g. *'I buy CD [mumble]'*.

Masaki

Part 1

Masaki sometimes communicates effectively, for example when he is talking about what he does in his free time and in his extended response, e.g. *'My mother is housewife, my father is French cook. I have a young brother. He's at school. He likes playing a TV game and reading a book'*. However, the communication breaks down during his responses to the questions about visiting other towns and countries due to his inadequate linguistic resources. His hesitations may sometimes demand patience of the listener.

Part 2

Masaki's questions are generally appropriate and well-formed, e.g. *'What do you play?', 'What do you buy, music CD or cassette?', 'Where do you listen to music?', 'How often ... listen to music ...?'*, although one is ambiguous: *'What do you like the best music?'*. However, his hesitations in delivering them cause strain and prevent the communication from being fully effective. After redirection from the Interlocutor, Masaki answers his partner's questions clearly and appropriately, e.g. *'his name is Michiro', 'he's 15 years old', 'listen to music and playing a TV game'*.

PET, CEF Level B1 Sample Interview

Anna Beatriz and Ekaterina, Brazil/Russia

The test shows two candidates of different nationalities who interact very naturally together and approach the tasks in a very constructive manner.

Ana Beatriz

Grammar and Vocabulary

Ana Beatriz has sufficient control of grammar and vocabulary to convey her message adequately, despite frequent basic errors in the use of pronouns, prepositions, verb forms and agreement, e.g. *'Is very cold when I live in Brazil', 'my father have eight brothers', 'I can see the people married in a garden', 'I thinks the ... your mother and ... your father and mother is pink clothes and white hat', 'but I love it Christmas, too'*. Whilst much of her vocabulary is very basic, e.g. *'hot', 'cold', 'dance', 'sleep'*, she does introduce, and use appropriately, some words directly relevant to the tasks, e.g. *'garden', 'bridge', 'seasonal', 'white dress', 'traditional', 'incredible', 'carnival', 'invited people'*.

Discourse Management

Ana Beatriz is able to communicate using a limited range of grammatical forms but is unable to handle more complex communication. Although she occasionally uses linkers to organise her ideas, her contributions in Part 2 are generally short phrases and unfinished utterances, e.g. *'maybe after the food is ... mention ... book ... first is food, second ... after books ...'* and she often resorts to gesture to convey her meaning. Her contributions in Part 3 are adequate but sometimes lack coherence, e.g. *'the woman is white dress, traditional to wedding, to ... married'*. Although Ana Beatriz manages her contributions on Carnival adequately, e.g. *'I love very much because I love dancing and this one week you dance, and you drink, and you don't sleep very well,'* she finds it difficult to sustain her utterances.

Pronunciation

Although Ana Beatriz has a number of marked problems with her pronunciation, she produces the features of spoken English well enough for broad understanding at this level. Most of her problems concern individual sounds, e.g. end consonants, *'brazi-ou'* (Brazil), *'peepou'* (people), *'carniva-e'* (carnival) and *'pen-see-ou'* (pencils), and with the production of 'th', e.g. *'tree'* (three), *'da year'* (the year), *'I agree wiff you'* (I agree with you), and 'z' *'cloze'* (clothes). Although the listener is strained by her generally poor enunciation at times, e.g. *'fer, fer'* (very, very), *'goot'* (good), this only threatens comprehensibility when she's talking about CDs. Despite her somewhat discontinuous speech, which affects rhythm, her word-stress is broadly appropriate and, on occasions, she uses stress effectively for emphasis, e.g. *'I love it'* and *'I prefer winter'*.

Interactive Communication

Ana Beatriz responds rather than initiates throughout the test, but uses appropriate interactive strategies to show interest, for example, when she asks her partner some questions about Russia in Part 1. However, her contributions in Part 2 are rather limited, as she tends to agree with her partner, and she does not seem able to develop the interaction further. In Part 4, she interacts quite well, developing the conversation to talk about her experiences of the Carnival, but she is only able to maintain communication at a simple level.

Ekaterina

Grammar and Vocabulary

Ekaterina has sufficient grammatical control and range of vocabulary to convey her message more than adequately at this level. At times, she produces effective and accurate utterances, e.g. *'Do you need warm clothes?'*, *'We cook a lot of food, and really very delicious, special food for New Year'*. However, there are problems with number, articles, prepositions and syntax which give rise to frequent basic errors, e.g. *'she's youngest than me'*, *'I think most popular will be food'*, *'a lot of children are wearing with hat'*, *'I need buy Christmas tree...'*, *'I like special day for woman in my country'*, *'I like go to birthday in other people'*. Ekaterina can, nonetheless, produce a good range of vocabulary appropriate to the tasks, e.g. *'season'*, *'sandwiches'*, *'cola'*, *'popcorn'*, *'colourful'*, *'delicious'*.

Discourse Management

Ekaterina is able to sustain connected speech in most parts of the test using an adequate range of grammatical forms. In Part 1, she uses a range of question forms, e.g. *'Which part of Brazil?'*, *'Do you have a big family or not?'*, and responds at length about the weather and seasons. In Part 2, her contributions are developed at first, e.g. *'I think most popular will be food because if school will open shop in this area I think nobody won't buy like tape or CD'*, but there is some incoherence in places, and some utterances are unfinished, e.g. *'because in school I think so, but I think...'*. In Part 4, Ekaterina maintains discourse over several utterances to talk about three different celebrations.

Pronunciation

Ekaterina produces the features of spoken English well enough to be understood with relative ease. Although she makes good use of rhythm and stress to support her meaning, using weak vowels effectively, e.g. *'mebbe'* (maybe) as well as stress for correction, e.g. *'you c'n buy ... find cheaper in another shop'*, her habit of devoicing final consonants causes a certain amount of strain for the listener, e.g. *'pence'* (pens), *'foot'* (food) and her 'v' is closer to 'w', *'foot is veri, really veri simple'* (food is very, really very simple). Other sounds which are unclear include *'aria'* (area), *'chape'* (tape), *'doo-oo'* (do you) and *'a lot of joyce'* (a lot of jewels).

Interactive Communication

Ekaterina begins well, both questioning and responding, showing interest in her partner's contributions. She leads the conversation in Part 1, covering a variety of areas (respective countries, similarities and differences, the seasons and families). In Part 2, she is able to explain her opinions and ideas clearly and give reasons, with only occasional hesitation. In Part 4, she initiates the interaction again, and although her turn is quite long she is generally sensitive to her partner, showing interest in what Anna Beatriz says about the weather and asking for further details about Carnival time in Brazil.

CELS Preliminary, CEF Level B1 Sample Interview

Elena and Fabrizia, Venezuela/Italy

This test shows two candidates who both achieve basic passes.

Elena

Grammar and Vocabulary

Elena manages to convey her ideas quite well, although she occasionally has problems finding the word she needs: for example 'thin' for narrow. She does however display a reasonable range of language, including 'my hands hurt', 'for exercise', 'obligatory', and 'more emphasis'. She shows a limited control of tenses and grammatical structures, such as 'it's faster than', but more characteristically there are frequent minor errors. These include 'I prefer don't stop', 'the people finish them jobs', 'is very easy for go', 'is' instead of 'it's', and so on.

Discourse Management

Elena communicates quite effectively, but struggles with more complex communication such as when trying to describe why maths is important ('you don't do count'). Her utterances are occasionally extended, linking her ideas most commonly with 'because'. However she frequently falls back on the use of 'no?' at the end of a sentence.

Pronunciation

Elena's pronunciation is strongly influenced by L1 features, but she can generally be understood with a little strain. She has problems pronouncing words such as 'languages' and 'early', and has difficulty with individual sounds including 'v' and 'b'; 'u' in words such as 'countries'; 'm' in 'problem'.

Interactive Communication

Elena makes some attempts to extend her ideas in both parts of the test, but generally is only able to give brief reasons and explanations before needing further prompting from the Interlocutor. She made some effort to initiate discussion in Part Two, and to involve her partner in the discussion. Her delivery is at times quite hesitant, making her interactive communication only a little more than adequate for simple communication.

Global Achievement

Overall Elena is quite confident, and is able to communicate adequately at a simple level despite frequent errors and limited linguistic resources.

Fabrizia

Grammar and Vocabulary

Fabrizia has a basic control of grammatical structures, producing some well-formed utterances such as 'the shop(s) are cheaper than....' and 'What do you think?'; she does however make frequent mistakes. Some examples are: 'I'm going' instead of 'I go'; 'have too expensive'; 'I using in school'; 'a little' instead of 'a few'. Her range of vocabulary is limited, with some inappropriacies such as 'dress shops', and 'very simple' when describing her English teaching in Italy.

Discourse Management

Most of Fabrizia's contributions are short, and she lacks a range of linking devices to extend her speech. She keeps her communication at a simple level, but she manages to communicate her ideas adequately using a limited range of language.

Pronunciation

Fabrizia's pronunciation is influenced by L1, but she speaks slowly and carefully so that she can be understood with only a little strain. She tends to add an extra sound after some words, such as 'schooluh', and has problems with some sounds: 's' instead of 'ks' in 'expensive'; 'o' instead of 'u' in 'comfortable'.

Interactive Communication

Fabrizia's contributions are consistently short, and she relies heavily on prompting from the Interlocutor, and on her partner in Part Two. She generally responds appropriately to questions but twice misunderstood and had trouble answering a 'why' question (Why do you like the supermarkets? – 'Sainsbury'. Why do you like going to the supermarkets? – 'I'm going in the city centre after the school.').

Global Achievement

Fabrizia manages to communicate her ideas adequately, despite limited contributions and a lack of range.

FCE, CEF Level B2 Sample Interview

Jihun and Estelle, Korea/France

This test shows two candidates who both give adequate performances despite some isolated difficulties.

Jihun

Grammar and Vocabulary

Jihun produces fairly consistent grammatical errors and omissions, e.g. *'I can go many museums', 'I think he might very old'* and *'somebodies'*. She produces some useful items of vocabulary relevant to the tasks, e.g. *'environment', 'pollution', 'technology'*, and at times relies on vocabulary to convey her meaning rather than sentence structure, e.g. *'I like pretty quiet, I don't like busy and crowded'*. Although her intended meanings are generally conveyed, this reliance on vocabulary sometimes results in ambiguity, e.g. *'I can do very naturally things'* [in the countryside]. However, thanks to her careful use of fixed phrases, e.g. *'in my opinion'*, her meaning is generally clear.

Discourse Management

Jihun's contributions are mostly relevant and coherent and her contributions are usually of an appropriate length. She has a tendency to repeat herself, for example in Part 1 when she is talking about how important the English language is in Korea, and also in Part 3 when she is explaining the difficulties of learning Korean. Overall, her contributions are adequate in developing the discourse.

Pronunciation

Jihun generally speaks clearly enough to be understood but has problems with certain sounds. Her intonation and rhythm break up phrases inappropriately, e.g. *'when I ^study^ in the ^city^ I can go^ many places^'*, and she stresses inappropriately at times, e.g. *'grandfather', 'grandson', 'very quite (quiet) places and very old building and very nice scenery'*. Yet she can also produce good stress and list intonation, e.g. *'de grammar and structure | and words and sounds'*. She has problems with 'f', 'p', 'v' and 'l/r', e.g. *'freefer'* and *'freeper'* (prefer) and *'pohtohgrapp'* (photograph, though she said it correctly once); *'trabul'* (travel), *'enbyronment'* (environment) and *'university'* (university); *'clouded'* (crowded). In Part 2, she is incomprehensible when she says *'and sin only piks (and in Olympics?) like a sports game'*. In Part 4, her pronunciation of *'language'* would not be easily understood without context. Also, it is not clear whether *'the younger generation (in Korea) can/can't (?) speak English very well'*. Despite these problems most meanings are conveyed effectively.

Interactive Communication

Jihun sustains the interaction by initiating and responding appropriately and keeps to the norms of turn taking throughout the test. In Part 3 she initiates well and invites her partner to speak. There is very little hesitation except in Part 4 when talking about her own language.

Estelle

Grammar and Vocabulary

Although Estelle produces fairly basic grammatical errors throughout the test, e.g. *'in country, you can'*, *'I prefer live'*, *'a lot of students say me'*, *'near of your parents'*, *'you can find a more traditional life in the country like a city'*, she uses an adequate range of grammatical forms. She introduces a number of appropriate words related to the tasks, e.g. *'entertainment'*, *'gallery'* and *'scenery'*. However, there are times, especially in Parts 3 and 4, when she clearly lacks the words to express the ideas she has in mind, often introducing inappropriacies, e.g. *'to support the noise'*, *'you being more mature'*, *'ask a solution'* and *'it's dameidge'* (meaning 'c'est damage' / it's a pity). Generally speaking, however, she manages to convey her intended meanings.

Discourse Management

Estelle's contributions are mostly relevant and of an appropriate length, although they occasionally lack coherence. In Part 2, she has difficulty in continuing her long turn and in Parts 2 and 3 reformulation affects coherence. However, her contributions elsewhere are adequate in developing the discourse, particularly in Part 4.

Pronunciation

Estelle can usually be understood but she has some difficulties with certain features of pronunciation. Word stress is often inappropriate, e.g. *'pre^{re}pare'*, *'vill^{age}'* *'pro^{blem}'*, *'so^{fa}'*, *'sur^{prise}'*, *'mat^{cher}'* (*mat^{ure}*). Spelling influences production, e.g. *'floo-a'* (flour) and *'bue-ilding'* (building). She lacks 'h', 'th' and short 'i', e.g. *'or eezatohm'* (or is at home), *'(h)appy'*, *'zay put a floo-a on zair clooze'* (they put a flour on their clothes). These problems mean that she does not always convey meaning effectively.

Interactive Communication

Estelle's performance is mixed, improving as the test progresses. She gives some appropriately extended answers in Part 1, especially when talking about her home town and her family. There is considerable hesitation in Parts 2 and 3 but this improves in Part 4. She doesn't really interact with her partner at the beginning of Part 3 but becomes more responsive as the discussion develops.

CELS Vantage, CEF Level B2 Sample Interview

Silvia and Sung Hee, Korea/Italy

This test shows a pair of candidates who both achieve good passes.

Sung Hee

Grammar and Vocabulary

Sung Hee has generally good control of basic structures and tenses. She can also construct more complex sentences, for example: 'It depends on how much time I have' and 'If I have a date or I'm going out, probably I take more time to choose the clothes'. She makes a few errors with structures: 'I'm used to wear light clothes' and with prepositions and articles: 'I separated by cold weather and warm weather', 'is it convenient by you?' and 'during the June'. She has a good range of vocabulary, which she uses appropriately.

Discourse Management

Sung Hee uses a wide range of linguistic resources when discussing the tasks. She produces extended utterances, introducing them with a variety of linking words and phrases, such as 'personally', 'on the other hand', 'as far as I know' and 'either...or'. This helps her to organise her ideas coherently and clearly.

Pronunciation

Sung Hee produces most individual sounds adequately. There are occasional difficulties caused by L1 interference, as in 'reather' for 'leather' and 'preper' for 'prefer'. Sung Hee also has some difficulty moving from one word ending with a consonant to another beginning with a consonant. She tends to insert a schwa to help her over the transition, for example: 'spend-e-time' and this affects the sentence stress.

Interactive Communication

Sung Hee interacts very well both with the Interlocutor and with her partner. At the start of Part Two, she negotiates the details of the party carefully with her partner, using appropriate questioning and agreement language and showing sensitivity to her partner's suggestions. Throughout the test she communicates her ideas effectively, requiring no assistance from the Interlocutor.

Global Achievement

Sung Hee produces effective, extended discourse throughout the test, although there are a number of minor errors in grammar and vocabulary. She can generally be understood easily although there is evident L1 interference. She discusses the tasks well, maintaining the flow of interaction with her partner and the Interlocutor. A competent performance.

Silvia

Grammar and Vocabulary

Silvia has generally good control of basic grammatical structures. She can use more complex forms too, for example: 'I've never had this kind of experience' and 'you are not forced to go out'. She is aware of accuracy and self corrects at times: 'when there are the news, when there is the news'. There are a number of errors, including 'too much expensive', 'I'd like walking', 'interested on the subjects'. She has a good range of vocabulary at her disposal and is able to use colloquial expressions appropriately, such as 'I'm full of beans'. She can also talk about wanting to 'skip' lessons although she combines this with 'classrooms' instead of 'classes'. There is some interference from Italian in her choice of words, for example: money to 'cover the depenses' and going indoors to 'repair from the rain'.

Discourse Management

Silvia uses a wide range of linguistic resources to deal effectively with the tasks. Her contributions are extended where appropriate and mostly coherent. She links her ideas with a wide range of connectors and uses conditionals to express different possibilities: 'I'm very influenced by the weather. If it's grey or it's raining, if I have something to do, I prefer avoid if it's possible'.

Pronunciation

Silvia is easy to follow, although her Italian accent does cause occasional difficulty. She has difficulty with 'h' as in 'it elps' and 'th' as in 'sunbating'. She also tends to add an extra schwa after final consonants. Consonant clusters can cause problems, for example: 'crips' and the silent 'b' in 'doubt'. Some vowels tend to be pronounced as they would be in Italian, for example: a straight 'a' in 'arrange' and two separate vowels for the 'u' and 'i' in 'juice' instead of the English diphthong.

Interactive Communication

Silvia demonstrates a good interactive ability in carrying out both tasks. She maintains effective communication and produces extended utterances when talking to the Interlocutor. She also interacts well with her partner, and is able to discuss the end of term party in a detailed and natural way. She does not need any assistance in carrying out the tasks.

Global Achievement

Although there are some inaccuracies in grammar and vocabulary and errors of pronunciation, Silvia copes well with the tasks. She maintains the flow of language and interaction competently and is able to express her ideas clearly and with humour. A good performance at this level.

CAE, CEF Level C1 Sample Interview

Dega and Evgheny, Sweden/Russia

Dega gives an adequate performance for the level and Evgheny's performance is stronger, though still within the level.

Dega

Grammar and Vocabulary

Dega makes use of an adequate range of language to deal with the tasks in a limited way. Although she makes good use of appropriate short phrases, e.g. *'step by step'*, *'I would never do that in my whole life'* and *'we haven't spoken about that'*, she does not use a wide range of grammatical forms and there are noticeable basic errors, e.g. *'I'm born in western Sweden'*, *'one person don't feel like'* and *'they all shows two persons'*. Although, on the whole, she uses words appropriately, her lexical input is no more than adequate for dealing with the tasks at this level.

Discourse Management

Dega's contributions are mostly relevant and coherent. In Part 2, she gives coherent descriptions of the photographs and comments on the similarities in the relationships or feelings. In Part 3, her contributions tend to be limited and she is inclined to depend on her partner, sometimes leaving her own sentences incomplete. Overall, her contributions are adequate in developing the discourse.

Pronunciation

Dega shows good control of sentence rhythm and stress, e.g. *'I mayda lotev nioo friens fr'm awlohva the world sinseye kaym hia'* (I made a lot of friends from all over the world since I came here). Her weak forms are natural, e.g. *'koz'* (because) and *'awlevth'm'* (all of them), and she uses appropriate catenation, e.g. *'neksto'* (next to) and *'stebighstep'* (step by step). However, some words are slurred, e.g. *'leedship'* (leadership) and *'sasesful'* (successful) and she has difficulty with 'ch' in *'shahns'* (chance) and *'shild'* (child), and occasionally with 'th', e.g. *'tree pikshaz'* (three pictures). Despite these inconsistencies, however, her utterances are clear and understandable.

Interactive Communication

Dega sustains the interaction by initiating and responding but tends to let her partner take the lead. In Part 1 she asks pertinent questions and answers appropriately. In Part 3 she is sensitive to turn-taking and invites her partner to bring the task to a conclusion, e.g. *'So if we should choose'*. In Part 4, she responds appropriately, but uses a closing strategy, e.g. *'that's it'* to end her turn, rather than developing the interaction.

Evgheny

Grammar and Vocabulary

Evgheny uses a range of complex grammatical forms correctly, e.g. *'even if you can speak this language, still it's very difficult not to have any problems'*, *'I've been living in Cambridge since September and I don't miss my country at all'* and *'you have to know how to listen to each other'*. However, he makes minor errors in many of his utterances, e.g. *'people who is going to be an actress'*, and *'you have to feel yourself that you are a team worker'*. Similarly, he uses a number of words incorrectly, e.g. *'this picture points out'* and *'the main valuables (values) for you'* but also produces a range of vocabulary which he uses effectively in dealing with the tasks, e.g. *'broaden your horizons'*, *'to integrate'*, and *'creative'*.

Discourse Management

Evgheny deals well with the tasks and his contributions are usually relevant and coherent. They are well extended in Part 1, for example when talking about living abroad permanently. In Part 2, his contributions are extended but not consistently. In Part 3 he contributes well and extends his contributions. In Part 4, his contributions are effective in developing the discourse and he is particularly coherent when talking about values in life.

Pronunciation

Evgheny speaks quite clearly but with variable control of stress patterns. Sentences are sometimes rhythmic, e.g. *'between November and April'*, *'one thing I enjoy about studying English'*, with good catenation, e.g. *'atawl'* (at all), *'gotalotev'* (got a lot of), but at other times hesitant, with broken rhythm and no catenation, e.g. *'by contrast| this picture they're| on the water'* and *'people are| in the| air'*. At times his word stress is inappropriate, e.g. *'horizons'* (horizons), *'communicate'* (communicate), yet he uses stress appropriately for emphasis when talking about getting a job, e.g. *'which you can, if you're hardworking'*. Despite the fact that some sounds are ambiguous, e.g. *'real ones'* (relations?) and some are faulty, e.g. *'steel'* (still), *'seetis'* (cities), overall meanings are conveyed effectively.

Interactive Communication

Evgheny communicates well, although there is some hesitation at times. In Part 1, he asks questions and answers appropriately. In Part 3, he is sensitive to turn-taking and asks his partner if he should begin, states his opinion and then invites her to speak. He comments on her opinion, *'you've got a point here'* and then offers his own, *'but don't you think'*. He also personalises a question to involve her, *'What do you think about yourself? Are you a leader?'* Overall, he sustains and develops the interaction effectively.

CELS Higher, CEF Level C1 Sample Interview

Catalina and Caroline, Colombia/Switzerland

This test shows a pair of candidates who achieve solid passes at CELS Higher.

Catalina

Grammar and Vocabulary

Catalina's utterances are generally sufficiently accurate for this level. She can express quite complex ideas, such as: 'he had this big dream of going to America'. She has quite a good command of phrasal verbs and colloquial phrases, for example: 'he had to go through all this...misery', 'he made it' and 'you can learn from their mistakes'. There are, however, a number of errors in verb formation and choice, as in 'when he was born he didn't had a lot of money', 'he lives happy like he always dream', 'until you have about 20 years'. She has a sufficiently wide vocabulary to express her ideas. She describes her parents as 'a support' or 'a mirror' to reflect good and bad things, but she lacks some specific vocabulary for the field of work, for example: overtime (she says 'extra hours') and a briefcase ('suitcase').

Discourse Management

Catalina produces some extended contributions, which enable her to deal effectively with the tasks. She introduces some of these with appropriate phrases, as in 'one thing I would like to add is that it's very important to have time for me'. The contributions are generally reasonably coherent and well structured and she uses a range of linguistic resources.

Pronunciation

Catalina's speech is generally easy to understand. She handles most features well and her speech rhythms are largely appropriate. She knows how to stress words for emphasis as in 'time for me'. Her L1 accent is still evident in the failure to pronounce some final consonants, for example: 'start' for 'started', and the pronunciation of words ending in 'ing' e.g. 'bein part of a team' and 'workin'.

Interactive Communication

Catalina participates well in the interaction. She responds appropriately to the Interlocutor's questions and is sensitive to turn-taking. She discusses the Part Two task sheet carefully with her partner, negotiating the prioritising of the different aspects and also suggests some other areas for discussion. There is some hesitation when she is searching for words or marshalling her thoughts.

Global Achievement

Catalina deals well with the tasks, developing her ideas in contributions which are suitably extended where appropriate and mostly coherent. Her grammar is sufficiently accurate and she has a reasonable range of vocabulary at her disposal. Her utterances can be easily understood as her pronunciation puts very little strain on the listener.

Caroline

Grammar and Vocabulary

Caroline's grammar and choice of vocabulary are mostly accurate and she is able to demonstrate control of quite complex structures: 'if I had children, yes of course I'd like to influence them... I think they would have something in common with me'. She uses a number of appropriate informal phrases, for example: 'I like the way she ... talks' and 'she's always here for me'. There are, however, some errors such as her use of 'when' for 'if' or 'which' for 'who' as in 'there are some people which...'. Errors also occur in the use of adjectives and verbs: 'they are good paid', 'I have choosen' and 'I'm dreaming to be an owner of a big hotel'.

Discourse Management

Caroline uses an adequate range of linguistic resources to discuss the topics in the test. She structures her contributions quite well so that her meaning is clear, for example: 'When (If?) you live alone then it's important to have a job, otherwise you have no money.' She expresses her ideas in a simple yet forceful style as in 'I live my way and I make my things like I think it's correct, and if somebody thinks 'oh she's done it well, I have to do that like her', then it's fine, but I'd like to make my own way not to copy somebody'.

Pronunciation

Caroline speaks clearly and with appropriate stress and rhythm. There is some L1 interference for example in the way she substitutes 'd' for 'th' in 'mother', 'father' and 'together'. She also tends to pronounce 'j' as 'ch', as in 'job' and 'enjoy'. However, her utterances are generally easily understood.

Interactive Communication

Caroline contributes effectively to the development of the interaction. She responds and initiates appropriately and works well with her partner when discussing the prompts on the work task. There is some hesitation partly when she is searching for language but also to give her time to marshal her thoughts as she obviously wants to give serious consideration to the Interlocutor's questions.

Global Achievement

Caroline produces coherent and extended contributions where appropriate. Although there are a number of grammatical errors, they do not impede the message she wishes to convey. Her pronunciation is clear and her speech can be easily understood. A competent performance at this level.

CPE, CEF Level C2 Sample Interview

Adriaan and Anna, Belgium/Poland

Adriaan produces a performance which is at the top end of the level, and Anna's performance is more than adequate.

Adriaan

Grammatical Resource

Despite making errors, e.g. *'I'm talking about, for example, lecture', 'that's the better thing of a phone call', 'how good you get along with someone'* and *'a good training'*, Adriaan uses a wide range of grammatical forms with flexibility and ease, e.g. *'your personality affects the way you communicate', 'you can see how (good) you get along with someone by looking at your silences', 'communication is also about communicating to people and with people'* and *'when you have a silence with someone you don't know, it's mostly an uncomfortable silence'*.

Lexical Resource

Despite occasionally selecting the wrong word, e.g. *'in the last years', 'a big knowledge of the topic',* and *'redundant that people of thirteen have a mobile',* Adriaan uses lexis with flexibility and ease, facilitating the expression of precise meanings. He uses informal phrase such as *'it's really a pity', 'it's rather sad', 'it's really annoying', 'in the first place'* and *'could be'*. He also uses a range of precise words and phrases, e.g. *'shy'* and *'outgoing', 'open-minded'* and *'narrow-minded'* people, *'an uncomfortable silence', 'a personality change',* something which isn't *'featured'* in the photos.

Discourse Management

Adrian is very active throughout the test in developing the discourse fully and effectively and his contributions are consistently of an appropriate length. His very full responses in Part 1 are relevant and coherent as is his input to the discussion in Part 2, particularly when giving his views about the ages at which things happen. His long turn contribution about the qualities of a good communicator is logically organised and well presented, and his input to the final discussion part of the test is well thought out.

Pronunciation

Adriaan makes consistent and effective use of stress, rhythm and catenation, e.g. *'itsrillinighs'* (it's really nice), *'hoowah'* (who are), *'biga rinfloouns'* (bigger influence). He varies intonation appropriately for lists, e.g. *'German languages ↑, Dutch ↑ and English ↓'* and also for asides, e.g. *'a singer, I don't remember who it was'*. He makes good use of stress, e.g. *'you know you can rely on each other'* and uses weakened vowels well throughout. There are one or two minor flaws with stress, e.g. *'enthuziastik'* (enthusiastic), but these do not detract from a very high standard of control.

Interactive Communication

Adriaan sustains the interaction with ease and complete flexibility by initiating and responding appropriately. He actively listens to his partner and allows his partner to respond. He is sensitive to turn taking throughout the test and there is no hesitation.

Anna

Grammatical Resource

Anna produces a number of basic errors, e.g. *'the real friends are that one who can'*, *'I don't think that mobile phones are not really necessary'*, *'it's really disturbing when you've got always that mobile phones ring everywhere'* and *'relation /relationship with'* is muddled on a number of occasions. However, she uses a range of grammatical forms, and produces some accurate language, e.g. *'you shouldn't force little children to study all day because they also need free time for their development'* and *'I would like to develop my scientific skills'*.

Lexical Resource

Anna has at her disposal a range of vocabulary which she uses appropriately e.g. *'a third world country'*, *'strict'*, *'religion'*, *'a different lifestyle'*, *'a communicator has to be open-minded'*, *'old people tend to criticise everything'*, *'conflicts between people'*, and *'the same phenomenon'*. She uses the word 'like' as in *'you are like 13,14'* and *'stuff like that'* in a very colloquial way. However, she also misuses some words, e.g. *'pass'* for 'take' (final exams), *'facilities'* (attended by young people), *'I've made that experience'* and *'do a lot of phone calls'*.

Discourse Management

Anna's contributions are relevant, coherent and adequate in developing the discourse. Despite some difficulty in expressing her ideas in Part 3, her contributions are of an appropriate length and usually more than adequate in developing the discourse, e.g. when she is discussing how children's relationships with their parents can influence their personalities.

Pronunciation

Anna's stress and rhythm are effective, for example she clarifies her answer to an ambiguous question, *'in Cam bridge, I live with a host family'* and lists the subjects she studies competently. Apart from *'impolite'* and *'exams'*, her word stress is good. However, she has some problems with sounds. She devoices final consonants, e.g. *'supohss'*, (suppose), *'ant'* (and) and *'haff'* (have) and has difficulty with 'th', e.g. *'sirteens'* (thirteenth). Overall, her utterances are easily understood.

Interactive Communication

Anna sustains the interaction by initiating and responding appropriately, although not always with ease and complete flexibility. In Part 2, she initiates and moves the discussion on in new directions. In Part 3, she listens and develops her partner's arguments, for example when talking about mobile phones and later about silences. Sensitivity to turn taking is shown throughout the test.