

Task Achievement & Communication Skills - 6

In the monologue part she manages to produce a **straightforward narrative** in which she **communicates some concrete information** on her dream job **comprehensibly and with quite a few relevant details** (e.g. *it is a very interesting job to help people; I have to study medicine; a very good hospital very near to my grandparents' house; I would earn very much in this job*), although her performance lacks the very detailed information representative of a band 7.

In the short interactive part both exchange basic information on the given topic of sports successfully. Theresa supports her partner when she is in danger of getting stuck right at the beginning by asking how often she does sports at school (*R: And, I ... uh ... T: How often? R: Once a week and then two hours.*) and **maintains the conversation** by bringing in **some more concrete information** by trying to explain that she is not that good at volleyball any more as a long time has passed since she started playing it.

In the argumentative discussion on computers she takes the initiative rather rudely right after her partner has started (*R: Em, I haven't got an own computer ... T: (interrupting) Why not?*) though we may assume that her surprise is genuine. She is able to **maintain the conversation by using stock phrases** (*and you?*), but also by skilfully supplying new ideas (*R: Do you very often use your computer or laptop? T: Yeah, I think ... every other day. R: Yes. T: And, em ... but I don't play computer games so often*) and brings in **clear and concrete information that is relevant for the topic** (Facebook, chatting, computer games and their potential dangers, videos on YouTube).

Adding up all three parts of the performance TA and CS are representative of band 6 due to the number of relevant details in the monologue and the good turntaking skills in the interactive parts, which raise the performance above a band 5.

Clarity and Naturalness of Speech - 5

In both the monologue and the interactive parts she shows **some degree of fluency with some natural pausing for grammatical and lexical planning**. In her presentation on her dream job she relates her **message as a connected** (and, or, because) **linear sequence of points** (the job → her motivation → the training necessary → where training would take place → travelling to where she is going to be trained). Her **pronunciation is mostly clearly intelligible**. There are very few mispronunciations, which, however, never impair understanding.

Grammar - 5

The **range of structures** she uses is generally **sufficient to complete the task** successfully. In her presentation on her dream job she uses Present Tense but is able to express modality as well (*I have to study medicine; I would work ...; I would have ... hm ... I have to travel a lot*). In the interactive parts she attempts Present Perfect but does not use it quite correctly (*I've learned voll ... volleyball for three years*), manages comparative forms (*a laptop is much better than a computer*), Adverbs (*I draw very well*) and a Gerund (*good at writing something*). **Inaccuracies** become more disturbing towards the end of the longer discussion and do **impair communication to some extent**, as tense and question forms are noticeably flawed (*do you good at writing something at the computer? Do you had learned the ten finger "System"?*) and futurity is not expressed correctly (*do you get a computer or a laptop?*). Yet the **message is almost always clear**, which justifies a band 5 overall. The performance lacks the confident grammatical control and a markedly wider range of structures to merit a higher band.

Vocabulary - 5

As she is not familiar with the English expression "surgeon" she uses the German "Chirurg" instead, which interrupts communication at this moment. However, this **major error occurs when she tries to express a concept clearly beyond A2 language**. When she continues she uses a **sufficient range of vocabulary to get the message across clearly** that she is talking about becoming a doctor. Although her **choice of lexis is occasionally incorrect** (*I'm not so good in volleyball; it's so long time ago; dangers from computers and laptops; I see videos with music*) she is able to repair (*and em I have to learn ... or I have to study medicine*) and deliver some good phrases (*every other day; I would have to travel a lot*). On the whole she **communicates clear ideas** on all the topics she has to deal with. With a fairly safe control of a sufficient lexical repertoire a band 5 has to be awarded.

Task Achievement & Communication Skills - 5

In the monologue part the student gives a **straightforward narrative** in which she **communicates some concrete information** on her food preferences **comprehensibly** (e.g. that she likes almost all kinds of pizza but not those with fish; that she makes pizza herself; that she sometimes eats pizza in a restaurant with her family), but without supplying more detailed information (=band 7). She first misinterprets the interlocutor's question as to which country is famous for pizza and talks about the basic ingredients for pizza instead, but manages a correct answer when he asks a second time.

In the short interactive part she exchanges basic information on the given topic of sports successfully. First Ruth answers her partner's question and then manages **basic turntaking by replying with a stock phrase** (*R: Yes, I'm not so bad at sport. T: Okay.*

R: And you ... em ... which team sports do you like?) and **maintains the short conversation** by asking for clarification (*T: Em, not anymore because I ... it's so ... it's so long ... it's so long time ago that I learned it. And so I think I'm not so good in volleyball. R: But you like it? T: Yeah, I like it very much.*) and adding an extra question (*R: Okay. And ... em ... do you play volleyball with friends or someone from your family?*)

In the argumentative discussion on computers she is able to **maintain the conversation by using stock phrases** (*And you?*), but also by commenting on her partner's utterances (*T: Yeah, I have a own laptop. R: Cool.*) and responding meaningfully to what she has said (*T: Yeah, and, do you em sometimes thinks ... think about the dangers of computers and laptops. R: Yes, but I haven't had any problems so far.*) She is somewhat hesitant with supplying supporting details on how she uses computers but still **manages to get some main points across successfully** (she will get a laptop, she watches music videos on YouTube, she doesn't often play computer games, she types with one finger and has never put together a presentation on her computer)

Adding up all three parts of the performance TA and CS are representative of band 5 as they lack the more detailed information and the effective turntaking skills demanded by higher bands.

Clarity and Naturalness of Speech - 5

In both the monologue and the interactive parts she shows **some degree of fluency with noticeable but quite natural pausing for grammatical and lexical planning**. In her presentation on food she relates her **message as a connected** (and, but, because) **linear sequence of points** (favourite food → reasons → dislikes → restaurants → recipe). Her **pronunciation is mostly clearly intelligible**. There are very few mispronunciations, which, however, never impair understanding.

Grammar - 5

The **range of structures** she uses is **generally sufficient for the task**. In her presentation on her favourite food she uses Present Tense structures only, which, however, is the natural choice for this topic. In the interactive parts she uses basic question forms correctly (e.g. *Which team sports do you like? Are you good at volleyball?*), and responds to questions in Present Perfect (*I haven't had any problems so far*) as well as Past Tense (*I never made a presentation with the computer*). There are **occasional inaccuracies**, for example, when she fails to use Future Tense when it is required (*I haven't got an own computer ... but I get one*) or when she replies to the question whether she likes informatics with *"I'm learning a lot at it"*. Although the range of grammar she uses appears somewhat narrow at times her **message is always clear** and the **inaccuracies do not seriously impair communication**.

Vocabulary - 5

When she talks about her favourite food she uses **a sufficient range of vocabulary to communicate her ideas clearly**. As she is not familiar with the English expression "pepper" she uses the German *"Paprika"* instead, but this does not seriously impair communication at this point. There are very few instances of incorrect or clumsy word choice (e.g. *informatic, I always make it with one finger* when she refers to typing, or *but no one with fish* when she talks about her favourite pizza). So although overall her **vocabulary is generally accurate**, the lexical repertoire that she controls contains no exceptional vocabulary and remains rather basic (*there are so many kinds of pizzas, I really hate fish, it tastes awful, I sometimes eat it in a restaurant, milk, vegetable, tomatoes, you need cheese, not in my free time but at school, once a week, I like to, play games, I'm not very good at it* etc.). As she **communicates clear ideas** on all the topics she has to deal with and controls a sufficient lexical repertoire fairly safely a band 5 has to be awarded.