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| **B2 First (LEVEL B2) SPEAKING**  **Active Listening** | |
| **Name of student: Tongyi Qi** | |
| **Does the speaker respond actively? Does the speaker give feedback as the listener?** | |
| **Good**  **2:12 “yeah, interest counts”**  **2:23 “yep”**  **2:28 “the salary yeah”**  **6:03 “mm”**  **7:46 “yep that matters”**  **9:40 “yeah the team members stuff”**  **11:00 “mm mm”**  **11:13 “mm”**  **11:20 “yeah yeah exactly”** | **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] Gives a lot of feedback and listener responses are frequent.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **DISCOURSE MANAGEM ENT** | |
| **Name of student: Tongyi Qi** | |
| **Are the answers of an appropriate length for the task? Is there much hesitation?** | |
| **Good**  **Fluency makes her message very easy to follow.** | **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 is coherent and fluent.** | **Not so good**  **Point starting around 10:00 is rather confusing** |
| **Comments [5] Very fluent throughout. Longer utterances are frequent and almost always clear, coherent, logical and easy to follow.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **GRAM MAR & VOCABULARY** | |
| **Name of student: Tongyi Qi** | |
| **Does the speaker use simple grammatical forms with control?** | |
| **Good** | **Not so good**  **4:02 “maybe someone just don’t get satisfied with their paychecks”** |
| **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**  **0:43 “educated stuff”** |
| **Comments [4] Uses a very wide range of structures. Some limitations in vocab are evident and mistakes in grammar fairly frequent.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **INTERACTIVE COMM UNICATION** | |
| **Name of student: Tongyi Qi** | |
| **Does the speaker start discussions? Does the speaker introduce new ideas?** | |
| **Good**  **Lots of new ideas, often very well developed** | **Not so good** |
| **Does the speaker react appropriately to what the interlocutor or other candidate says?** | |
| **Good**  **7:28 picks up on partner’s idea and develops it a little (mainly just a paraphrase)**  **8:59 “yeah like the real tasks”**  **9:05 great development of this idea that they have come up with as a co-operative project**  **11:25 builds on partner’s point 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**  **3:20 switch to task planning**  **5:53 “so what do think of this topic?”**  **10:43 “and what do think of the participants?”** | **Not so good** |
| **Comments [5] Consistently links turns to her partner’s prior turns and attempts to build on his ideas.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **PRONUNCIATION** | |
| **Name of student: Tongyi Qi** | |
| **Are the answers clear? Can the speaker be generally understood?** | |
| **Good** | **Not so good** |
| **Is the speaker’s intonation appropriate?** | |
| **Good**  **7:14 “designed to help them improve”** | **Not so good** |
| **Does the speaker use sentence stress correctly? Is word stress correct?** | |
| **Good**  **2:00 “ah I think, there must be a reason for the change”** | **Not so good** |
| **Are individual sounds clear? Are they correctly produced?** | |
| **Good** | **Not so good**  **3:57 “various”** |
| **Comments [5] Very clear and easy to understand. Skillful use of intonation and prosody over long stretches of speech.** | |