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| **B2 First (LEVEL B2) SPEAKING**  **Active Listening** | |
| **Name of student: Ben Chen** | |
| **Does the speaker respond actively? Does the speaker give feedback as the listener?** | |
| **Good**  **Some nodding during partner’s self-introduction** | **Not so good** |
| **Does the speaker have the ability of conducting collaborative finishes or reactive tokens?** | |
| **Good** | **Not so good** |
| **Does the speaker could take the turn at suitable time in the conversation?** | |
| **Good** | **Not so good** |
| **Does the speaker try to move the interaction in an appropriate direction? (‘develop the interaction and negotiate towards an outcome’) Does the speaker need support?** | |
| **Good** | **Not so good** |
| **Comments [1] No information is available here because the dyad did not treat the tasks as interactive. They simply gave individual speeches. This candidate did nothing wrong here- they just didn’t understand how they were supposed to do the tasks so no sample of their interactive ability is available for rating.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **DISCOURSE MANAGEM ENT** | |
| **Name of student: Ben Chen** | |
| **Are the answers of an appropriate length for the task? Is there much hesitation?** | |
| **Good**  **Produces frequent extended turns** | **Not so good** |
| **Are the contributions relevant? Is there much repetition? Is it well organised?** | |
| **Good** | **Not so good** |
| **Does the speaker use a range of cohesive devices? And discourse markers?** | |
| **Good** | **Not so good** |
| **Comments [4] Produces long, coherent and well-organised turns. Fumbling over vocab does cause some strain for the listener though.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **GRAM MAR & VOCABULARY** | |
| **Name of student: Ben Chen** | |
| **Does the speaker use simple grammatical forms with control?** | |
| **Good** | **Not so good**  **0:40 “why I’m choosing engineering”** |
| **Does the speaker use complex grammatical forms?** | |
| **Good**  **5:47 “ a future that suits him more”** | **Not so good**  **7:48 “to getting used to the working atmosphere”** |
| **Does the speaker use a range of appropriate vocabulary? (everyday situations / familiar topics / wide range of familiar topics?)** | |
| **Good** | **Not so good**  **1:06 “help the poverties”**  **3:42 “keep the hard work”** |
| **Comments [4] Grammar is much better than vocab. Lots of complex structures and a good level of accuracy. Vocab is rather limited however and he lacks flexibility to discuss topics with nuance. I would give 5 for grammar and 3 for vocab so [4] overall.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **INTERACTIVE COMM UNICATION** | |
| **Name of student: Ben Chen** | |
| **Does the speaker start discussions? Does the speaker introduce new ideas?** | |
| **Good** | **Not so good** |
| **Does the speaker react appropriately to what the interlocutor or other candidate says?** | |
| **Good** | **Not so good** |
| **Does the speaker try to move the interaction in an appropriate direction? (‘develop the interaction and negotiate towards an outcome’) Does the speaker need support?** | |
| **Good** | **Not so good** |
| **Comments [1] No information is available here because the dyad did not treat the tasks as interactive. They simply gave individual speeches. This candidate did nothing wrong here- they just didn’t understand how they were supposed to do the tasks so no sample of their interactive ability is available for rating.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **PRONUNCIATION** | |
| **Name of student: Ben Chen** | |
| **Are the answers clear? Can the speaker be generally understood?** | |
| **Good** | **Not so good** |
| **Is the speaker’s intonation appropriate?** | |
| **Good**  **3:15 “probably”**  **3:58 “it is not necessarily promotion but”**  **8:22 “even though y’know that’s a lot of students but…”** | **Not so good** |
| **Does the speaker use sentence stress correctly? Is word stress correct?** | |
| **Good** | **Not so good** |
| **Are individual sounds clear? Are they correctly produced?** | |
| **Good** | **Not so good** |
| **Comments [5] Very clear throughout with skillful use of intonation to aid meaning and coherence.** | |