|  |  |
| --- | --- |
| **B2 First (LEVEL B2) SPEAKING**  **Active Listening** | |
| **Name of student: Hanny** | |
| **Does the speaker respond actively? Does the speaker give feedback as the listener?** | |
| **Good**  **3:34 “ah yeah”**  **3:47 “yeah that’s true” (but is this misplaced?)**  **4:32 “ahh okay”**  **4:39 “yeah, me too”**  **4:52 “oh okay”**  **8:43 “ah okay cool”**  **12:04 “yeah it’s very tough”** | **Not so good**  **10:49 “yes yes” these agreement tokens should actually be “no no” because she’s agreeing with a negatively formatted statement”** |
| **Does the speaker have the ability of conducting collaborative finishes or reactive tokens?** | |
| **Good**  **8:49 “yeah and right at the beginning stage”**  **9:02 “yeah like the real work cases”** | **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**  **8:38 good question to drive the discussion forward** | **Not so good** |
| **Comments [5] Consistently giving listener responses and feedback that is well-tailored to the turn it responds to. Able to produce coll. completions. Very supportive and engaged.** | |

|  |  |
| --- | --- |
| **B2 First (LEVEL B2) SPEAKING**  **DISCOURSE MANAGEM ENT** | |
| **Name of student: Hanny** | |
| **Are the answers of an appropriate length for the task? Is there much hesitation?** | |
| **Good**  **Her explanation of how big companies select participants for work experience programs is coherent and logically organised** | **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**  **5:48 loses a bit of coherence around this point** |
| **Comments [4] Produces long turns that are well organized, logical and relevant. Issues with fluency do impact on the listener at times during these longer utterances.** | |

|  |  |
| --- | --- |
| **B2 First (LEVEL B2) SPEAKING**  **GRAM MAR & VOCABULARY** | |
| **Name of student: Hanny** | |
| **Does the speaker use simple grammatical forms with control?** | |
| **Good** | **Not so good**  **0:58 “so I choose information system to study with”**  **11:30 “she was attend…”** |
| **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**  **5:28 “I kind of like tired with study”** |
| **Comments [4] Uses a lot of complex structures to express abstract and nuanced ideas. Constant errors limit her score though here (although they rarely affect meaning much).** | |

|  |  |
| --- | --- |
| **B2 First (LEVEL B2) SPEAKING**  **INTERACTIVE COMM UNICATION** | |
| **Name of student: Hanny** | |
| **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**  **9:18 this turn directly expands on her partner’s prior suggestion** | **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**  **4:26 asks a question to drive the interaction (good) but the sudden switch from general to personal is not signposted making it seem a bit abrupt (bad)**  **4:58 linking of her turn to prior turn- shows it’s an extension of partner’s idea**  **7:55 relates this turn to her partner’s prior one** | **Not so good**  **3:17 just stops mid-sentence without giving any indication to her partner that she might need some help or need her to take over- results in long gap** |
| **Comments [5] Constantly picks up on/expands upon her partner’s turns which gives the interaction a feeling of forward momentum and ‘mutuality’. Introduces a lot of new ideas and tries to involve her partner with questions.** | |

|  |  |
| --- | --- |
| **B2 First (LEVEL B2) SPEAKING**  **PRONUNCIATION** | |
| **Name of student: Hanny** | |
| **Are the answers clear? Can the speaker be generally understood?** | |
| **Good** | **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** | **Not so good** |
| **Are individual sounds clear? Are they correctly produced?** | |
| **Good** | **Not so good**  **3:57 “a big ??? for your future”**  **8:10 “when I was ??? cos I was”** |
| **Comments [3] Some lexical items are indecipherable. Control of prosody over long stretches is patchy and general issues with delivery do cause strain for the listener.** | |