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| **B2 First (LEVEL B2) SPEAKING**  **Active Listening** | |
| **Name of student: Haiyu Zhang** | |
| **Does the speaker respond actively? Does the speaker give feedback as the listener?** | |
| **Good**  **5:08 “Data analyst” + nodding**  **5:38 nodding + “mm”**  **12:30 “mm”**  **12:34 “mm right”** | **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] Regularly responds to partner’s talk with acknowledgment tokens and in one case, a repeat of the turn-final item of the prior turn. Mark is limited here because her partner didn’t talk much so she didn’t have much to respond to.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **DISCOURSE MANAGEM ENT** | |
| **Name of student: Haiyu Zhang** | |
| **Are the answers of an appropriate length for the task? Is there much hesitation?** | |
| **Good**  **Yes, speaks a lot.** | **Not so good**  **Hesitations/pauses/false starts do make her long contributions hard to follow at times.** |
| **Are the contributions relevant? Is there much repetition? Is it well organised?** | |
| **Good** | **Not so good**  **12:50-13:25 this part is rather unclear/ hard-to-follow** |
| **Does the speaker use a range of cohesive devices? And discourse markers?** | |
| **Good** | **Not so good** |
| **Comments [3] Produces a lot of extended utterances. Fluency issues do make her message hard to follow at times but her ideas are mostly relevant despite some confusion about the task requirements.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **GRAM MAR & VOCABULARY** | |
| **Name of student: Haiyu Zhang** | |
| **Does the speaker use simple grammatical forms with control?** | |
| **Good** | **Not so good**  **1:00 “the reason of why I choose”**  **1:14 “I found interested of the study of languages”** |
| **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**  **“it’s part of my major knowledge”**  **14:00 unable to express clearly exactly why she’s confused about the task prompt**  **14:55 “knowledges”** |
| **Comments [3] Her grammar is better than her vocab. Vocab limitations make it hard for her to express her ideas sometimes and this affects fluency.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **INTERACTIVE COMM UNICATION** | |
| **Name of student: Haiyu Zhang** | |
| **Does the speaker start discussions? Does the speaker introduce new ideas?** | |
| **Good**  **Yes, she does all the work in part 3** | **Not so good** |
| **Does the speaker react appropriately to what the interlocutor or other candidate says?** | |
| **Good**  **5:15 follow-up question to help partner expand on his prior contribution**  **5:52 another follow-up question**  **16:12 tries to show this turn as being built on her 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** | **Not so good** |
| **Comments [4] Does a good job of trying to show that her utterances are responsive to prior turns and attempts to involve her partner despite him being rather reticent to speak at length.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **PRONUNCIATION** | |
| **Name of student: Haiyu Zhang** | |
| **Are the answers clear? Can the speaker be generally understood?** | |
| **Good** | **Not so good** |
| **Is the speaker’s intonation appropriate?** | |
| **Good**  **0:53 “Melbourne”**  **7:04 “career”**  **7:15 “when I was still in China”** | **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] Some good use of intonation and speech is always clear. Fluency issues limit her ability to show good control of prosody over extended stretches of speech.** | |