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| **B2 First (LEVEL B2) SPEAKING**  **Active Listening** | |
| **Name of student: Xueqi Piao** | |
| **Does the speaker respond actively? Does the speaker give feedback as the listener?** | |
| **Good**  **2:22 “oh yeah, that’s important”**  **3:08 “oh yes”**  **3:39 “yeah it is”**  **7:17 “yeah”**  **7:51 “mm”**  **8:02 “mm” + nodding**  **8:45 “yeah”**  **9:18 “oh yeah”** | **Not so good** |
| **Does the speaker have the ability of conducting collaborative finishes or reactive tokens?** | |
| **Good**  **9:05 “yeah to see their GPA” syntactically tied to partner’s ongoing turn to establish this point as being co-operatively produced**  **10:00 sequence around here (motivation) is very co-operative**  **11:44 “yeah to tell them…” coll. completion** | **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] Offers a lot of support and constantly demonstrates her engagement. Talk is notably highly co-operative and ideas are co-constructed. Able to show off her co-operative abilities with at least two collaborative completions (See above).** | |

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| **B2 First (LEVEL B2) SPEAKING**  **DISCOURSE MANAGEM ENT** | |
| **Name of student: Xueqi Piao** | |
| **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**  **Idea around 11:20 is expressed logically but fluency issues do cause some listener strain** | **Not so good** |
| **Does the speaker use a range of cohesive devices? And discourse markers?** | |
| **Good**  **5:13 “Besides salary…” link back to partner’s mini-presentation** | **Not so good** |
| **Comments [4] Contributions are highly relevant and logical. Score is limited here by her fluency issues which, while not impacting meaning, do cause some strain for the listener on a few occasions. Occasionally she does not get to finish what she wants to say because it is taking her too long and her partner jumps in.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **GRAM MAR & VOCABULARY** | |
| **Name of student: Xueqi Piao** | |
| **Does the speaker use simple grammatical forms with control?** | |
| **Good** | **Not so good**  **5:22 “if you don’t even interest in your job”**  **10:07 “they are really want this opportunity”**  **12:39 “test them to this multitask ability”** |
| **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**  **7:44 “the job they need to prepare” runs into some vocab issues around here**  **8:12 “quality”**  **8:35 runs into some trouble here- doesn’t finish “do these things….” but maybe partner’s fault for jumping in early.** |
| **Comments [4] Meaning is always clear but errors are quite common and vocab is clearly somewhat limited.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **INTERACTIVE COMM UNICATION** | |
| **Name of student: Xueqi Piao** | |
| **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**  **9:10 expands upon her partner’s point about having a minimum standard for entry**  **9:25 expands on partner’s point about diversity but also qualifies it**  **9:50 “that’s really helpful in Australia”** | **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**  **“What do you think? You can choose one first.” -task planning talk**  **3:47 more planning talk**  **10:33 “what else should we decide?”** | **Not so good** |
| **Comments [5] Constantly picks up on her partner’s ideas, expands upon them in her next turn, and displays these links clearly. Supplies new ideas and works to manage task planning.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **PRONUNCIATION** | |
| **Name of student: Xueqi Piao** | |
| **Are the answers clear? Can the speaker be generally understood?** | |
| **Good**  **Very easy to understand** | **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** |
| **Comments [4] Very clear throughout with no points of indecipherable speech. Score is limited to 4 because she does not really show good control of prosodic features over longer utterances- too many pauses/hesitations/false starts etc.** | |