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| **B2 First (LEVEL B2) SPEAKING**  **Active Listening** | |
| **Name of student: Xiao Li** | |
| **Does the speaker respond actively? Does the speaker give feedback as the listener?** | |
| **Good**  **10:36 “yeah”**  **10:47 “mm”**  **11:31 “mm mm”**  **11:45 “mm”**  **12:34 “yeah”**  **14:00 “yeah”** | **Not so good** |
| **Does the speaker have the ability of conducting collaborative finishes or reactive tokens?** | |
| **Good 12:37 “just know the process” making this point co-operatively**  **14:10 “work” finishes off sentence when partner is struggling with fluency** | **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] Frequent listener response tokens during partner’s longer turns. Two examples (12:37; 14:10) show her ability to monitor partner’s talk closely and contribute to the point she is making or help her out when she runs into trouble finding vocab.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **DISCOURSE MANAGEM ENT** | |
| **Name of student: Xiao Li** | |
| **Are the answers of an appropriate length for the task? Is there much hesitation?** | |
| **Good** | **Not so good**  **Fluency makes message hard to follow at times** |
| **Are the contributions relevant? Is there much repetition? Is it well organised?** | |
| **Good**  **12:50 tells anecdote to support her point** | **Not so good** |
| **Does the speaker use a range of cohesive devices? And discourse markers?** | |
| **Good** | **Not so good**  **First half of her mini-presentation in part 2 is rather confusing but it gets better in the second half.** |
| **Comments [3] Frequently produces longer utterances but they can be a bit hard to follow at times due to fluency issues, vocab limitations and a lack of logical marking.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **GRAM MAR & VOCABULARY** | |
| **Name of student: Xiao Li** | |
| **Does the speaker use simple grammatical forms with control?** | |
| **Good** | **Not so good**  **10:16 “tired”**  **12:20 “works”**  **13:17 “tired” again** |
| **Does the speaker use complex grammatical forms?** | |
| **Good** | **Not so good**  **3:24 lack of correct grammar for the hypothetical makes this turn potentially confusing** |
| **Does the speaker use a range of appropriate vocabulary? (everyday situations / familiar topics / wide range of familiar topics?)** | |
| **Good** | **Not so good** |
| **Comments [3] Vocab limitations do impede her ability to convey her message at times. Simple grammar errors are frequent.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **INTERACTIVE COMM UNICATION** | |
| **Name of student: Xiao 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**  **3:22 gives an example to help explain this point that her partner is confused about**  **8:54 “It’s okay”**  **13:50 good development of partner’s point**  **14:20 builds on partner’s point again** | **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**  **12:10 “and I think you’re right because…” good linking of this to partner’s prior turn**  **12:30 “so I think your ideas is very good” more linking** | **Not so good** |
| **Comments [5] Contributes a lot of new ideas. Works hard to link her contributions to her partner’s prior turns which gives the conversation a very interactive feel.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **PRONUNCIATION** | |
| **Name of student: Xiao Li** | |
| **Are the answers clear? Can the speaker be generally understood?** | |
| **Good** | **Not so good** |
| **Is the speaker’s intonation appropriate?** | |
| **Good**  **1:40 “but”**  **5:24 “China”**  **6:13 “culture”** | **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**  **3:44 “support”?**  **12:07 “combination of ??? students”**  **6:04 “career”** |
| **Comments [4] Quite clear throughout despite a handful of moments where individual items were hard to decipher. Some good use of intonation but not sustained.** | |