

### B2 First for Schools

#### Assessment Commentary and Marks: Kok Wee and Chris

Video can be found at <http://www.youtube.com/watch?v=2NEhEyusaEs>

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#### Kok Wee

##### Grammar and Vocabulary: 5

Shows a good degree of control of a range of simple forms and attempts some complex grammatical forms with some success.

- *I like him because he gives us a lot of notes* (Part 1: 01.10)
- *I started to read two years ago. ... Recently I started a book called Clockwork Angels.* (Part 1: 02.15)
- *All you need is training and perseverance* (Part 2: 04.00)
- *Students might want to learn another language because it's useful for their future and they can make more friends* (Part 3: 07.58)
- *The university will be more interested in you because you are multi-lingual* (Part 3: 08.20)
- *Let's not talk about talent ...* (Part 3: 10.58)
- *And do nothing, looking at the ceiling* (Part 4: 11.36)
- *If you don't try new stuff, you won't know ...* (Part 4: 12.03)

Uses a range of appropriate vocabulary to give and exchange views on a wide range of familiar topics

- *Notes ... useful ... winter season ... fiction* (Part 1)
- *Tournament ... marathon ... level of skills ... training ... perseverance ... socialise ... I'm not a shopping person* (Part 2)
- *Interested in you ... multi-lingual ... capable ... healthy ... instruments ... passion ... take classes ... similar ... practise* (Part 3)
- *Efficiently ... waste time ... ceiling ... stuff ... judge ... weakness ... mentally and physically active* (Part 4)
- *There is a phrase that says 'no pain, no gain'* (Part 4)

##### Discourse Management: 5

###### Extent

Kok Wee produces extended stretches of language with very little hesitation in all parts of the test.

###### Relevance

His contributions are relevant and there is a clear organization of ideas throughout the test.

### Cohesion

He uses a range of **cohesive** devices (conjunctions, determiners, pronouns, related lexis, etc) and discourse markers.

- *Either/or ... I think ... as compared to ...* (Part 2)
- *But you need to take classes* (Part 3: 10.30)
- *Let's not talk about (talent)* (Part 3: 10.58)
- *Just try and you will know* (Part 4: 12.11)
- *Rather than ...* (Part 4: 14.12)

### Pronunciation: 4

#### Intelligibility

Is intelligible throughout the test.

#### Intonation

Is usually appropriate.

- I **recently** started a book called Clockwork Angels (Part 1: 02.15)
- For the second picture it's either a marathon, or running (Part 2: 3.23)
- Just **try** and you will **know** (Part 4: 12.11)

#### Stress

Sentence stress is accurately placed

- I'm not a **shopping person** (Part 2: 06.36) The **university will be more interested** in you because you are **multi-lingual** (Part 3: 08. 20)
- **Learning a new skill is better** than **doing nothing** (part 4: 11.40)

Word stress is generally accurately placed

#### Individual sounds

Are generally articulated clearly

### Interactive Communication: 4

#### Initiating and Responding

Kok Wee initiates and responds appropriately, taking some opportunities to link his contributions to those of his partner.

- In Part 3 (10.26ff), in the discussion about drawing
- In Part 4 (13.26) 'society might judge them because of their weakness' in response to his partner's remark about people being laughed at.

#### Development

He maintains and develops the interaction.

- In Part 3 (08.15 and 08.35) when discussing why students might want to learn a new language and moving the discussion forward e.g. 09.04

### Global Achievement: 4

Kok Wee can handle communication on a range of familiar topics with very little hesitation. He can organise extended discourse and makes an effort throughout to respond to and build on his partner's ideas. He is generally coherent and accurate when expressing his ideas, though some inaccuracies and inappropriate usage occur. He makes very effective use of the opportunities that arise throughout the test.

### Chris

#### Grammar and Vocabulary: 3

Shows a good degree of control of simple grammatical forms

- *I spend time with my room-mates* (Part 1: 00.50)
- *I prefer tennis, because it's more fun* (Part 2: 04.15)
- *They enjoy the time with each other* (Part 2: 5.50)
- *I think studying to play a musical instrument might be popular as well* (Part 3: 09.25)
- *If I play a guitar it's more useful to attract a girl* (Part 3: 09.38)
- *Everybody can draw* (Part 3: 10.28)
- *They also need talent to do that* (part 3: 10.55)

And occasionally attempts some complex grammatical forms

- *What if the students can't speak English very well and still learn another foreign language?* (Part 3: 08.35)
- *They might not (to) speak both of (its) very well* (Part 3: 08.36)

Uses a range of appropriate vocabulary to give and exchange views on a range of familiar topics

- *Room-mates ...* (Part 1)
- *Fun ... twist(ed) my ankle ... chat ... each other ... good weather ... hang out* (Part 2)
- *Attract a girl ... practise ... spare time ... talent* (Part 3)
- *Make friends ... over and over again ... laugh at them ... muscles ... computer games ... choice ... whole night* (Part 4)

#### Discourse Management: 3

##### Extent

Produces extended stretches of language

- *It's quite useful because I can get everything I want from the internet* (Part 1: 01.35)
- *It's better to have a class, learn some new things and make some new friends* (Part 4: 11.22)

##### Relevance

Her contributions are relevant and varied, with very little repetition

- Her response (Part 2) to her partner's comments about tennis
- Her question (Part 3) in response to her partner's comment about language courses: *'what if the students can't...?'*
- Her comment about drawing classes (also Part 3)
- His comments about doing new things (Part 4)

##### Cohesion

She uses a range of cohesive devices (conjunctions, determiners, pronouns, related lexis, etc.) and a range of discourse markers

- *Really* (part 1: 04.30) (*It really makes me feel relaxed*)
- *For the first picture...for the second picture* (Part 2)
- *If ... because ...* (various examples)

### Pronunciation: 3

#### Intelligibility

Is intelligible, though in a few places (Part 1, 2, 3) her responses could be clearer. At times the volume and pitch of her voice are very low, which means the listener has to concentrate carefully to catch what she says. This could easily be improved by varying the pitch of her voice (see intonation below) and speaking slightly more loudly.

#### Intonation

Is a little flat and would be clearer if her voice rose and fell when she was expressing her ideas

#### Stress

Sentence stress is generally accurately placed

- I can get **everything** I **want** from the **internet** (Part 1: 01.35)
- It really makes me feel relaxed (Part 2: 04.30)
- **Everybody** can **draw** (Part 3: 10.28)
- ...doing the same thing **over** and **over** again (Part 4: 12.39)

Word stress is generally accurate

- Room-mates...everything (part 1)
- Relaxed...twist...while...weather (Part 2)
- Foreign...popular...attract...draw...practise (Part 3)
- Nothing to do...world...worry...computer (Part 4)

#### Individual Sounds

Are generally articulated clearly.

### Interactive Communication: 3

#### Initiating and Responding

Chris initiates and responds appropriately,

- In Part 2, in her response to her partner's comments about tennis
- In Part 3, where she asks the 'what if' question and makes several good points
- In Part 4, where she interacts more than earlier in the test

#### Development

She maintains and develops the interaction and negotiates towards an outcome with very little support

- Chris could have extended her answers in Part 1 a little more and initiated more in Part 3; generally she does contribute to the interaction. In Part 2 she tries to extend her comment about tennis (which she plays) and in Part 3 her 'what if?' question encourages the development of an extended response from her partner.
- She also develops the topic of drawing (also Part 3).
- She also develops the topic of learning new things (Part 4)

### Global Achievement: 3

She produces extended discourse which is generally coherent, but occasionally contains inaccuracies and inappropriate usage.