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| **B2 First (LEVEL B2) SPEAKING**  **Active Listening** | |
| **Name of student: Wenhui Li** | |
| **Does the speaker respond actively? Does the speaker give feedback as the listener?** | |
| **Good**  **3:28 “okay”**  **3:55 :ok ok”**  **9:34 nodding**  **10:28 “okay professional skills”**  **12:08 “yeah yeah”**  **12:25 “yeah”**  **13:16 “ok”**  **14:26 “ok”** | **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 [4] Produces a lot of listener responses to show her engagement with her partner’s talk.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **DISCOURSE MANAGEM ENT** | |
| **Name of student: Wenhui Li** | |
| **Are the answers of an appropriate length for the task? Is there much hesitation?** | |
| **Good** | **Not so good**  **Lack of fluency definitely makes her message difficult to follow at times** |
| **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** | **Not so good** |
| **Comments [3] Word searches, hesitations and false starts are quite salient in her longer utterances. This makes her message hard to follow at times. Contributions are well-organised and coherent in part 3 especially.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **GRAM MAR & VOCABULARY** | |
| **Name of student: Wenhui Li** | |
| **Does the speaker use simple grammatical forms with control?** | |
| **Good** | **Not so good** |
| **Does the speaker use complex grammatical forms?** | |
| **Good** | **Not so good**  **10:36 “what should belong to the select criteria”** |
| **Does the speaker use a range of appropriate vocabulary? (everyday situations / familiar topics / wide range of familiar topics?)** | |
| **Good** | **Not so good**  **1:08 “I very appreciate my professor”**  **Runs into trouble around 11:50** |
| **Comments [3] Limited vocab definitely causes her problems both with fluency and expressing ideas. Simple grammar errors are frequent and noticeable.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **INTERACTIVE COMM UNICATION** | |
| **Name of student: Wenhui Li** | |
| **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**  **12:32 this turn builds on what her partner has just said**  **13:40 great! she produces the conclusion to sum up the import of her partner’s anecdote and relate it back to the task at hand** | **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] In part 3 she starts to engage with her partner’s ideas and take turns that show their relationship to the turns that precede them. Also produces some good ideas in part 3 that drive the conversation forward.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **PRONUNCIATION** | |
| **Name of student: Wenhui Li** | |
| **Are the answers clear? Can the speaker be generally understood?** | |
| **Good** | **Not so good** |
| **Is the speaker’s intonation appropriate?** | |
| **Good**  **3:36 “…or training?”**  **3:49 intonation displays her confusion- marks this as a repair initiation**  **10:46 “is too short.”** | **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**  **10:56 “think”** |
| **Comments [4] Very clear with some skillful use of intonation. Fluency issues once again impact her score here.** | |