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| **B2 First (LEVEL B2) SPEAKING**  **Active Listening** | |
| **Name of student: Bo Hu** | |
| **Does the speaker respond actively? Does the speaker give feedback as the listener?** | |
| **Good**  **0:31 “oh undergraduate?”**  **0:52 “You just started uni”**  **2:31 “mm”**  **2:50 “but you’re still at the early stage…” shows understanding of interlocutor’s prior turn and sympathy with her ‘dilemma’.**  **12:13 “That’s a good point”**  **14:12 “Yes, exactly”**  **14:40 “Like for example, as you mentioned, Microsoft…” demonstrates that he was listening to interlocutor’s prior turn by “citing” her (again at 14:58)** | **Not so good** |
| **Does the speaker have the ability of conducting collaborative finishes or reactive tokens?** | |
| **Good**  **3:18 “Oh 2nd year”** | **Not so good** |
| **Does the speaker could take the turn at suitable time in the conversation?** | |
| **Good**  **No gaps or pauses in taking up a turn.** | **Not so good**  **Arguably could have given interlocutor more space to take/continue her own turns** |
| **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 a lot of listener responses including agreement and acknowledgement tokens, as well as agreements (“Yes, exactly”). Shows active listenership by “citing” interlocutor’s ideas (“as you just mentioned”) in own talk.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **DISCOURSE MANAGEM ENT** | |
| **Name of student: Bo Hu** | |
| **Are the answers of an appropriate length for the task? Is there much hesitation?** | |
| **Good** | **Not so good**  **-arguably talks too much throughout** |
| **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**  **1:41 “In terms of why did I choose…”**  **5:59 “that’s definitely related to personal interest”**  **6:55 “For me…”** | **Not so good** |
| **Comments: [5]. Fluent at all times with little hesitation or disruption even in very long stretches of talk. Long contributions are coherent and well-signposted.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **GRAM MAR & VOCABULARY** | |
| **Name of student: Bo Hu** | |
| **Does the speaker use simple grammatical forms with control?** | |
| **Good** | **Not so good**  **1:03 “after finish my university I..”** |
| **Does the speaker use complex grammatical forms?** | |
| **Good** | **Not so good**  **5:10 I’ve done more studies I need to be doing”**  **7:42 I’m not thinking about change that because…”** |
| **Does the speaker use a range of appropriate vocabulary? (everyday situations / familiar topics / wide range of familiar topics?)** | |
| **Good**  **6:35 “I still haven’t worked out what is important”**  **8:12 “heirachichal”** | **Not so good** |
| **Comments: [5] Uses a lot of complex forms and sophisticated vocab. Accuracy is relatively low but errors never impact intelligibility.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **INTERACTIVE COMM UNICATION** | |
| **Name of student: Bo Hu** | |
| **Does the speaker start discussions? Does the speaker introduce new ideas?** | |
| **Good**  **-Start of part 3 he takes the lead** | **Not so good**  **-Dominates discussion to the point that the interlocutor doesn’t get a great chance to contribute her own ideas** |
| **Does the speaker react appropriately to what the interlocutor or other candidate says?** | |
| **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**  **2:24 “so what are you studying at the moment?”**  **3:14 “so you just started last year?”** | **Not so good**  **Around 12:30- perhaps could have given interlocutor more of a chance here**  **Again at around 15:15** |
| **Comments: [4] Tended to dominate the discussion. There were a number of points where, after making his own point, he might have left some space for his interlocutor to take an extended turn of her own (recognizing that she might have needed a bit more time as her proficiency was obviously lower). Instead, he tended to plough through at these points with another long contribution of his own.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **PRONUNCIATION** | |
| **Name of student: Bo Hu** | |
| **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**  **1:05 “Boadcasting”?** |
| **Comments: [5] Very clear throughout. Some phonetic and intonation patterns were slightly marked (“foreign sounding”) but none impacted intelligibility at all.** | |