|  |  |
| --- | --- |
| **B2 First (LEVEL B2) SPEAKING**  **Active Listening** | |
| **Name of student: Brian** | |
| **Does the speaker respond actively? Does the speaker give feedback as the listener?** | |
| **Good**  **4:27 “yeah yeah yeah you’re gonna need some kind of qualification…” picks up on interlocutor’s own listener response to push things forward nicely. This sequence was quite natural.** | **Not so good** |
| **Does the speaker have the ability of conducting collaborative finishes or reactive tokens?** | |
| **Good**  **7:33 “yeah yeah” understanding tokens**  **8:30 “yeah you need to use some kind of guidelines” picks up nicely on interlocutor’s prior turn- [agreement + elaboration]?**  **8:50 recycles “academic performance” from interlocutor’s prior turn** | **Not so good** |
| **Does the speaker could take the turn at suitable time in the conversation?** | |
| **Good**  **7:51 “yeah definitely” is appropriately timed** | **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: [4] Uses response tokens effectively although maybe a bit sparsely at times. Wasn’t quite as active as his interlocutor at picking up things from their talk and using them to link his next turn back to what preceded it.** | |

|  |  |
| --- | --- |
| **B2 First (LEVEL B2) SPEAKING**  **DISCOURSE MANAGEM ENT** | |
| **Name of student: Brian** | |
| **Are the answers of an appropriate length for the task? Is there much hesitation?** | |
| **Good** | **Not so good**  **Quite a bit of hesitation but this is in large part due to unfamiliarity with the test format and perhaps some difficulty understanding the task prompts.** |
| **Are the contributions relevant? Is there much repetition? Is it well organised?** | |
| **Good** | **Not so good**  **Somewhat off-topic at start of part 3** |
| **Does the speaker use a range of cohesive devices? And discourse markers?** | |
| **Good**  **9:05 good transition to talking about his own experience** | **Not so good** |
| **Comments: [4] Longer turns are coherent and well-organised. He does tend to make fairly conceptually simple contributions though.** | |

|  |  |
| --- | --- |
| **B2 First (LEVEL B2) SPEAKING**  **GRAM MAR & VOCABULARY** | |
| **Name of student: Brian** | |
| **Does the speaker use simple grammatical forms with control?** | |
| **Good** | **Not so good**  **0:50 “I start coding when I was probably 12 years old”**  **Lots of simple errors with tense**  **10:21 “get examed”** |
| **Does the speaker use complex grammatical forms?** | |
| **Good** | **Not so good** |
| **Does the speaker use a range of appropriate vocabulary? (everyday situations / familiar topics / wide range of familiar topics?)** | |
| **Good**  **5:20 “switching to another discipline”**  **9:30 “the behavioural part”** | **Not so good** |
| **Comments: [4] Uses a lot of complex and simple sentences but errors in simple structures were quite frequent.** | |

|  |  |
| --- | --- |
| **B2 First (LEVEL B2) SPEAKING**  **INTERACTIVE COMM UNICATION** | |
| **Name of student: Brian** | |
| **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**  **10:52 jumps in early to answer interlocutor’s follow-up question** | **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**  **3:22 able to “take the lead” and make a suggestion to push things forward when the interaction is becalmed**  **10:07 takes up his interlocutor’s invitation to expand on a matter relevant to his own experience/expertise** | **Not so good** |
| **Comments [4] He did well on picking up when his interlocutor was inviting him in to expand on a point without his interlocutor having to do this explicitly. However, he was the more passive of the two in driving the conversation forward and tended to rely on the interlocutor when talk dried up.** | |

|  |  |
| --- | --- |
| **B2 First (LEVEL B2) SPEAKING**  **PRONUNCIATION** | |
| **Name of student: Brian** | |
| **Are the answers clear? Can the speaker be generally understood?** | |
| **Good**  **Clear throughout** | **Not so good** |
| **Is the speaker’s intonation appropriate?** | |
| **Good** | **Not so good** |
| **Does the speaker use sentence stress correctly? Is word stress correct?** | |
| **Good**  **5:19 “have”** | **Not so good** |
| **Are individual sounds clear? Are they correctly produced?** | |
| **Good** | **Not so good**  **4:16 “switch” is faulty** |
| **Comments [4] Clear and intelligible throughout but with a few moments where sounds/words were mispronounced.** | |