|  |  |
| --- | --- |
| **B2 First (LEVEL B2) SPEAKING**  **Active Listening** | |
| **Name of student: Hansen** | |
| **Does the speaker respond actively? Does the speaker give feedback as the listener?** | |
| **Good**  **5:24 “yeah that is also important”**  **9:15 “yeah yeah”**  **11:16 “yeah” as confirmation** | **Not so good** |
| **Does the speaker have the ability of conducting collaborative finishes or reactive tokens?** | |
| **Good**  **13:10 “to experience” joins in with partners turn-in-progress with a collaborative completion** | **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 [5] Gives good feedback when partner is talking. Coll. completion at 13:10 is excellent.** | |

|  |  |
| --- | --- |
| **B2 First (LEVEL B2) SPEAKING**  **DISCOURSE MANAGEM ENT** | |
| **Name of student: Hansen** | |
| **Are the answers of an appropriate length for the task? Is there much hesitation?** | |
| **Good** | **Not so good**  **Hesitations and false starts are somewhat distracting at times** |
| **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**  **‘mini-presentation’ in part 2 is well organized and logical**  **8:57 “based on this given information”** | **Not so good** |
| **Comments [4] Contributions are well-organised. Fluency problems do cause minor strain for the listener though.** | |

|  |  |
| --- | --- |
| **B2 First (LEVEL B2) SPEAKING**  **GRAM MAR & VOCABULARY** | |
| **Name of student: Hansen** | |
| **Does the speaker use simple grammatical forms with control?** | |
| **Good** | **Not so good**  **Simple tense errors** |
| **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**  **1:11 “the major is easy to find a job after…”**  **4:20 “I will make something like this”**  **Vocab is basic but able to use paraphrase effectively**  **12:04 “we should consider to offer”** |
| **Comments [3] Control of basic structures is quite weak. Vocabulary is basic but uses paraphrase effectively to get his point across.** | |

|  |  |
| --- | --- |
| **B2 First (LEVEL B2) SPEAKING**  **INTERACTIVE COMM UNICATION** | |
| **Name of student: Hansen** | |
| **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**  **10:31 “Of course” and then expands on the issue of WAMs**  **10:57 again makes a little comment on his partner’s claim**  **12:30 clarifies his partner’s misunderstanding** | **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] Produces a lot of new ideas but often waits until prompted by his partner’s questions. Often allows his partner to take the lead in driving discussion. Links his turns to partner’s prior turns well.** | |

|  |  |
| --- | --- |
| **B2 First (LEVEL B2) SPEAKING**  **PRONUNCIATION** | |
| **Name of student: Hansen** | |
| **Are the answers clear? Can the speaker be generally understood?** | |
| **Good** | **Not so good**  **Frequent ‘tsk’ like clicking sound is distracting** |
| **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**  **8:31 “??? like to participate”**  **8:49 “training ???”**  **9:27 “business”**  **10:02 “thoughts” = sauce** |
| **Comments [4] A number of individual items were indecipherable but otherwise clear throughout. Fluency issues limit his ability to show control of prosodic features over long stretches of speech.** | |