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| **B2 First (LEVEL B2) SPEAKING**  **Active Listening** | |
| **Name of student: Zeling Su** | |
| **Does the speaker respond actively? Does the speaker give feedback as the listener?** | |
| **Good**  **3:13 uh uh**  **3:19 yeah**  **3:53 yea yeah, kinda challenging**  **7:22 “yeah”** | **Not so good**  **3:36 not much around here after interlocutor declares her plan to become a judge** |
| **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**  **9:23 “as you said before” links her turn to interlocutor’s prior turn** | **Not so good**  **Relies on interlocutor support and direct questioning** |
| **Comments [2] Does make an attempt to provide acknowledgement tokens but these are rare. Stays very silent while interlocutor is talking particularly in part 3. This may have been because she couldn’t understand some of what her interlocutor (also low proficiency) was saying.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **DISCOURSE MANAGEM ENT** | |
| **Name of student: Zeling Su** | |
| **Are the answers of an appropriate length for the task? Is there much hesitation?** | |
| **Good** | **Not so good**  **4:07 Unable to develop this answer**  **Salient disfluency throughout makes it hard to follow her message** |
| **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 [1] Significant disfluency obscured her message and made her points hard to follow.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **GRAM MAR & VOCABULARY** | |
| **Name of student: Zeling Su** | |
| **Does the speaker use simple grammatical forms with control?** | |
| **Good** | **Not so good**  **2:35 simple tense errors- change, study** |
| **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**  **4:50 “she consider more about”**  **5:05 “pay more time on her familiar subject”** |
| **Comments [2] Vocab is sufficient to talk about familiar situations but she encounters difficulty talking about more abstract concepts. A lot of simple errors with tense.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **INTERACTIVE COMM UNICATION** | |
| **Name of student: Zeling Su** | |
| **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**  **2:30 responds appropriately to question** | **Not so good**  **8:42 Huge pause at start of her answer and a lot of hesitation and pauses thereafter** |
| **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 [1] Relies heavily on her interlocutor to drive the interaction. Does not engage much with her interlocutor’s points (which, in fairness, were often rather unclear).** | |

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| **B2 First (LEVEL B2) SPEAKING**  **PRONUNCIATION** | |
| **Name of student: Zeling Su** | |
| **Are the answers clear? Can the speaker be generally understood?** | |
| **Good** | **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**  **2:36 “Inesta”?? I couldn’t make this out.** |
| **Comments [3] Clear throughout. Could not score higher because fluency limited her ability to show prosodic control over longer utterances.** | |