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| **B2 First (LEVEL B2) SPEAKING**  **Active Listening** | |
| **Name of student: Meihui Yan** | |
| **Does the speaker respond actively? Does the speaker give feedback as the listener?** | |
| **Good**  **2:54 “mm”**  **3:04 “mm mm”**  **3:16 “mm mm”**  **3:46 “hm mm”**  **8:22 nodding**  **8:44 “mm”**  **9:00 “hm mm”**  **9:36 “mm mm”**  **12:12 “mm mm”**  **12:51 “yeah”** | **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?** | |
| **10:01 recognises this as a spot to give an agreement/confirmation** | **Not so good**  **Delayed uptake at 4:00**  **9:49 doesn’t take a turn when partner leaves her a gap to come in** |
| **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] Gives fairly frequent listener responses but relies heavily on minimal “mm mm”s and “yeah”s.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **DISCOURSE MANAGEM ENT** | |
| **Name of student: Meihui Yan** | |
| **Are the answers of an appropriate length for the task? Is there much hesitation?** | |
| **Good**  **Takes one long turn starting at around 10:10. It is quite coherent but the ideas are mostly taken from her partner. Noticeable hesitations/false starts but they do not affect meaning or cause much strain for the listener.** | **Not so good** |
| **Are the contributions relevant? Is there much repetition? Is it well organised?** | |
| **Good** | **Not so good**  **Link between her first turn in part 2 and the topic is not well-established**  **Turn at 3:25 does not seem very relevant** |
| **Does the speaker use a range of cohesive devices? And discourse markers?** | |
| **Good** | **Not so good** |
| **Comments [3] Only rarely makes extended contributions but those that she does make were delivered quite fluently and with adequate coherence. Easy-to-follow.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **GRAM MAR & VOCABULARY** | |
| **Name of student: Meihui Yan** | |
| **Does the speaker use simple grammatical forms with control?** | |
| **Good** | **Not so good**  **1:20 “the reason why I like this major because I…”**  **13:16 “I also the teacher’s assistant for 3 years”** |
| **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**  **2:35 “study some knowledge”**  **10:40 “something” unable to paraphrase effectively here**  **11:19 “go to the social”** |
| **Comments [2] Frequent simple grammatical errors and limited vocabulary are quite noticeable. Lack of vocabulary obviously limits her ability to express nuanced ideas on more abstract topics.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **INTERACTIVE COMM UNICATION** | |
| **Name of student: Meihui Yan** | |
| **Does the speaker start discussions? Does the speaker introduce new ideas?** | |
| **Good** | **Not so good** |
| **Does the speaker react appropriately to what the interlocutor or other candidate says?** | |
| **Good**  **13:12 able to link this turn to the prior turn well** | **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**  **Relies on partner to drive the interaction throughout** |
| **Comments [2] Heavily reliant on her partner to drive the interaction. With the notable exception of her turn at 13:12, her contributions seems rather “un-interactional”- she does little to mark her talk as being part of a dialogue. Her extended turns seem more like speeches than turns in a conversation.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **PRONUNCIATION** | |
| **Name of student: Meihui Yan** | |
| **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**  **1:25 “processing”**  **Regularly says experiment instead of experience**  **11:37 “some other ???”** |
| **Comments [3] Some moments of unintelligibility but the overwhelming majority is quite clear. Very little evidence of prosodic control over long utterances.** | |