



UNIVERSITY of CAMBRIDGE  
ESOL Examinations

# Comments on the assigned levels in ENGLISH

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# A1

## TIFAINE & CLARA

Tifaine is 14 and is in 4<sup>ème</sup> at the Lycée Jacques Decour in Paris, where she has been learning English for seven months. She also studied English for one year (CM1) at primary school, and she speaks German and Italian. Tifaine spent one week in the UK. Her parents are French and only speak French at home.

Clara is 13 and is in 4<sup>ème</sup> at the Lycée Jacques Decour in Paris, where she has been learning English for a year and a half. She also speaks German and Italian. Clara spent two weeks in the UK. Her parents are French and only speak French at home.

<b>Duration</b> Monologue	Tifaine: 2'11 Clara: 1'11
Interaction: Total:	1'44 5'06
<b>Tifaine</b> Level A1 Nationality: Monologue: Likes and dislikes (2'11) Interaction: Family (1'44)	
<ul style="list-style-type: none"> <li><i>No, and you?</i></li> </ul> <p><b>Coherence</b>                  Tifaine's ability to link words and groups of words is limited to the use of 'and':</p> <ul style="list-style-type: none"> <li><i>and I love pasta</i></li> <li><i>and I go</i></li> </ul> <p><i>and I play</i></p>	
<b>Clara</b> Level A1 Nationality: Monologue: Likes and dislikes (1'11) Interaction: Family (1'44)	

<p><b>Range</b>                  Clara has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations:</p> <ul style="list-style-type: none"> <li><i>I am 13 years old</i></li> <li><i>I like swimming ...</i></li> <li><i>I get up at ...</i></li> <li><i>I take the metro ...</i></li> </ul> <p>Though basic, her range of vocabulary is appropriate for the topics of discussion:</p> <ul style="list-style-type: none"> <li><i>skating</i></li> <li><i>piano</i></li> <li><i>home</i></li> <li><i>cat</i></li> </ul> <p><b>Accuracy</b>                  Clara shows control of a few simple grammatical structures and sentence patterns:</p> <ul style="list-style-type: none"> <li><i>I like ice-skating very much</i></li> <li><i>And you?</i></li> <li><i>My father's name...</i></li> <li><i>Do you have ...?</i></li> </ul> <p>but there are errors:</p> <ul style="list-style-type: none"> <li><i>Have you got sister or brothers?</i></li> </ul>
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- *She's name is*
- *My mother surname is*
- *I go back to home*

### Fluency

Although Clara manages to extend her contributions, for example when talking about her sister and parents, or when talking about the things she likes to do, these are made up of very short utterances and there is much pausing to search for expressions and to repair communication.

### Interaction

Clara can ask and answer questions about personal details and interact in a simple way, but communication is extremely limited.

### Coherence

Clara can link words with very basic linear connections:

- ... and I take the metro and I walk
- ... then I eat at home then I walk to school.

# A2

## ZOFIA & CAMILLE

Zofia and Camille are 14. They are in 4<sup>ème</sup> and have been studying English for a year and a half at the Collège Lamartine in Paris. They have 3-hourly classes a week. English is their second foreign language; their first is German. They have never been to an English-speaking country. Zofia also speaks Polish.

<b>Duration</b>	
Monologue:	Zofia: 1'28 Camille: 1'24
Interaction:	2'10
Total:	5'02
<b>Zofia</b>	
<b>Level A2</b>	
<b>Nationality:</b>	
Monologue: Likes and dislikes (1'28)	
Interaction: Organising a party (2'10)	
<b>Range</b>	
Zofia uses basic sentence patterns, groups of a few words and formulae in order to communicate limited information in simple everyday situations, for example when talking about her family, her hobbies, and her daily activities. Her range of vocabulary is appropriate for the topics under discussion:	
<ul style="list-style-type: none"> <li>• <i>music school</i></li> <li>• <i>theatre</i></li> <li>• <i>opera</i></li> <li>• <i>uncles / aunts</i></li> <li>• <i>sea-sick</i></li> <li>• <i>trip</i></li> </ul>	
<b>Accuracy</b>	
<i>Zofia uses some simple structures correctly:</i>	
<ul style="list-style-type: none"> <li>• <i>I'm 14 years old</i></li> <li>• <i>We can swim, there is sun</i></li> <li>• <i>Are you sea-sick?</i></li> <li>• <i>Why do you want to go to the mountains?</i></li> <li>• <i>I play one hour a day</i></li> <li>• <i>... for example Bach, Mozart or Chopin</i></li> </ul>	
<i>However, there are errors:</i>	
<ul style="list-style-type: none"> <li>• <i>I play piano in my free times</i></li> <li>• <i>What do you do during summer?</i></li> <li>• <i>I want to go to sea</i></li> <li>• <i>On Friday I go to swimming pool</i></li> <li>• <i>I swim one hour with a pupil</i></li> <li>• <i>I made a party or spectacle</i></li> </ul>	
<b>Fluency</b>	
Zofia can make herself understood using short utterances, though there are at times pauses when she searches for expressions, and occasions when she seeks help from others.	
<b>Interaction</b>	
Zofia initiates and maintains the interaction, asking and answering questions, interacting with reasonable ease and supporting her partner throughout:	
<ul style="list-style-type: none"> <li>• Yes, they are.</li> <li>• Yes, we can, but where?</li> <li>• Yes, but ...</li> </ul>	



However, there are times when communication is misunderstood, lexically and with the sense of the message. For example in response to a question asking how often she wants to go to the sea, she replies:

- *Maybe one monat (instead of 'month')*

### Coherence

Zofia can link groups of words with simple connectors:

- *for example*
- *on Friday*
- *with*
- *because*
- *perhaps*

### Camille

#### Level A2

#### Nationality:

Monologue: Likes and dislikes (1'24)

Interaction: Organising a party (2'10)

### Range

Camille uses basic sentence patterns in order to communicate limited information in simple everyday situations. Her vocabulary is mostly appropriate for the topics under discussion:

- *piano / harpsichord / flute*
- *sport*
- *organise*
- *climb*
- *alone*

### Accuracy

Camille uses some simple structures correctly:

- *I'm 13 years old*
- *I'm in a music school*
- *... about 2 hours a day*
- *I like all sport*

but there are errors:

- *I work the piano*
- *I have swim but I have stop*
- *We can organises*
- *I want on montagne go*
- *We can ask to the English friends*
- *There is many activities*
- *We can saw the animal*

### Fluency

Camille can make herself understood. Though there is some evidence of extended responses:

- *I play the piano, the harpsichord and the flute*

most of her contributions are short utterances and there are noticeable pauses.

### Interaction

Camille can initiate, maintain and close simple, restricted conversation, asking and answering questions on a variety of topics:

- *How many times do you want to go?*
- *... because it's green and I like green*
- *... and I dislike water*

but participation is fairly restricted.

### Coherence

Camille is able to link groups of words with simple connectors:

- *and*
- *or*
- *but*
- *because*



# A2

## LUCAS & MARC

Lucas and Marc are 14. They are in 4<sup>ème</sup> and have been studying English at the Lycée de Sèvres. English is their first foreign language. Lucas' parents are French and he only speaks French at home. He has only been to England once, for two weeks. His second foreign language is Spanish.

Marc's parents are French and Italian. His grand-parents are Spanish and Portuguese. He speaks French and Spanish at home and has never been to an English-speaking country.

<b>Duration</b>	
Monologue:	Lucas: 00'56 Marc: 1'26
Interaction:	1'47
Total:	4'09
<b>Lukas</b>	
<b>Level A2</b>	
<b>Nationality:</b>	
Monologue: Holidays (00'56)	
Interaction: Organising a party (1'47)	
<b>Range</b>	
Lucas uses a range of appropriate vocabulary:	
<ul style="list-style-type: none"> <li>• <i>surfed</i></li> <li>• <i>swam</i></li> <li>• <i>older sister</i></li> </ul>	
basic sentence patterns, and groups of a few words to communicate limited information in everyday situations.	
<b>Accuracy</b>	
He uses some simple structures correctly:	
<ul style="list-style-type: none"> <li>• <i>My name's Lucas</i></li> <li>• <i>I'm 14 years old and at school I learn English and Spanish</i></li> <li>• <i>I went away to *** with a friend and we surfed</i></li> <li>• <i>Every night we played cards</i></li> <li>• <i>I want to do that</i></li> <li>• <i>I would like to eat cakes, candies</i></li> </ul>	
but still makes basic mistakes:	
<ul style="list-style-type: none"> <li>• <i>... often go out with her friends</i></li> <li>• <i>... we ate to the restaurant</i></li> </ul>	
though he does, at times, correct himself:	
<ul style="list-style-type: none"> <li>• <i>I live at .. in Sèvres</i></li> <li>• <i>... and we went .. we often went to the beach</i></li> </ul>	
<b>Fluency</b>	
Lukas can make himself understood throughout. Though his utterances are mainly short, he does at times extend his contribution, for example when he explains who he does not want to invite to the party.	
<b>Interaction</b>	
Though Lukas acknowledges what his partner says and follows this up with a further question or piece of information:	
<ul style="list-style-type: none"> <li>• <i>Thank you, and you?</i></li> <li>• <i>OK, and the music?</i></li> <li>• <i>And to drink, what do you want to drink?</i></li> <li>• <i>I don't know, maybe James, Frank ...</i></li> </ul>	

- ... but I don't want to invite Arabica, because I hate her. OK?
- participation in the interaction is fairly restricted.

### Coherence

Lukas can link groups of words with simple connectors:

- and ...
- so ...
- because ...

and develops a sense of time with phrases such as:

- for the first night
- every night

but there are times when his utterances are not completely coherent:

*So .. to the .. for the .. for the party .. what do you ..when do you want to ...*

### Mark

#### Level A2

#### Nationality:

Monologue: Holidays (1'26)

Interaction: Organising a party (1'47)

### Range

Mark uses basic sentence patterns in order to communicate limited information about himself and his family, his last holiday, and the arrangements he would like to make for the party.

### Accuracy

Mark uses some simple structures:

- I'm 14 years old
- I live in Sèvres
- At school I learn English and Spanish
- ... to my family's home
- For my last holiday
- He said it was too cold

but systematically makes mistakes:

- I went to the Morocco
- ... to look my Dad
- ... because he worked there
- ... a bit of my family
- I saw .. my ..a lot of my friend
- I play with them
- I want to go to the beach
- My father didn't want
- I not agree with him
- ... on July
- I want listen 'rock'
- ... to the fête
- ... for eat
- My parents don't want to ... that we drink alcohol
- We going to drink Cola

### Fluency

Mark mostly uses very short utterances, and despite hesitations, he makes himself understood.

### Interaction

Mark can ask questions:

- What do you want to prepare?
- Who do you want to invite?

and acknowledge what his partner says:

- I'm fine
- Yes, that's fine



- *So ... great!*  
but participation in the interaction is fairly restricted.

### Coherence

Mark can link groups of words with simple connectors:

- *because*
- *and*
- *so*

but he does not always complete his contributions:

- if you want .. er.. but ..
- ... and I don't want to er ...



# B1

## AUDREY & MATHILDE

Audrey and Mathilde are 15. They are in 2<sup>ème</sup> and have been studying English as a first foreign language in the European section of the Lycée de Sèvres. Their second foreign language is Spanish.

Audrey and Mathilde's parents are French and they only speak French at home. Audrey has been to England three times and once to Canada. Mathilde once went to the US for two weeks.

<p><b>Duration</b></p> <p>Monologue:</p> <p>Interaction:</p> <p>Total:</p>	<p>Audrey: (1'20)</p> <p>Mathilde: (1'56)</p> <p>2'45</p> <p>6'01</p>
<p><b>Audrey</b></p> <p><b>Level B1</b></p> <p><b>Nationality:</b></p> <p>Monologue: A TV programme (1'20)</p> <p>Interaction: Organising a party (2'45)</p>	
<p><b>Range</b></p> <p>Audrey has sufficient language to get by, with enough vocabulary to express herself on topics such as the TV programme she enjoys and the organisation of a party:</p> <ul style="list-style-type: none"> <li>• <i>mysterious</i></li> <li>• <i>rescue</i></li> <li>• <i>organise</i></li> <li>• <i>suspense</i></li> </ul> <p><b>Accuracy</b></p> <p>Audrey uses reasonably accurate language:</p> <ul style="list-style-type: none"> <li>• <i>... and the survivors can't communicate with anyone</i></li> <li>• <i>I think we should organise it at the end of June because ...</i></li> <li>• <i>It's just before the holidays</i></li> <li>• <i>... if she doesn't know anything about the party</i></li> </ul> <p>though errors do occur:</p> <ul style="list-style-type: none"> <li>• <i>when I am adult I would work in the advertisement</i></li> <li>• <i>I came from France</i></li> <li>• <i>It deals about a plane's crash</i></li> <li>• <i>... apart from the world</i></li> <li>• <i>... because we are not going to have work anymore</i></li> <li>• <i>What about the place to organise it?</i></li> <li>• <i>... could be a great idea</i></li> <li>• <i>... people she met in holidays</i></li> <li>• <i>I call her friends and the class</i></li> </ul> <p><b>Fluency</b></p> <p>Though pausing and grammatical and lexical planning is evident when talking about the TV programme, Audrey can keep going comprehensibly:</p> <ul style="list-style-type: none"> <li>• <i>During the weekend I like going to the cinema with my friends or spending time with my family, riding horses and listening to music</i></li> </ul> <p><b>Interaction</b></p> <p>Audrey initiates by asking questions which change the focus of the conversation:</p> <ul style="list-style-type: none"> <li>• <i>What about organizing a party for Lucy?</i></li> <li>• <i>What do you think about buying something with the others?</i></li> <li>• <i>Who can we invite?</i></li> </ul>	



She maintains and closes simple face-to-face conversation on the topic under discussion:

- ... and what could we do at this restaurant?
- If it's a costly restaurant, we can choose the menu for everyone
- Yes, maybe her friends
- ... you reserve the restaurant

### Coherence

Audrey can link a series of shorter, discrete simple elements into a connected, linear sequence of points, particularly when talking about the TV programme.

### Mathilde

#### Level B1

#### Nationality:

Monologue: A film (1'56)

Interaction: Organising a party (2'45)

### Range

Mathilde has sufficient language to get by, with sufficient vocabulary to express herself with some hesitation on topics such as the film she likes and the planning of the party:

- suburbs
- who can't stand
- society
- an attractive restaurant

### Accuracy

Although there are errors:

- He begin to travel in America
- ... people very glad
- He find a little house in the mountain
- He can't return in his house
- ... talking about a man lonely
- ... his birthday
- ... €20 by person
- ... and everyone have to sign up the T-shirt
- I don't tell anyone anything

Mathilde produces reasonably accurate language:

- I like doing sports like basketball or handball
- ... so he decided to go to Alaska
- ... he is alone
- He meets many people
- People are very friendly with him
- ... the river blocked him
- ... but it's a very good film
- We could sing ... we could dance, there is music
- ... and people are friendly
- We can invite her class

### Fluency

Even though pausing and grammatical and lexical planning and repair is evident, Mathilde can keep going comprehensibly:

- During the weekend I like going to the cinema or spending time with my friends, with my family
- I think we can buy an enormous teddy bear and buy a T-shirt for it
- Yes, because it's going to be too complicated if we don't do it

### Interaction

Mathilde takes a full part in the interaction by initiating:

- When do you think it's a good idea to organise it?
- What do you think about the food?

maintaining:



- *I know a good restaurant in Paris*
- *Can you call them?*

and closing the conversation:

- *I think it's a good idea*
- *Oh, yes*
- *OK, no problem*

### Coherence

Mathilde can link a series of shorter, discrete simple elements into a connected, linear sequence of points using a range of cohesive devices:

- *so ...*
- *but ...*
- *or ...*
- *because ...*

# B1

## AMÉLIE & THÉO

Amélie and Théo are 15. They are in 2<sup>ème</sup>. They have been studying English as a first foreign language in the European section of the Lycée de Sèvres for five years. Amélie and Théo's parents are French and they only speak French at home. Their second foreign language is Spanish.

Théo went to the UK for one week, and Amélie for two weeks. She also went to the US for two weeks.

### Duration

Monologue:	Amélie: 3'13 Théo: 3'15
Interaction:	3'01
Total:	9'29

### Amélie

#### Level B1

#### Nationality:

Monologue: A book (3'13)

Interaction: Organising holidays (3'01)

### Range

Amélie has enough language to get by, using a range of structures :

- *I don't know*
- *It takes place*
- *in the thirties*
- *I like watching*
- *I read*
- *who wants to change society*
- *he can't answer*
- *he's listening*

and vocabulary

- *principal character*
- *mute*
- *dreams*
- *political visions*
- *hiking*
- *tents*

### Accuracy

Amélie's use of language is reasonably accurate:

- *They talk about how they want to improve*
- *The parents can't afford it ...*
- *I don't know what job I want to do ...*
- *He doesn't talk much*
- *I don't want to spend my holidays on the beach doing nothing*

but there are some errors:

- *... do nothing all the day*
- *... to take a decision*
- *I choose to talk about...*

some of which confuse the listener:

- *The mute erm has friends a lot er like a girls who want to become a musician but their parents...*

### Fluency

Amélie can keep going comprehensively, though pauses for grammatical and lexical planning and repair, and the constant use of fillers (*er, erm*), is evident in both her monologue and dialogue.



### Interaction

Amélie initiates and maintains conversation and responds appropriately and spontaneously to her partner's contributions:

- *But we already went to Spain last year*
- *We can't go in the same place each year*
- *I want to discover things and people*
- *Don't be silly*
- *Oh! It would be amazing*
- *It's boring*

### Coherence

Amélie can link series of shorter, discrete simple elements into a connected, linear sequence of points, for example when talking about the book she read in English and when she explains why she wants to spend her holiday in Thailand.

### Théo

#### Level B1

#### Nationality:

Monologue: A TV series (3'15)

Interaction: Organising holidays (3'01)

### Range

Théo has enough language to get by, with sufficient vocabulary to express himself on topics such as who he is, what he wants to do, the TV series and planning a holiday.

- *I like music, the cinema, watching TV and computer, of course*
- *a scientific Bach*
- *... named 'Skins'*
- *teenagers and teenagers' problems*
- *... characters are very specific*
- *episode*
- *season*
- *subtitles*
- *society*

### Accuracy

Théo's use of language is reasonably accurate:

- *The scene takes place in Bristol in England*
- *I watch the episodes in it with French subtitles*
- *Yeah, but there is a lot of sun, there is the beach*
- *Yes, that's a holiday*

Although there are errors:

- *... in informatic*
- *I decided to talk about*
- *... and of course they play very good*
- *I discovered this serie by a friend*
- *So I watch it on internet*
- *The series diffuse on E4*
- *But what you want to do in Thailand?*
- *... camping in Thailand, that's not the holiday*

he is, at times, able to correct his mistakes:

- *So there is ... there are teenagers*
- *The season one is .. the first season is finished*
- *... we're going to the ... a beautiful hotel*

### Fluency

Théo can keep going comprehensibly, especially when talking about the TV series, even though pausing for grammatical and lexical planning is very evident

- *Each episode is ... talks about one character, his life, his personality, his friends*
- *I think it's better to understand the real voice of the character and so the real language*

### Interaction

Théo initiates

- *If we don't agree, why not staying in Sèvres?*

maintains:

- *I thought about a trip in Spain near Barcelona*

closes the conversation:

- *No, we go for camping in Spain*
- *There's the cinema, friends, yeah.*

and invites his partner to comment:

- *Do you agree?*

### Coherence

Théo can link a series of shorter, discrete, simple elements into a connected, linear sequence of points, particularly when talking about the TV series, with the use of simple connectors:

- *and*
  - *so*
  - *but*
- you know*

# B1/B2

## SIMON & TIENNOT

Simon and Tiennot are 14 and are in 3<sup>ème</sup>. They have been studying English as a first foreign language in the European section of the Lycée de Sèvres. Simon and Tiennot's parents are French and they only speak French at home.

Simon lived in London for three years where he went to the French Lycée and Tiennot lived in Brazil where he studied English by correspondence

<b>Duration</b>	
Monologue:	Simon: 1'21 Tiennot: 1'40
Interaction:	3'25
Total:	6'26
<b>Simon</b>	
<b>Level B1</b>	
<b>Nationality:</b>	
Monologue: A film (1'21)	
Interaction: The ideal partner (3'25)	
<b>Range</b>	
Simon has a sufficient range of language to describe the main points of an idea with reasonable precision and to express his thoughts on topics such as the film he has enjoyed and the qualities of an ideal girlfriend. His vocabulary includes:	
<ul style="list-style-type: none"> <li>• <i>weird</i></li> <li>• <i>action</i></li> <li>• <i>romance</i></li> <li>• <i>good-looking</i></li> <li>• <i>humour</i></li> <li>• <i>personality</i></li> <li>• <i>cool</i></li> <li>• <i>shy</i></li> <li>• <i>casting</i></li> <li>• <i>personal</i></li> <li>• <i>pleasure</i></li> </ul>	
<b>Accuracy</b>	
Although there are errors:	
<ul style="list-style-type: none"> <li>• <i>There's a lot of thrill</i></li> <li>• <i>That's not the most important (thing)</i></li> <li>• <i>How do you think she must clothe herself?</i></li> <li>• <i>What clothes must she wear?</i></li> </ul>	
Simon communicates with reasonable accuracy:	
<ul style="list-style-type: none"> <li>• <i>Hello, my name is Simon, I'm 13 and I like football</i></li> <li>• <i>I'm going to talk to you about ...</i></li> <li>• <i>I think you all know the film</i></li> <li>• <i>If you haven't seen it, you must see it because</i></li> <li>• <i>You don't know what's going to happen</i></li> <li>• <i>They act really well</i></li> <li>• <i>It's a film for teenagers, of course</i></li> <li>• <i>She must be ... well .. good-looking, of course</i></li> <li>• <i>Her personality must be really cool</i></li> <li>• <i>There's good casting ... there's a good cast</i></li> </ul>	
<b>Fluency</b>	
Simon can express himself with relative ease:	



- ... and there's a lot of action, and there's even a bit of romance so a film for everyone, even the girls

- She has to be fun, she has to have a great sense of humour

Even though pausing is evident:

- It's a bit complicated to understand, but when you understand it, you're like ... what? how can it be like this? It's just weird

he is able to keep going effectively without help.

### Interaction

Simon keeps the conversation going by intervening to check and confirm information, and by taking his turn appropriately

- Really? But there's pleasure also?
- But you want to get married and have children and all?
- And you?
- Yeah, of course, we're a bit young for this

and by ending the conversation when he needs to:

- Well, it's a bit personal
- I'm not sure

### Coherence

Simon can link a series of shorter, discrete simple elements into a connected, linear sequence of points:

- You're with the story, and you enter in it, and it's really enthusiastic
- She can be shy, but when a girl is shy, you know ...

### Tiennot

#### Level B2

#### Nationality:

Monologue: A TV programme (1'40)

Interaction: The ideal partner (3'25)

### Range

Tiennot has a sufficient range of language to be able to give clear descriptions and express viewpoints, for example when talking about the TV programme he likes to watch:

- It's about someone who comes from another planet and who has extraordinary powers
- It's a bit repetitive
- He has to hide his powers

without much conspicuous searching for words, and using some complex sentence forms to do so:

- I don't like not knowing what to do
- I miss being alone

### Accuracy

Tiennot shows a relatively high degree of grammatical control:

- I like sports and to socialize with people
- I like listening to music
- So, it's like a balance
- I really don't care about that

There are errors, but these do not generally cause misunderstanding:

- ... my brother footsteps
- It's an experience you must have done at least one ... once in your life
- A TV programme my sister watch
- ... on each episode
- from the society
- I like when the girl has a special appearance
- She has some characters on her face
- ... that is very different from every other girls
- I like when I get along well with the girl
- I think for the girl it's OK

### Fluency

Despite errors, Tiennot produces stretches of language with a fairly even tempo:



- *I'd like to walk in my brother footsteps and just have a professional life later*
- *He helped people, protects them and saved them from every situation, every trouble they get in*
- *It's better when she is not shy 'cause it's easier to get on with her*
- *For the moment I am in love and I think it causes a lot of problems*
- *I just doesn't want her to show every part of her body to everyone*
- *Because sometime you just think about it and it takes all ... all you have in your mind*

Although he can be hesitant at times as he searches for patterns and expressions, there are few noticeably long pauses.

### Interaction

Tiennot can initiate discourse:

- *Do you often fall in love?*

take his turn when appropriate:

- *But for us ... no!*
- *I hope I will, but not yet*
- *I agree*

end the conversation when he needs to.

- *... but that's all*

and he helps the discussion along by confirming comprehension:

- *Excuse me?*
- *You don't want to talk about it?*

### Coherence

Tiennot uses a limited number of cohesive devices into link his utterances into clear, coherent discourse:

- *so*
- *that*
- *and*
- *because*
- *for the moment*

# B2

## SYLVIA & PAUL

Sylvia is 17 and Paul 15. They are in 1<sup>ère</sup>. They have been studying English as a first foreign language at the Lycée franco-allemand of Buc for six years. Sylvia spent one month in the US and two weeks in Cardiff. Her mother is German.

Paul's parents are French and Chinese. He spoke Chinese at home until he was six and then French. He went to Cardiff for two weeks. Sylvia and Paul both speak German and Paul is also studying Latin.

<b>Duration</b>	
Monologue:	Sylvia: 2'15 Paul: 2'57
Interaction:	4'30
Total:	9'42
<b>Sylvia</b>	
<b>Level B2</b>	
<b>Nationality:</b>	
Monologue: A film (2'15)	
Interaction: Organising holidays (4'30)	
<b>Range</b>	
Sylvia has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so:	
<ul style="list-style-type: none"> <li>• <i>It deals with a guy</i></li> <li>• <i>it would be a better idea</i></li> <li>• <i>main character</i></li> <li>• <i>actor</i></li> <li>• <i>shopping</i></li> <li>• <i>museums</i></li> <li>• <i>boring</i></li> </ul>	
<b>Accuracy</b>	
Sylvia shows a relatively high degree of grammatical control:	
<ul style="list-style-type: none"> <li>• <i>I speak English, French and German</i></li> <li>• <i>I like to dance, to go to the cinema, to read</i></li> <li>• <i>I don't like to go to school, but ...</i></li> <li>• <i>I don't know what I'm gonna do later</i></li> <li>• <i>I wanna talk about a movie I think everyone should have seen, it's a very recent movie, and it's 'Into the wild'</i></li> <li>• <i>I think it came out one month ago</i></li> <li>• <i>It's a very long movie</i></li> <li>• <i>He's a young and new actor, but I like him</i></li> <li>• <i>It's very interesting, the music is good, too</i></li> <li>• <i>In the wild you only see trees and the sky</i></li> </ul>	
Though she does make errors, these do not generally cause misunderstanding:	
<ul style="list-style-type: none"> <li>• <i>... maybe in diplomacy or politic</i></li> <li>• <i>It's lasts two hours and a half</i></li> <li>• <i>So, during one year he goes alone in the Alaska</i></li> </ul>	
<b>Fluency</b>	
Sylvia produces stretches of language with a fairly even tempo:	
<ul style="list-style-type: none"> <li>• <i>It deals with a guy who goes into the wild because he thinks this is the real life, he wants a new experiment and he wants to say that he doesn't agree with our society and his parents and all</i></li> </ul>	
Although she can be hesitant at times as she searches for patterns and expressions:	
<ul style="list-style-type: none"> <li>• <i>I dunno, it's ... you don't know what can happen if we are, yes, in the wild and something happens to you, I don't wanna do it, we don't have internet, or I really, do you ... it's possible to</i></li> </ul>	

*live a month, during a month without internet or a telephone*  
there are few noticeably long pauses.

### Interaction

Sylvia initiates discourse and takes her turn when appropriate:

- *What? Are you sure?*
- *I don't know ... you're not sure it's gonna to be safe*
- *I don't think you could really protect us if a bear comes*
- *Yes, but we could go to New York, or something like that. It's so big. It's ... everyone goes there. I wanna go there.*

She ends conversation when she needs to:

- *Yeah. That's for sure*
- *But China is full of communists*
- *Yes, you're right*

She helps the discussion along on familiar ground, confirming comprehension:

- *The next holidays, yes*
- *Yes, but, because it's not the same town, you can learn about another society and new people*
- *To the beach?*

and invites her partner to comment:

- *Where do you wanna go during the holidays?*
- *Do you think that's interesting?*
- *Yes, New York is a good idea, or go to the beach ?*
- *Where do they have a beautiful beach?*
- *Yes, OK. Let's go to London, or ... ?*

### Coherence

Despite the occasional lack of coherence:

- *'Cause you, you see all thing the same, all is the same, the trees, all everything*

Sylvia is able to use a number of cohesive devices into link her utterances into clear, coherent discourse.

- *but*
- *and*
- *too*
- *maybe*
- *because*
- *or*

### Paul

#### Level B2

#### Nationality:

Monologue: A work experience (2'57)

Interaction: Organising holidays (4'30)

### Range

Paul has a sufficient range of language to be able to give clear descriptions and express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so:

- *conceive*
- *design*
- *web application*
- *remote working*
- *team*
- *developers*
- *designer*
- *architect*
- *an experience of leading*
- *I'd like to do the same*
- *... if you go into the wild*
- *... we could make a movie about it*



### Accuracy

Paul shows a relatively high degree of grammatical control:

- *I'm in the same class as Sylvia*
- *I speak French, German, English and Chinese*
- *... see what happens*
- *... but it can bring a lot of money so ... so I guess it's OK*
- *... it brought me lots of money and something I have to put in my Curriculum Vitae*
- *I think it was a nice experience*
- *... we could bring some friends*
- *... he could go with us*
- *If you go into the wild*
- *You know Iran, since he's African, he may not know the ... nor ... the north very well*

The errors which he does make do not generally cause misunderstanding:

- *I just go on with my studies*
- *I tell you about an experience I had at the work place*
- *During the summer I work as a web designer*
- *... in contact with the nature*
- *... so this could be impressing for him*

### Fluency

Paul produces stretches of language with a fairly even tempo. Although he can be hesitant at times as he searches for patterns and expressions, there are few noticeably long pauses:

- *I like quite a lot of things, so ... art, I got a degree in music, so I'm going to pursue some ... some piano er some piano studies*
- *I like painting ... dunno ... information technologies, really a lot of things, but I dislike communists*
- *What I want to do in the future? I want to do something like ... something that has to do with technology, I don't, I still don't know*
- *I think it's er it's very interesting because it's a different conception of, of working, because, you know it's called the remote working, it means that you don't see each other, you don't see, you don't see your boss, you don't see the one you work for, so just with a telephone and by internet, you know*
- *So, if you want to go shopping you can go to ... so, can go to the centre of Beijing ... and besides, if you want to go to ... to go for tourism, and to see new thing, it's always interesting in China because there are lots of ...*
- *When you talk about America, I think we'd better go to, to England, 'cause in England they speak Queen English, so it's far better*

### Interaction

Paul can initiate discourse:

- *So, maybe we could make a compromise*

take his turn when appropriate:

- *Yeah, but we all live in big towns like Paris, so why, why bother going to such a town for a holiday?*
- *Yeah, but I'm here to protect*
- *You know I ... I crush bears every morning for our, for breakfast*
- *Yes, but New York is full of capitalists*

end conversation when he needs to:

- *You're right*

and can help the discussion along on familiar ground, confirming comprehension, and inviting his partner to comment:

- *Which holidays, you mean the summer ... you mean the summer holidays?*
- *Like what?*
- *No, no, I was meaning somewhere like in China*
- *You know, it's very different from here*
- *So, do you have another idea?*
- *Or Cardiff?*

### Coherence

Paul uses a limited number of cohesive devices into link his/her utterances into clear, coherent discourse.



- *also*
- *but*
- *I already said*
- *since*
- *because*
- *and besides*
- *finally*

# B2

## THEO & BLANDINE

Théo is 14 and is in 3<sup>ème</sup> at the Collège International de Sèvres where he has been learning English as a first language. Théo lived in Singapore for two years but was at the French lycée where he studied English five hours a week.

Blandine is 14 and is in 3<sup>ème</sup> at the Collège International de Sèvres where she has been learning English as a first language. She lived in England for five years and went to an English school from the age of 3 to 8. When she came back to France and was at primary school, she learned English on Wednesday mornings in the system of mini-schools.

<p><b>Duration</b>                  Monologue:                  Interaction:                  Total:</p>	<p>Théo: 2'10                  Blandine: 2'20                  3'35                  8'05</p>
<p><b>Théo</b>  <b>Level B2</b>  <b>Nationality:</b>                  Monologue: A celebrity (2'10)                  Interaction: Internet (3'35)</p>	
<p><b>Range</b>                  Théo can express himself clearly on a wide range of topics, in both his monologue and his interaction, without much sign of having to restrict what he wants to say. This is demonstrated in his use of expressions such as:</p> <ul style="list-style-type: none"> <li>• <i>without distinction</i></li> <li>• <i>piracy</i></li> <li>• <i>virus</i></li> </ul> <p>and in his choice of vocabulary when talking about Che Guevara.</p> <p><b>Accuracy</b>                  Théo shows a relatively high degree of grammatical control:</p> <ul style="list-style-type: none"> <li>• <i>I would like to become an architect</i></li> <li>• <i>This important personality came from Argentina</i></li> <li>• <i>He wanted to do something about it</i></li> <li>• <i>He then became the famous revolutionary we all know</i></li> <li>• <i>He's often presented as a symbol of anarchy</i></li> <li>• <i>His real goal was to achieve</i></li> <li>• <i>Did you ever happen to be a victim of ... ?</i></li> <li>• <i>I currently have no access to the Internet</i></li> <li>• <i>... but when I had, I often went on MSM</i></li> <li>• <i>I prefer to let go of that habit</i></li> <li>• <i>They can be considered illegal or just ..</i></li> <li>• <i>To prevent us from wasting time</i></li> <li>• <i>... some of the people, we know, pretend to be someone they are not</i></li> </ul> <p>Apart from when Théo talks about the internet being:</p> <ul style="list-style-type: none"> <li>• <i>quite practical to prevent us from wasting time on books if we don't even know the books as the information we look for</i></li> </ul> <p>the errors he does make do not generally cause misunderstanding:</p> <ul style="list-style-type: none"> <li>• <i>All kind of music</i></li> <li>• <i>He undertook a travel</i></li> <li>• <i>'égalité' instead of 'equality'</i></li> <li>• <i>It took me too much time</i></li> <li>• <i>unappropriate</i></li> <li>• <i>'all the world' instead of 'the whole world'</i></li> </ul>	

and he can correct his mistakes: '

- *He's died 30 years/ He has been dead for 30 years now...*
- *... the world remembers him as someone who is/ was ready to die for his convictions.*

### Fluency

There are times when Théo hesitates to search for ideas, for example when talking about some of the internet sites he visits being inappropriate or dangerous. However, on the whole he produces stretches of language with a fairly even tempo and his pauses to search for patterns and expressions are not noticeably long.

### Interaction

Théo initiates discourse by asking his partner questions on a variety of topics and takes his turn appropriately. He acknowledges his partner's contributions:

- *Oh, I see*

and helps her when she doesn't find the word 'virus'. He helps the discussion along by agreeing and disagreeing and then justifying his opinions:

- *Yes, and ...*
- *Yes, however, I think ...*
- *Yeah, that's true, everybody should know the dangers ...*

### Coherence

Théo's description of Che's life is linear, but it is coherent. He uses a range of connective devices, particularly in the interaction:

- *So ...*
- *And now I am going to talk to you about...*
- *either... or*
- *However, I think ...*

### Blandine

#### Level B2

#### Nationality:

Monologue: A film (2'20)

Interaction: Internet (3'35)

### Range

Blandine has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so. She tells the story of the film 'Into the wild' with enough details to raise the interest of the listener. She also has quite a good range of vocabulary:

- *deep*
- *poisonous*
- *to do research*
- *virtual*
- *chatting*

### Accuracy

Blandine shows good grammatical control:

- *... and then came back to France*
- *I've done it for 6 years now*
- *It's a film about a young man leaving his family and friends to go and live in Alaska by himself*
- *He lives there for about 6 weeks*
- *I think it's a good way to get informed easily*
- *It's really useful to do research on countries*
- *We had to change our computer*
- *We can easily be shocked by images*
- *He learns how to kill animals*
- *... how to eat them without being ill*
- *There's no more animals for him to eat*
- *He has to eat plants*
- *He eats a plant that he shouldn't have eaten*
- *It makes him very ill*



- *It should be with moderation because too much could be dangerous*
- *We don't see time pass*

There are occasional slips and minor flaws in sentence structure, but they are rare:

- *I've lived in England for 5 years*
- *... alone in nature*
- *'disinstall' instead of 'uninstall'*
- *We don't have many time to see our friends*

### Fluency

Blandine can produce stretches of language with a fairly even tempo. There are times when she hesitates to search for expressions, for example she finally says *'champions'* in the monologue and her partner supports her with *'virus'* in the interaction, but on the whole, there are few noticeably long pauses.

### Interaction

Blandine can initiate discourse, take her turn when appropriate, and end the conversation when she needs to. She helps the discussion along, confirming comprehension and extending the topic:

- *Yeah, it's true that ...*
- *Yeah, sure, it's good to use it*

asks her partner for his views:

- *What about you?*

and anticipates what he is going to say:

- *... young people*

### Coherence

Blandine uses a number of cohesive devices to link her utterances into clear, coherent discourse.

Many are fairly basic:

- *so*
- *and*
- *but*
- *because*
- *then*
- *finally*
- *unfortunately*

but she also uses expression such as:

- *I am now going to talk about*
- *... and it's really interesting to see*
- *He dies at the end*
- *Well I think ...*



# B2/C1

## PAUL & CHARLOTTE

Paul is 16 and Charlotte 15. They are in 2<sup>ème</sup>. They have been studying English as a second foreign language at the Lycée franco-allemand of Buc. Paul's parents are French. He spent twelve years in Germany and one month in the US.

Charlotte's parents are French and American. She has been to Boston several times. They both speak German. Paul is also studying Spanish.

<b>Duration</b>	
Monologue:	Paul: 1'39 Charlotte: 1'37
Interaction:	6'43
Total:	9'59
<b>Paul</b>	
<b>Level B2</b>	
<b>Nationality:</b>	
Monologue: A film (1'39)	
Interaction: Organising holidays / The ideal partner (6'43)	
<b>Range</b>	
Paul has a sufficient range of language to be able to give clear descriptions and express viewpoints, for example when talking about his choice of film. He rarely needs to search for words and offers:	
<ul style="list-style-type: none"> <li>• <i>denunciation</i></li> <li>• <i>the cruelty of war</i></li> <li>• <i>snowboarding</i></li> <li>• <i>tolerant</i></li> <li>• <i>strong personality</i></li> </ul>	
and uses some complex sentence forms:	
<ul style="list-style-type: none"> <li>• <i>Even if I don't read that much, I'd like to work in journalism</i></li> </ul>	
<b>Accuracy</b>	
Paul shows a relatively high degree of grammatical control:	
<ul style="list-style-type: none"> <li>• <i>My interests are rugby, music and especially my friends</i></li> <li>• <i>I really like to have fun with my friends</i></li> <li>• <i>I really like watching films and I hate reading</i></li> <li>• <i>... and how people lived during the war</i></li> <li>• <i>In February it's the only chance you can get to go skiing</i></li> <li>• <i>That's too lazy for me</i></li> <li>• <i>Sports and sun, that's a good combination</i></li> <li>• <i>I'd really prefer</i></li> <li>• <i>It's not polite to eat in your bathing suit</i></li> <li>• <i>... she has to make me laugh</i></li> <li>• <i>... to say what she thinks and stuff like that</i></li> </ul>	
The errors he makes do not cause misunderstanding:	
<ul style="list-style-type: none"> <li>• <i>I choose the film ...</i></li> <li>• <i>... 'cause it takes too many time</i></li> <li>• <i>But you don't have vacation in March or April</i></li> <li>• <i>... 'cause you're sweating too easily</i></li> <li>• <i>... to go to mountain</i></li> <li>• <i>... parties at the evening</i></li> <li>• <i>... like if he's, if he's somebody who's just cares about one thing like computer or sports or something like that ...</i></li> <li>• <i>... like succeed to what she wants</i></li> <li>• <i>... in your hotel in the mountain, there may be, also might be a pool</i></li> </ul>	

### Fluency

Paul produces stretches of language with a fairly even tempo:

- *First of all, I like history, to see how people lived, and how hard it must have been to fight in this war, to be face-to-face with someone you don't know and you have to kill him*
- *She has to be intelligent, she has to be funny, and if she was good looking, it would not be bad*
- *... and just one thing I wanted to add is ... my friends have to like her 'cause if you have a girlfriend who your friends don't like, it's like ... war*

Although he can be hesitant at times as he searches for patterns and expressions, there are few noticeably long pauses.

### Interaction

Paul can initiate discourse:

- *.. you said something like she has to have ambitions*

take his turn when appropriate and end the conversation when he needs to:

- *Oh come on. You can do that during the summer*

He helps the discussion along on familiar ground, confirming comprehension and agreeing or disagreeing:

- *Yeah, that's a great idea*
- *Yeah, I know what you mean*
- *Yes, but ...*
- *Yeah, that's true*

and inviting his partner in:

- *When would you think about going skiing?*
- *I don't know, you can decide, ladies first*
- *What about you?*

### Coherence

Paul uses a limited number of cohesive devices to link his utterances into clear, coherent discourse.

- *'cause*
- *and*
- *but*
- *like if*
- *just one thing*

### Charlotte

Level C1

Nationality:

Monologue: A book (1'37)

Interaction: Organising holidays / The ideal partner (6'43)

### Range

Charlotte has a good command of a broad range of language which allows her to express herself clearly on a wide range of topics without having to restrict what she wants to say. Her vocabulary includes:

- *horse-back riding*
- *watching movies*
- *going to concerts*
- *having fun with my friends*
- *bathing suit*
- *sun bathe*
- *boring*
- *handsome*
- *smart*
- *ambitions*
- *racist*
- *smoking*
- *drinking*

### Accuracy

Charlotte makes very few errors:

- *musics*



- *a book I've liked*
  - *he has to have a good behaviour*
- and consistently maintains a high degree of grammatical accuracy:
- *I don't really like going to school*
  - *Later, I'd like to be a journalist, even if I don't like Geography*
  - *We should go on vacation*
  - *I don't even like skiing*
  - *School is tiring, we're all tired, we're all dead*
  - *... interested in things*
  - *He has to know what's happening in the world*
  - *Those boys aren't interesting at all*

### Fluency

Charlotte expresses herself fluently and spontaneously, almost effortlessly:

- *It's a really funny book, it's about a teenager who's 15 or 16 years old*
- *You can do sports in the sun – you can play tennis, you can do thousands of things - you can ski on the water*
- *We just want to go out in the sun and lay down next to the pool and just do nothing for 2 weeks*
- *I want him to be open to a lot of things, a lot of people*
- *A real relationship is speaking and knowing each other and being able to do things together*

### Interaction

Charlotte takes a full part in the interaction, questioning her partner's opinions:

- *Too lazy for you?*

responding to what he says and offering her own views:

- *No, it's even better 'cause it's cold outside*
- *You can go skiing in March or April*
- *Well, yes you do – Easter vacation*
- *Listen, do you really want to do sports?*

and anticipating what he is about to say:

- *... not to hide everything*
- *... be a hypocrite*

### Coherence

Charlotte produces clear, smoothly flowing, well structured speech, showing controlled use of organizational patterns, connectors and cohesive devices:

- *She lives in ... I think it's London or something like that*
- *I don't want to go and be cold again, it's cold enough here*
- *... like those guys who are like handsome and all the girls are crazy about them but actually they don't care about anything except their computer or rugby*

# C1

## ALIZÉE & MARIE

Alizée is French. She is 17 years old and in the final class at the Lycée de Sèvres. She speaks French at home and sometimes English. She spent two years in London, three semesters in Ireland and a month in Australia. She has been studying English for ten years and also speaks German.

Marie is French. She is 17 years old and in the final class at the Lycée de Sèvres. She speaks French at home. She spent four years in the USA and 6 years in Hong Kong. She has been studying English for fourteen years in Franco/American schools in the USA and Hong Kong and at the SIS de Sèvres. She also speaks German.

<b>Duration</b>	Monologue Alizée: 2'29 Marie: 2'10 Interaction: 1'57	Total: 6'36
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### Alizée

#### Level C1

#### Nationality:

Monologue: The school system (2'29)

Interaction: Fashion (1'57)

#### Range

Alizée has a good command of a broad range of language. She is able to compare approaches to teaching in France and England and to express her opinions about fashion. She talks about the relationship teachers in England have with their students and compares this with her experiences in France. She is able to express her views on fashion, explaining how fashion allows people to express their originality and giving examples of how different personality types might dress differently. Her range of vocabulary is appropriate:

- *efficient*
- *personally*
- *at ease*
- *respectful*

#### Accuracy

Although, there are slips:

- *I've learned English when I was eight*
- *... relationships to the pupils*
- *The French will also needs to*
- *exposé*
- *I agree with you to a certain point*
- *... to uniformize society*

Alizée shows good grammatical control:

- *... where I stayed for two years*
- *I believe that the French school system is a pretty efficient one*
- *It's one of the most hard-working school systems*
- *It's not very respectful of individuals*
- *Teachers aren't often interested in their pupils*
- *... whereas in England, where I've lived...*
- *... know the pupils personally*
- *... what they want to do later*
- *... create a conformity*
- *... you won't fit in*
- *Fashion can be used to express your own individuality*
- *... feel more at ease*
- *... radiant people*

### Fluency

Although there is hesitation while she searches for suggestions for improvement in the French educational system, Alizée's contributions are spontaneous throughout. She expands on the topic of teacher pupil relationships and has the natural colloquial flow of a typical teenager.

### Interaction

Alizée can select a suitable phrase to preface her remarks, and relates her contributions to those of her partner:

- *It's true that fashion can be used ...*
- *Yeah, you're right, but if ...*
- *I agree that fashion doesn't ...*

### Coherence

Alizée creates coherent and cohesive discourse. She makes use of a variety of organisational patterns and a wide range of connectors and other cohesive devices:

- *I believe*
- *because*
- *but it's not*
- *whereas*
- *and if*
- *for example*
- *especially*
- *so I think*

She moves from talking about the school system in France to the attitude of teachers and their relationship with their students. She provides examples to support her opinions and concludes with a recommendation for improvement.

### Marie

#### Level C1

#### Nationality:

Monologue: The school system (2'10)

Interaction: Fashion (1'57)

### Range

Marie has a good command of a broad range of language which allows her to express herself clearly on the topics selected. She talks about where she has lived, the types of schools she has studied in and the length of time she spent in each place. She expresses views on why children and their parents might have difficulties understanding one another, giving examples of both parties, and suggests how talking might be a solution to the problem. She explains why she doesn't like fashion and how she feels that certain people follow fashion simply to fit into the group and in doing so lose their individuality. Her range of vocabulary is appropriate for the topics discussed:

- *complicated*
- *aspect*
- *rebels*
- *mature*
- *take care of*
- *independence*
- *where I did*
- *years*

### Accuracy

Marie shows good grammatical control:

- *... where I started to learn English*
- *... and I learned French at the same time*
- *... we moved to the United States*
- *I went to a normal French school*
- *... we often say that teenagers are rebels*
- *I think it's mainly that they want to show that they are responsible*
- *There's often misunderstanding*
- *There are difficulties in the relationships*
- *Talking would help*



- *I personally really don't like fashion*
- *... just to be in the group*
- *where I did 4 years*

There are errors:

- *... something the fashion makes people are rejected but totally of the society*
- but these do not normally cause misunderstanding:

- *I have a quite complicated life*
- *... and were in a French/American school*
- *I only came in the International school*
- *So that's for my English*
- *... disobey to their parents*
- *... can take care of themself alone*
- *... stay with their friends more longer*

### Fluency

Marie has the natural flow of a native speaker teenager, expressing herself spontaneously and almost effortlessly. She uses 'and everything' and 'like' in a natural way, and her repetition of certain phrases reflect the fact she is thinking while she is talking rather than searching for language:

- *We moved on to*
- *... with teachers, with French teachers, in fact*
- *Parents often tend to see er children like even if they grow up still as their babies like need to take care of them*
- *... by talking, especially talking*

### Interaction

Marie intervenes appropriately in the discussion. She selects suitable phrases in response to her partners contribution:

- *Yeah, but...*
- *Yeah, ok, I accept this point, but...*

and develops the topic by disagreeing with her partner and justifying her opinions.

### Coherence

Marie can produce clear, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices. She uses a variety of linking words efficiently to mark clearly the relationship between ideas:

- *first*
- *then*
- *when I started*
- *but*
- *and so*
- *and for that*

# C1/C2

## ANNABELLE & XAVIER

Annabelle is 16 and is in 1<sup>ère</sup> at the Lycée International de Sèvres where she has been learning English as a first language for five years. Her father is English and her mother French. She speaks English and French at home.

Xavier is 16 and is in 1<sup>ère</sup> at the Lycée International de Sèvres where she has been learning English as a first language for eleven years. He has been to the US several times. His parents are French and he only speaks French at home.

<b>Duration</b>	Monologue Annabelle : 3'00 Xavier : 3'27 Interaction: 7'50	Total: 14'17
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### Annabelle

#### Level C1

#### Nationality:

Monologue: Communication development (3'00)

Interaction: Advertising (7'50)

### Range

Annabelle has a good command of a broad range of language which allows her to express herself clearly and without much sign of having to restrict what she wants to say. In the interaction, her grammar and vocabulary are totally appropriate for the range of topics that are covered:

- *many ways of manipulating people*
- *that they don't really need*
- *they have ways of flashing pictures between films*
- *without them knowing*

Her range of vocabulary in the monologue is not especially varied (she repeats the word 'communicate' many times, and uses the expression 'ways of' several times in both the monologue and the interaction - 'ways of communicating', 'ways of manipulating', 'ways of flashing pictures'). However, she produces a lot of language, particularly in the interaction, and can express herself on abstract topics without conspicuous searching for words. She offers:

- *communicate*
- *text message*
- *advantages*
- *relationships*
- *notion*
- *researching*
- *more complete and detailed*
- *options*

### Accuracy

Although there are occasional slips:

- *but when you'll be in the shop*
- *It's a gain of time*
- *mass consummation*

and she gets confused between 'publicity' and 'advertising', on the whole, Annabelle shows good grammatical control. She offers:

- *it had all these options*
- *otherwise they wouldn't spend so much money on adverts*
- *companies that don't advertise, they will sell much less than companies that do*

### Fluency

Annabelle can express herself fluently and spontaneously, for example when talking about ways of communicating nowadays and the lack of warmth and personal contact when using modern methods of communication, when explaining how use of the internet improves the quality of school



work, and in the interaction when talking about the affects of advertising.

### Interaction

Annabelle takes an equal part in the interaction, intervening appropriately and selecting suitable phrases to preface her remarks:

- *Well yes, because they have ...*
- *Well, maybe when you see it ...*
- *Yes, but you might just buy the brand ...*

She skilfully relates her contributions to those of her partner, introducing a range of new angles to help the discussion along:

- *The statistics do say...*
- *... they give money for the channels to exist*

and finding counter-arguments to most of what her partner says:

- *Not everyone*
- *No, because on TV....*
- *Yeah but ....*

### Coherence

Annabelle produces clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices:

- *even*
- *so*
- *and*
- *but*
- *because*

### Xavier

#### Level C2

#### Nationality:

Monologue Xavier: Role of teachers and parents (3'27)

Interaction: Advertising (7'50)

### Range

Xavier shows great flexibility, reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely. He has a wide range of vocabulary and expressions:

- *consumerism*
- *sidetrack*
- *barely*
- *debt*
- *curtail*
- *they rush out waving their credit cards*

and also has a good command of idiomatic expressions and colloquialisms:

- *two sides of the coin*

### Accuracy

Xavier consistently maintains a high degree of grammatical accuracy:

- *a precise idea in mind*
- *I'd say more or less, yes*
- *they shape you from early childhood*
- *you learn from them*
- *and without even being conscious of it ...*
- *You won't make a good impression if you eat like a pig*

Errors are rare and difficult to spot:

- *so much more cheap*
- *but they're really known*
- *I don't think that Macdonalds indebts you*

and are generally corrected when they do occur:

- *they play a really important life er role in your life*

### Fluency

Xavier expresses himself spontaneously, at length, with a natural colloquial flow:



- ... and if you need it, really, or even if you don't really need it but it still might be useful from time to time ...

He speaks as quickly as a native speaker and his familiarity with the language can be seen in his use of gap-fillers typical of oral speech in English:

- *an' all*
- *I guess*
- *actually*
- *kind of*
- *I mean*

### Interaction

Xavier interacts with ease and skill. He puts forward many arguments, introducing them with:

- *But ...*
- *It depends ...*
- *Well I mean ...*

He interweaves his contributions into the discourse, agreeing and disagreeing with his partner:

- *That's true ...*
- *That's not really true*

and expands on the topics she introduces, for example when agreeing that TV stations depend on advertising for their existence.

### Coherence

Xavier produces coherent and cohesive discourse. He makes full use of a variety of organisational patterns and a wide range of cohesive devices. For example, he introduces the subject of the influences on children, explains why teachers play a more important role than parents, but shows also that the influence of parents must not be underestimated. He also points out that the role of teachers is not the same in dictatorships:

- *more broad-minded, more liberal countries*

His argumentation is well-balanced and he ends up with a conclusion. He uses a wide range of connectors:

- *even if*
- *whereas*
- *even though*
- *still*
- *as for*
- *since*
- *usually*