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| **B2 First (LEVEL B2) SPEAKING**  **Active Listening** | |
| **Name of student: Flora** | |
| **Does the speaker respond actively? Does the speaker give feedback as the listener?** | |
| **Good**  **3:58 “yeah”**  **5:07 “yeah, it’s kind of flexible..”**  **9:34 “that’s true that’s true”**  **12:04 “it’s actually very tough”**  **12:23 “oh just crazy”** | **Not so good** |
| **Does the speaker have the ability of conducting collaborative finishes or reactive tokens?** | |
| **Good**  **9:26 “yeah rather than just doing some…” successful collaborative completion makes a public show of the idea as being co-operatively produced by the two of them together** | **Not so good** |
| **Does the speaker could take the turn at suitable time in the conversation?** | |
| **Good**  **4:28 answers on time and with laughter as preface** | **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 [5] Gives consistent feedback and assessments. Able to use a collaborative completion to demonstrate co-operation and engagement.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **DISCOURSE MANAGEM ENT** | |
| **Name of student: Flora** | |
| **Are the answers of an appropriate length for the task? Is there much hesitation?** | |
| **Good**  **Takes less extended turns than her partner but her contributions are logical and wel-organised**  **Fluent delivery makes message easy to follow** | **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 [5] Contributions are very logical and coherent. Fluent delivery makes message easy to follow.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **GRAM MAR & VOCABULARY** | |
| **Name of student: Flora** | |
| **Does the speaker use simple grammatical forms with control?** | |
| **Good** | **Not so good** |
| **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** | **Not so good**  **1:15 “for the first semester”**  **1:46 “going to academic”**  **4:20 “non profit gain like study things”**  **9:14 “attractable”** |
| **Comments [4] Uses a lot of complex structures but limitations in her vocab are enough to limit the mark to a 4 here.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **INTERACTIVE COMM UNICATION** | |
| **Name of student: Flora** | |
| **Does the speaker start discussions? Does the speaker introduce new ideas?** | |
| **Good**  **9:14 uses question format to introduce her idea and involve her partner in discussing it** | **Not so good** |
| **Does the speaker react appropriately to what the interlocutor or other candidate says?** | |
| **Good**  **4:40 expands on her answer to partner’s enquiry**  **8:40 marks the difference between her experience and what partner was asking** | **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 [5] Responds to her partner’s questions and expands on her answers. Links her contributions to the content of the turns that precede them in a logical way.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **PRONUNCIATION** | |
| **Name of student: Flora** | |
| **Are the answers clear? Can the speaker be generally understood?** | |
| **Good** | **Not so good** |
| **Is the speaker’s intonation appropriate?** | |
| **Good**  **3:23 “I might consider both of them” skillful use of intonation to convey lack of certainty**  **4:54 “people can still go to work, and go back to PhD”**  **6:15 “but it really depends on the situation when I finish my masters degree”** | **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 some skillful use of intonation/prosody to express nuances of meaning.** | |