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| **B2 First (LEVEL B2) SPEAKING**  **Active Listening** | |
| **Name of student: Xuming Wang** | |
| **Does the speaker respond actively? Does the speaker give feedback as the listener?** | |
| **Good**  **4:54 “yeah” – but sounds a bit abrupt**  **11:08 “yeah”** | **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**  **5:18 interruption** |
| **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 [2] Does give some listener response. His opportunity to display his abilities here were severely hamstrung by his partner’s low proficiency and willingness to talk.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **DISCOURSE MANAGEM ENT** | |
| **Name of student: Xuming Wang** | |
| **Are the answers of an appropriate length for the task? Is there much hesitation?** | |
| **Good** | **Not so good**  **Fluency problems make message difficult to follow**  **Fluency improves in part 3** |
| **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**  **11:27 “so for the second question..”** | **Not so good** |
| **Comments [3] Produces a lot of extended stretches of talk. These are often rather hard to follow however, due in part to a lack of fluency and an inability to use cohesive devices to link ideas and illustrate the relationships between them.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **GRAM MAR & VOCABULARY** | |
| **Name of student: Xuming Wang** | |
| **Does the speaker use simple grammatical forms with control?** | |
| **Good** | **Not so good** |
| **Does the speaker use complex grammatical forms?** | |
| **Good** | **Not so good**  **6:05 “makes us to change the career”**  **10:34 “how much students we want”**  **11:56 “they have to be go for internship first”** |
| **Does the speaker use a range of appropriate vocabulary? (everyday situations / familiar topics / wide range of familiar topics?)** | |
| **Good** | **Not so good**  **1:03 “further works”**  **1:13 “have a further study”**  **4:22 unable to paraphrase- just stops in the middle of his sentence**  **5:30 meaning of this whole utterance is unclear** |
| **Comments [2] Speaks at length and attempts a lot of complex structures. Vocab is limited though and this prevents him from expressing his meaning clearly in parts 2 and 3.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **INTERACTIVE COMM UNICATION** | |
| **Name of student: Xuming Wang** | |
| **Does the speaker start discussions? Does the speaker introduce new ideas?** | |
| **Good**  **Takes the lead in the discussion and produces a lot of ideas** | **Not so good** |
| **Does the speaker react appropriately to what the interlocutor or other candidate says?** | |
| **Good**  **10:06 turn-initial yeah in response to disagreement followed by clarification of his point displays his understanding of his partner’s prior disagreeing turn** | **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**  **3:46 asks question to drive discussion**  **6:08 tries to set his partner up with a question to launch the ‘min-presentation’** | **Not so good** |
| **Comments [3] Attempts to involve his partner in the discussion and is sometimes able to mark his turns as being responsive to the turns that precede them.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **PRONUNCIATION** | |
| **Name of student: Xuming Wang** | |
| **Are the answers clear? Can the speaker be generally understood?** | |
| **Good**  **Always clear** | **Not so good** |
| **Is the speaker’s intonation appropriate?** | |
| **Good**  **13:10 “I just do whatever they tell me to do”** | **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] Pronunciation is far better than grammar/vocab (unusually so). Some nice use of intonation and prosody over longer utterances when his fluency improves (he “warms up”) in part 3.** | |