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| **B2 First (LEVEL B2) SPEAKING**  **Active Listening** | |
| **Name of student: James** | |
| **Does the speaker respond actively? Does the speaker give feedback as the listener?** | |
| **Good**  **6:20 nods**  **8:29 acknowledgment tokens** | **Not so good**  **0:58- This laugh seems a bit misplaced**  **1:10- facial/embodied reaction seems a bit weird here**  **11:50- he stays very silent during interlocutors long turn (over a minute)** |
| **Does the speaker have the ability of conducting collaborative finishes or reactive tokens?** | |
| **Good**  **10:59 his “for the company to chose the students?” is piggybacked to interlocutor’s “What’s the criteria..”** | **Not so good**  **Part 1: Stays very silent during interlocutor’s long self-introduction** |
| **Does the speaker could take the turn at suitable time in the conversation?** | |
| **Good**  **4:00 launches answer to question w/ no gap**  **5:00 able to predict her question and come in early with his confirmation** | **Not so good**  **8:47 delay in uptake here but his confirmation/repair question is 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**  **No, he is very reliant on his interlocutor** |
| **Comments: [3] He certainly engages with his interlocutor as listener but in quite limited ways. She frequently asks him questions to push the interaction forward and he is able to respond appropriately and in a timely manner. Some verbal response tokens but they are very rare, some nodding and eye-contact but not a lot.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **DISCOURSE MANAGEM ENT** | |
| **Name of student: James** | |
| **Are the answers of an appropriate length for the task? Is there much hesitation?** | |
| **Good** | **Not so good** |
| **Are the contributions relevant? Is there much repetition? Is it well organised?** | |
| **Good**  **Long turn starting around 8:50 is coherent, relevant and well-organised** | **Not so good** |
| **Does the speaker use a range of cohesive devices? And discourse markers?** | |
| **Good** | **Not so good**  **No, he does not use discourse markers well and, as a result, his longer contributions require effort to follow.** |
| **Comments: [3] Fluency is sufficient to allow the listener to follow his message without great effort. A number of hesitations and disfluencies are salient though.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **GRAM MAR & VOCABULARY** | |
| **Name of student: James** | |
| **Does the speaker use simple grammatical forms with control?** | |
| **Good**  **2:04- “before in China my major is like International Trade and when I come here I wanna finish the Bachelor first”** | **Not so good**  **4:24 Maybe I want to learn to skill**  **4:35 Before I think about to learn to be a plumber** |
| **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**  **4:10 Effective use of paraphrase when he runs into trouble** | **Not so good**  **-Frequent word searches and vocab related disfluency.**  **-5:19 didn’t understand interlocutor’s question (could be a listening or vocab issue)**  **-5:32 needs paraphrase to convey simple lexical item (photographer/photography)**  **11:30 again, big disfluency caused by inability to say something fairly simple** |
| **Comments: [2] His vocab is the weakest part of his performance. Often struggles with quite simple vocab items and this really effects fluency.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **INTERACTIVE COMM UNICATION** | |
| **Name of student: James** | |
| **Does the speaker start discussions? Does the speaker introduce new ideas?** | |
| **Good** | **Not so good**  **13:30 can’t take over at natural point- needs to be explicitly invited in** |
| **Does the speaker react appropriately to what the interlocutor or other candidate says?** | |
| **Good**  **Frequently responds to interlocutor’s questions appropriately** | **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] He was very reliant on his interlocutor to lead the discussion. However, when asked questions, he was able to respond appropriately.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **PRONUNCIATION** | |
| **Name of student: James** | |
| **Are the answers clear? Can the speaker be generally understood?** | |
| **Good**  **-Can generally be understood although this requires some concentration** | **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** |
| **Comments: [3] Intonation patterns are markedly “non-native” but can generally be understood throughout with occasional moments of hard-to-decipher speech.** | |