

Part 1: Question and Answer (Sport and Education)

The test taker has a hesitant start and appears to be struggling to understand the initial question. However, once she receives clarification from the examiner she is able to begin and keep going comprehensibly but with frequent evidence of both lexical and grammatical repair. For example when talking about sport, she is uncertain about the pronunciation of the word **badminton** and experiments with the stress pattern a number of times before continuing with what she has to say. Later, when talking about her school days she says, **I have many friends** but then goes on to correct this saying **I had many friends**. There are also pauses and a noticeable amount of repetition as she searches for language to express herself. For example, when talking about sports she says, **so when young people watch the TV so they try to learn to learn to play this sport**. There is a lack of organizational control reflected in the test taker's tendency to jump from one idea to another. At times this hinders communication.

In terms of grammatical range, she attempts to use a range of basic structures and has a sufficient range of basic functions to talk about familiar or general topics demonstrating that she can describe, explain and give an opinion at a simple level. She uses some basic connecting devices including **and**, **but**, **also** and **or** effectively. She attempts to use longer sentences when she wishes to expand on her ideas and opinions. However, there is a tendency towards repetition with the connectors and cohesive devices used. For example, she repeatedly uses the connector **so** when talking about Thailand's badminton and volleyball champions influencing young people. She does not attempt to use more complex sentence structures such as conditional sentences although the opportunity is given. Her range of vocabulary is sufficient to express herself on the familiar topics of sport and education.

The test taker's pronunciation is intelligible even if a foreign accent is evident and mispronunciations occur. With multi syllable words, for example **remember** and **quality**, she stresses each syllable equally but this does not hinder communication. In terms of grammatical accuracy she is able to talk about actions in the present though with the unnecessary addition of words like **now**, **at the present**, **at this moment**. However, she is inconsistent in her use of the past tense, often using the present tense and adding the words **in the past** to statements describing past events. For example, she says, **Yes I enjoy (school) in the past** and **I have many friends.... in the past**. In addition, the test taker does not appear to be familiar with the use of the **ing** form of the verb following prepositions. For example she says **instead of improve** rather than **improving**. Further errors occur in the use of prepositions. She says Thai people are **interesting to badminton** instead of **interested in badminton**. She also talks about the **impact** [of sports champions] **to young people** rather than **on** young people.

To sum up, in terms of fluency and coherence the test taker has enough strategies to maintain a conversation but her ideas do not flow and the tempo is somewhat uneven. She demonstrates knowledge of a basic range of structures and has a sufficient range of vocabulary to respond to the questions on these general topics. In addition, her pronunciation is intelligible. However, the inaccurate use of grammatical structures and lack of organisational control does at times hinder communication. Therefore she is awarded a B1 overall.

