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| **B2 First (LEVEL B2) SPEAKING**  **Active Listening** | |
| **Name of student: Yuqi Zhong** | |
| **Does the speaker respond actively? Does the speaker give feedback as the listener?** | |
| **Good**  **4:31 “yeah”**  **4:46 “family”**  **8:03 “yeah”**  **8:46 “yeah”**  **9:10 “yeah I think that is one important point”**  **9:40 “yeah yeah”**  **10:24 “Ohh”** | **Not so good** |
| **Does the speaker have the ability of conducting collaborative finishes or reactive tokens?** | |
| **Good**  **9:04 “like balance between” jumps in to ‘save’ her partner here** | **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] Produces a lot of listener responses to display attentiveness, even though her partner’s turns are sometimes a bit confusing/off-topic/out of place. Monitors her partner’s struggles with vocab/expression and attempts to jump in at opportune moments to help her out.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **DISCOURSE MANAGEM ENT** | |
| **Name of student: Yuqi Zhong** | |
| **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** | **Not so good** |
| **Does the speaker use a range of cohesive devices? And discourse markers?** | |
| **Good**  **Part 2 mini-presentation is very well organised** | **Not so good** |
| **Comments [5] Very fluent and easy to follow. Organises her turns well with cohesive devices and good logical structure. Contributions are always relevant.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **GRAM MAR & VOCABULARY** | |
| **Name of student: Yuqi Zhong** | |
| **Does the speaker use simple grammatical forms with control?** | |
| **Good** | **Not so good** |
| **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**  **1:34 “enrolled” “appreciate its reputation”**  **6:26 “be aware of their responsibility of their family**  **9:23 many experience”** |
| **Comments [5] Despite common errors with vocab/expression, she is always able to get her message across. Vocab is sufficient to talk in some detail about the more abstract topics in parts 2 and 3.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **INTERACTIVE COMM UNICATION** | |
| **Name of student: Yuqi Zhong** | |
| **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**  **4:21 picks up on her partner’s phrase “working environment”**  **4:56 comes in to help her partner out when she is struggling to get her idea out (but does she come in a bit too early?)**  **5:02 “yeah I think so” agreement token here to show that this idea, although she herself actually produced it, really ‘belongs’ to her partner**  **10:02 waits a good amount of time here to give her partner a chance to produce something before coming in to help out**  **10:28 “okay so you mean how they choose the participants right” clarifies the relevance of her partner’s turn 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**  **3:41 “so what do you think are important?”**  **4:34 “what else” to invite partner’s contribution**  **8:43 “ and what else do you…”**  **9:47 “what else do you think”**  **10:32 “so you think….” frames this as a summary of her partner’s idea** | **Not so good** |
| **Comments [5] Tries hard to get her partner, who is of significantly lower proficiency, involved. Formats turns to display their responsiveness to that which precedes them.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **PRONUNCIATION** | |
| **Name of student: Yuqi Zhong** | |
| **Are the answers clear? Can the speaker be generally understood?** | |
| **Good** | **Not so good** |
| **Is the speaker’s intonation appropriate?** | |
| **Good**  **1:44 “a concurrent diploma in computing”** | **Not so good** |
| **Does the speaker use sentence stress correctly? Is word stress correct?** | |
| **Good**  **1:10 “students either go to US or UK or …”**  **5:36 “always means we have a job now but we are unsatisfied about this so…”** | **Not so good** |
| **Are individual sounds clear? Are they correctly produced?** | |
| **Good** | **Not so good** |
| **Comments [5] Very clear and natural. Controls prosody over extended stretches of speech. Uses intonation to convey meaning.** | |