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| **B2 First (LEVEL B2) SPEAKING**  **Active Listening** | |
| **Name of student: Rhesus** | |
| **Does the speaker respond actively? Does the speaker give feedback as the listener?** | |
| **Good**  **2:29 “yeah, they’re pretty important”**  **10:26 “yep”**  **10:32 “yeah yeah”**  **10:52 “yeah”**  **11:04 “yeah yeah teamwork”** | **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 [4] Frequent verbal responses as partner is talking. Somehow, however, these can sometimes come across as a little abrupt or unnatural.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **DISCOURSE MANAGEM ENT** | |
| **Name of student: Rhesus** | |
| **Are the answers of an appropriate length for the task? Is there much hesitation?** | |
| **Good**  **Lots of long utterances, fluency problems present but they do not impede understanding** | **Not so good** |
| **Are the contributions relevant? Is there much repetition? Is it well organised?** | |
| **Good**  **3:55 transition to ‘task-planning’ talk** | **Not so good** |
| **Does the speaker use a range of cohesive devices? And discourse markers?** | |
| **Good**  **13:03 “so”-headed conclusion helps him make sense** | **Not so good** |
| **Comments[4] Lots of extended utterances which are coherent and easy to follow. Pauses and hesitations limit his mark to a 4 here but they do not cause great strain for the listener.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **GRAM MAR & VOCABULARY** | |
| **Name of student: Rhesus** | |
| **Does the speaker use simple grammatical forms with control?** | |
| **Good** | **Not so good**  **12:33 “I do some part-time job”** |
| **Does the speaker use complex grammatical forms?** | |
| **Good**  **9:15 “they must have a lot of things to learn”** | **Not so good**  **12:08 “in half years they gonna be in the career”** |
| **Does the speaker use a range of appropriate vocabulary? (everyday situations / familiar topics / wide range of familiar topics?)** | |
| **Good** | **Not so good**  **2:48 “learn new knowledge”**  **Uses “fat salary” a couple of times- out of context**  **12:40 “vocabularies”** |
| **Comments [4] Uses a lot of complex structures but without great control. A lot of quite simple vocab mistakes. These issues do not affect meaning however.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **INTERACTIVE COMM UNICATION** | |
| **Name of student: Rhesus** | |
| **Does the speaker start discussions? Does the speaker introduce new ideas?** | |
| **Good**  **Suggests a lot of ideas in part 3** | **Not so good** |
| **Does the speaker react appropriately to what the interlocutor or other candidate says?** | |
| **Good**  **3:44 expands on partner’s prior turn here**  **12:00 links suggestion to partner’s prior turn** | **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**  **3:19 “and what else?” invites her in but is his delivery a bit rude? uses the same at 10:11- again comes off a bit rude**  **4:00 turn-final “or” is a good way to invite his partner to respond to his suggestion** | **Not so good** |
| **Comments [4] Works hard to drive the discussion and provides a lot of ideas. Does well at linking his turns to prior turns and expanding on the ideas contained therein. His use of “what else?” to elicit contributions from his partner can sound a bit rude.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **PRONUNCIATION** | |
| **Name of student: Rhesus** | |
| **Are the answers clear? Can the speaker be generally understood?** | |
| **Good** | **Not so good** |
| **Is the speaker’s intonation appropriate?** | |
| **Good**  **10:00 “their GPA?” elicits confirmation** | **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 [4] Very clear and easy to understand throughout. Close to a 5 but issues with fluency make it hard for him to show control of prosody over long stretches of talk.** | |