

	Communication	Cultural Conventions of language use	Linguistic structures and features and intelligibility				Strategies	EAL curriculum levels		
			Text structures	Grammatical features	Vocabulary	Phonology		B2 C2	B3 C3	C4
4	<ul style="list-style-type: none"> Asks questions, and makes statements about planned actions Gives reasons for many choices Conveys hypothetical nature of plans explicitly Is fluent in statements and interaction 	<ul style="list-style-type: none"> Maintains eye contact appropriately through most of the conversation Describes hypothetical future actions Asks about hypothetical future actions Describes reasons for actions Asking about reasons for hypothetical future actions Nodding, helpful comments as feedback for partner 	<ul style="list-style-type: none"> Asks questions, makes statements, and gives explanations of reasons for choices Discusses of possible choices 	<ul style="list-style-type: none"> Uses modal <i>would</i> in questions and answers. Uses other modals <i>could, maybe even</i> Uses future forms of verb – <i>I will be</i> Frequently uses adverbs to signal modality and conditionality – <i>probably</i> Uses a range of question types and responses – <i>how would help your family? how about yourself? Why would you buy a house?</i> 	<ul style="list-style-type: none"> Uses some technical terms – <i>mortgage, deforestation</i> Uses a variety of terms for expressing cause and effect – <i>so, so that, because, to help, to make</i> 	<ul style="list-style-type: none"> Clearly articulates sounds, words and utterances Links of sounds so speech sounds quite fluent Uses intonation to convey meaning, question or statement 	<ul style="list-style-type: none"> Provides encouragement to conversational partner Gives positive response to partner's questions and responses Asks for more information 			
3	<ul style="list-style-type: none"> Asks questions and makes statements of planned actions Gives some reasons for choices Implies hypothetical nature of plans Generally fluent, some pauses and hesitations 	<ul style="list-style-type: none"> Makes eye contact when asking questions and giving most of the answer Describes hypothetical future actions Asks about hypothetical future actions Describes some reasons for actions Provides some feedback to partner 	<ul style="list-style-type: none"> Asks questions, makes statements, and gives explanation of reasons for choices 	<ul style="list-style-type: none"> Uses modal <i>would</i>, often following modeling in a question, but not sustained in other contexts Uses <i>will</i> to indicate actions in the future Uses some adverbs of modality – <i>probably, actually</i> 	<ul style="list-style-type: none"> Uses some more specific words – <i>charity, peoples, house, BMW, Ferrari</i> Uses increased range of cause and effect words – <i>because (cause), so, so that</i> 	<ul style="list-style-type: none"> Clearly articulates sounds, words and utterances Links of sounds, so speech sounds quite fluent 	<ul style="list-style-type: none"> Supports partner by asking for more information Consults tasks sheet to help focus response 			
2	<ul style="list-style-type: none"> States planned actions, and asks about partner's plans Gives reasons for some actions Describes planned and future actions, with occasional indication of their hypothetical nature Pauses and hesitates while speaking 	<ul style="list-style-type: none"> Makes frequent eye contact with partner, sometimes looking elsewhere when answering Describes probable future events – <i>I would probably buy a house....I give some money to you</i> Asks about partner's plans – <i>What about you?</i> 	<ul style="list-style-type: none"> Asks questions and makes statements about a common facilities schools, hospitals, and charities Asks some questions to elicit more information from partner Makes links to what partner has said 	<ul style="list-style-type: none"> Puts actions in future, using – <i>will, I'll</i>, – but generally doesn't use modals Uses modals limited to structures on task sheet Occasionally uses adverb – <i>probably</i> – to signal modality 	<ul style="list-style-type: none"> Uses some more specific words – <i>charity, homeless peoples, World Vision, house</i> Uses more cause and effect words – <i>because, and so</i> 	<ul style="list-style-type: none"> Generally articulates sounds, words and utterances clearly Linking of sounds, with some occasional problems Use of intonation to signal question 	<ul style="list-style-type: none"> May depend on more confident conversational partner Sometimes asks question to help partner give more information in an answer 			
1	<ul style="list-style-type: none"> States planned actions Gives minimal reasons for actions Describes some planned actions, but limited to concrete, familiar items, linguistically signalled as future events more than hypothetical events Makes frequent pauses and hesitation in responding to questions 	<ul style="list-style-type: none"> Makes some eye contact with conversational partner, but looking away from partner at times when speaking. Describes future events – <i>I'll save some for uni</i> Asks about partner's plans – <i>What will you do shopping?</i> 	<ul style="list-style-type: none"> Asks questions and statements about a hypothetical situation Uses conventional and formulaic turn taking – <i>can you tell me more about that</i> Asks some questions asked to elicit clarification or more information Makes a series of statements, not always connected to what partner says, following formulaic questions and statements 	<ul style="list-style-type: none"> Use of modals, restricted to reading from task sheet Limited use of verbs to indicate indication future– <i>I'll save some for unispend some, like building schools</i> Relies on formulaic questions and sentence starters – <i>What would you do if ... if I won a million dollars I would</i> 	<ul style="list-style-type: none"> Uses some familiar, everyday vocabulary for planned actions – <i>schools, hospitals, roads</i> Uses limited cause and effect words – <i>So</i> 	<ul style="list-style-type: none"> Makes some errors in articulation of sounds making some words difficult to identify Links of sounds, with some occasional problems Uses intonation to signal question 	<ul style="list-style-type: none"> Depends on conversational partner for help at points in the conversation Relies on question from prompt sheet to support partner Uses ideas and vocabulary from partner 			

Selected criteria = Student A (left of screen)

Selected criteria = Student B (right of screen)

Selected criteria = Both students