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| **B2 First (LEVEL B2) SPEAKING**  **Active Listening** | |
| **Name of student: Qihang Qiu** | |
| **Does the speaker respond actively? Does the speaker give feedback as the listener?** | |
| **Good** | **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 [1] Didn’t treat the tasks as interactive at all. Both he and his partner just gave individual speeches. He didn’t do anything wrong here- there was just no information to judge his abilities because he didn’t understand the task requirements.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **DISCOURSE MANAGEM ENT** | |
| **Name of student: Qihang Qiu** | |
| **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**  **5:08 “everything’s gonna happen, nothing’s gonna happen” bit is unclear in meaning- what is this related to?** |
| **Does the speaker use a range of cohesive devices? And discourse markers?** | |
| **Good**  **4:56 “as for promotion”**  **9:38 “at first”** | **Not so good** |
| **Comments [3] Longer turns were generally clear in meaning. Hesitations, pauses etc. did cause some listener strain. His speeches were generally on topic.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **GRAM MAR & VOCABULARY** | |
| **Name of student: Qihang Qiu** | |
| **Does the speaker use simple grammatical forms with control?** | |
| **Good** | **Not so good** |
| **Does the speaker use complex grammatical forms?** | |
| **Good** | **Not so good**  **1:36 “different language spoken countries”**  **1:50 “that’s interesting things a lot”** |
| **Does the speaker use a range of appropriate vocabulary? (everyday situations / familiar topics / wide range of familiar topics?)** | |
| **Good** | **Not so good**  **9:16 “mix their knowledge”** |
| **Comments: [3] Accuracy was not particularly well-controlled in simple structures but this rarely affected meaning. Vocab was often inappropriate or ‘clumsy’ but again, he almost always got his message across.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **INTERACTIVE COMM UNICATION** | |
| **Name of student: Qihang Qiu** | |
| **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** | **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 [1] Didn’t treat the tasks as interactive at all. Both he and his partner just gave individual speeches. He didn’t do anything wrong here- there was just no information to judge his abilities because he didn’t understand the task requirements.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **PRONUNCIATION** | |
| **Name of student: Qihang Qiu** | |
| **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**  **1:17 “applied linguistics”**  **9:20 “lectures”** |
| **Comments [3] Lack of phonetic control caused some listener strain but meaning was almost always clear.** | |