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| **B2 First (LEVEL B2) SPEAKING**  **Active Listening** | |
| **Name of student: Jacky** | |
| **Does the speaker respond actively? Does the speaker give feedback as the listener?** | |
| **Good**  **1:49 “mm” continuer**  **2:41 “yeah yeah yeah sure sure”**  **9:29 “yes”**  **9:34 “mm”**  **11:29 “yeah yeah yeah sure”** | **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 [3] Gives verbal responses to show listenership. Missed out a bit here because his partner didn’t talk much.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **DISCOURSE MANAGEM ENT** | |
| **Name of student: Jacky** | |
| **Are the answers of an appropriate length for the task? Is there much hesitation?** | |
| **Good**  **Frequently produces long utterances** | **Not so good** |
| **Are the contributions relevant? Is there much repetition? Is it well organised?** | |
| **Good** | **Not so good**  **Around 4:50- meaning is a bit obscured here by lack of fluency/vocab issues**  **6:05 “mini-presentation” is lacking coherence, hesitations/pauses are distracting** |
| **Does the speaker use a range of cohesive devices? And discourse markers?** | |
| **Good** | **Not so good** |
| **Comments [4] Performance was better in part 3 than part 2. Produced long, coherent and organized utterances in part 3. Meaning in part 2 was occasionally obscured by fluency problems.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **GRAM MAR & VOCABULARY** | |
| **Name of student: Jacky** | |
| **Does the speaker use simple grammatical forms with control?** | |
| **Good** | **Not so good**  **2:30 “they successful applied”** |
| **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**  **1:39 “but same in the business”**  **2:18 “denied”**  **8:47 “to join the students in”**  **10:12 “several small works”** |
| **Comments [3] Vocab was a bit limited when trying to discuss more abstract ideas in part 2. Errors were frequent but never affected meaning.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **INTERACTIVE COMM UNICATION** | |
| **Name of student: Jacky** | |
| **Does the speaker start discussions? Does the speaker introduce new ideas?** | |
| **Good**  **Takes the lead role to drive discussion- provides most of the ideas** | **Not so good** |
| **Does the speaker react appropriately to what the interlocutor or other candidate says?** | |
| **Good**  **11:45 “yeah so there’s an interview…” shows that his idea is built on/ related to the prior turn**  **11:51 “yeah we can select them based on their answers”- again designed to show its relation to partner’s prior talk** | **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**  **4:12 asks question to get partner involved** | **Not so good** |
| **Comments [4] Took the lead and provided most of the ideas. Used questions to elicit contributions from his partner. Did a good job in part 3 of trying to build on/develop/extend his partner’s ideas.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **PRONUNCIATION** | |
| **Name of student: Jacky** | |
| **Are the answers clear? Can the speaker be generally understood?** | |
| **Good** | **Not so good** |
| **Is the speaker’s intonation appropriate?** | |
| **Good**  **11:23 “GPA” great use of pronunciation to convey lack of confidence in his own idea and invite response** | **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**  **1:00 “How old are you?” very unclear**  **1:36 “finance”**  **5:15 “??? analysis”** |
| **Comments [4] Isolated items were indecipherable but clear and easy to understand throughout. Very impressive at 11:23 (see above).** | |