

	Communication	Cultural conventions of language use	Linguistic structures and features				Strategies	EAL curriculum levels		
			Text structure	Grammatical features	Vocabulary	Phonology		C2	B3/C3	C4
4	<ul style="list-style-type: none"> <li>Participates in role play without hesitation or pauses</li> <li>Describes qualities and skills in general terms more than specific experiences</li> <li>Describes range of potential actions in the job</li> <li>Presents very strong reasons for being employed</li> </ul>	<ul style="list-style-type: none"> <li>Self-assured and confident interaction with interviewer</li> <li>Talks about self with high level of self assurance</li> </ul>	<ul style="list-style-type: none"> <li>Questions and elaborate answers from student</li> <li>Student describes how they would act in the role</li> </ul>	<ul style="list-style-type: none"> <li>Range of present and past tenses used</li> <li>Use of modals and conditionals and hypothetical situations, e.g. <i>I would recommend I would call..</i></li> <li>Use of adverbs to add emphasis e.g. <i>I'm really interested</i></li> </ul>	<ul style="list-style-type: none"> <li>Uses a range of vocabulary for skills and attributes, e.g. <i>really interested in sport, hard-working</i></li> <li>Uses a range of work place terminology e.g. <i>customer, staff team, part time, work together</i></li> </ul>	<ul style="list-style-type: none"> <li>Very clear articulation of sounds</li> <li>Appropriate linking of sounds</li> <li>Generally appropriate rhythm, stress and intonation</li> </ul>	<ul style="list-style-type: none"> <li>Avoidance by explicit, but acceptable, declination to answer a question</li> </ul>			
3	<ul style="list-style-type: none"> <li>Participates in role play with high level of fluency</li> <li>Describes qualities and experience in specific examples, some comments about general attributes</li> <li>Detailed response to hypothetical situation</li> <li>Presents strong reasons for being employed</li> </ul>	<ul style="list-style-type: none"> <li>Generally confident interaction with interviewer</li> <li>Talks about self comfortably</li> </ul>	<ul style="list-style-type: none"> <li>Questions and detailed responses to questions</li> <li>Relates experience to the role</li> </ul>	<ul style="list-style-type: none"> <li>Past and present tenses used</li> <li>Use of modal verbs for hypothetical situations e.g. <i>I would.. I'd first...</i></li> <li>Adverbs to qualify verbs e.g. <i>I am pretty comfortable</i></li> </ul>	<ul style="list-style-type: none"> <li>Uses some appropriate terminology for attributes</li> <li>Uses some specific terminology related to the position e.g. <i>role, character, personal trainer</i></li> </ul>	<ul style="list-style-type: none"> <li>Clear articulation of sounds</li> <li>Mostly appropriate linking of sounds</li> <li>More often than not appropriate rhythm, stress and intonation</li> </ul>	<ul style="list-style-type: none"> <li>Avoidance by limiting or qualifying answer e.g. <i>Yeah, Not sure, No or concluding with I think like that</i></li> </ul>			
2	<ul style="list-style-type: none"> <li>Participates in interview with overall fluency</li> <li>Describes qualities and experience mainly in terms of specific examples and strategies</li> <li>Gives response to hypothetical situation</li> <li>Presents plausible reasons for being employed</li> </ul>	<ul style="list-style-type: none"> <li>Generally interacts with ease in interview, but has difficulty in interaction at some points</li> <li>Able to talk about self confidently, but hesitation and reservation at points</li> </ul>	<ul style="list-style-type: none"> <li>Questions and some longer responses by student</li> <li>Student provides information to explain answers</li> </ul>	<ul style="list-style-type: none"> <li>Simple present and simple past tenses used appropriately for skills and experience</li> <li>Use of present tense to describe hypothetical events</li> <li>Modality mainly expressed by adverbs, e.g. <i>probably, maybe, rather than verbs.</i></li> </ul>	<ul style="list-style-type: none"> <li>Uses some terminology for attributes, but not always correct form of the word e.g. <i>open wider</i> for 'open' or 'approachable', <i>On time</i> for <i>arrive on time</i></li> <li>Uses some work or role related terminology</li> </ul>	<ul style="list-style-type: none"> <li>Most sounds clear, but some omission of sounds e.g. final consonants <i>interes(t) new(s)</i></li> <li>Some stress and rhythm errors makes speech sound a little stilted, and some syllables difficult to hear</li> </ul>	<ul style="list-style-type: none"> <li>Avoidance by giving a short answer</li> <li>Use of gesture to support meaning</li> </ul>			
1	<ul style="list-style-type: none"> <li>Participates in interview, but noticeable points hesitation and loss of fluency</li> <li>Describes qualities based on specific past experiences</li> <li>Has difficulty explaining potential or hypothetical actions</li> <li>Presents reasons for being employed</li> </ul>	<ul style="list-style-type: none"> <li>Self-conscious, uneasy interaction with interviewer</li> <li>Talks about self with limited self confidence or self consciousness</li> </ul>	<ul style="list-style-type: none"> <li>Questions and mostly short responses to questions</li> <li>Few long turns by student</li> </ul>	<ul style="list-style-type: none"> <li>Use of simple present for skills or attributes</li> <li>Simple past e.g. <i>I did, I worked</i> for experiences, but not consistent</li> <li>Use of modal verbs limited to <i>I can</i></li> </ul>	<ul style="list-style-type: none"> <li>Uses limited terminology for personal attributes e.g. <i>well-organised honest</i></li> <li>Uses limited job related terminology, e.g. <i>Part time</i></li> </ul>	<ul style="list-style-type: none"> <li>Intelligible, but some noticeable sounds, stress and rhythm, reflect L1; e.g. <i>singing</i> sounds like 'sin-ging' /sɪŋɪŋ/</li> <li>Some sounds or words difficult to recognise</li> </ul>	<ul style="list-style-type: none"> <li>Avoidance of difficulty by explicit statement (e.g. <i>I don't know in English</i>) or request to teacher to move to next question</li> </ul>			