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| **B2 First (LEVEL B2) SPEAKING**  **Active Listening** | |
| **Name of student: Hangyu Zhang** | |
| **Does the speaker respond actively? Does the speaker give feedback as the listener?** | |
| **Good**  **2:56 “yeah”**  **3:53 “yeah”**  **7:38 “yeah”**  **8:15 “yeah”**  **10:08 “yeah”**  **11:05 “yeah yeah absolutely”**  **11:14 continuer “mm mm”** | **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 [5] Always shows engagement with partner’s turns. ‘Mutuality’ is very high- able to make ideas come across as being collaboratively produced rather than belonging to one or the other of them.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **DISCOURSE MANAGEM ENT** | |
| **Name of student: Hangyu Zhang** | |
| **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** | **Not so good** |
| **Does the speaker use a range of cohesive devices? And discourse markers?** | |
| **Good**  **Mini-presentation at end of part 2 is very coherent and organised** | **Not so good** |
| **Comments [5] Very fluent speech at almost all times. Contributions are very well organized and easy to follow.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **GRAM MAR & VOCABULARY** | |
| **Name of student: Hangyu Zhang** | |
| **Does the speaker use simple grammatical forms with control?** | |
| **Good** | **Not so good**  **4:28 singular “issue”** |
| **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** |
| **Comments [5] Some minor errors in grammar and vocab but these never detract from the message. Skills allow her to express herself in significant detail and convey nuances of meaning.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **INTERACTIVE COMM UNICATION** | |
| **Name of student: Hangyu Zhang** | |
| **Does the speaker start discussions? Does the speaker introduce new ideas?** | |
| **Good**  **Constantly producing new ideas in part 3** | **Not so good** |
| **Does the speaker react appropriately to what the interlocutor or other candidate says?** | |
| **Good**  **9:46 picks up on her partner’s response to her own original point about ‘cultural diversity’ and expands it further- makes this sequence very collaborative**  **11:38 works together with partner to explain her idea about giving the work experience students work to do before the program starts** | **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**  **2:15 task planning talk**  **3:12 “so which one would you like to talk about?”** | **Not so good** |
| **Comments [5] Engages with her partner’s comments and evaluations of her ideas to develop them even further. Takes the lead in task planning talk which helps the interaction flow smoothly.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **PRONUNCIATION** | |
| **Name of student: Hangyu Zhang** | |
| **Are the answers clear? Can the speaker be generally understood?** | |
| **Good** | **Not so good** |
| **Is the speaker’s intonation appropriate?** | |
| **Good**  **1:07 “linguistics”**  **3:33 “salary”** | **Not so good** |
| **Does the speaker use sentence stress correctly? Is word stress correct?** | |
| **Good**  **3:35 “for me I think salary is the most important one if I want to make a career change”**  **4:38 “we work because we want to support our family”**  **7:10 “it’s related to what our students need…”** | **Not so good** |
| **Are individual sounds clear? Are they correctly produced?** | |
| **Good** | **Not so good**  **4:40 “clothes”** |
| **Comments [5] Very clear and easy to listen to. Skillful use of prosody to express nuances of meaning.** | |