

	Communication	Cultural conventions of language use	Linguistic structures and features				Maintaining and negotiating communication	EAL curriculum levels		
			Text structure	Grammatical features	Vocabulary	Phonology		B2 C2	B3 C3	B3 C4
4	<ul style="list-style-type: none"> <li>Provides a detailed description of attributes of character and identifies suitable gifts</li> <li>Relates reasons for gifts to attributes of the character</li> <li>Clarifies ideas and work together to reach agreement</li> <li>Fluent in interaction</li> </ul>	<ul style="list-style-type: none"> <li>Supports conversational partners in constructing and participating in the conversation, assists them when they need assistance</li> <li>Uses language to explicitly manage interaction</li> <li>Makes suggestions</li> <li>Expresses suggestion, agreement, disagreement, and justification for choice</li> <li>Responds to and guiding partner/s participation and contributions</li> </ul>	<ul style="list-style-type: none"> <li>Describes character or justifies choice</li> <li>Participates in spontaneous turn-taking, with some co-operative interruptions</li> <li>Makes evaluative comment on suggestions</li> </ul>	<ul style="list-style-type: none"> <li>Accurately uses present tense to describe personalities of characters</li> <li>Accurately uses past tense to describe events in the story</li> <li>Appropriately uses modality – <i>we could...</i>, <i>how about if...</i></li> <li>Uses a range of logical connectives to give reasons, – <i>so that, because</i></li> </ul>	<ul style="list-style-type: none"> <li>Uses a wide range of appropriate word choices – <i>depressed, embarrassed mental problem deficiency</i></li> <li>May make occasional errors of form – <i>overweighted</i></li> </ul>	<ul style="list-style-type: none"> <li>Produces clearly intelligible speech</li> <li>Produces clear articulation of phonemes and connection of sounds</li> <li>Demonstrates very good control over rhythm, stress and intonation</li> </ul>	<ul style="list-style-type: none"> <li>Manages interaction using appropriate interruptions</li> <li>Explicitly appeals for partner's contribution or support – <i>What do you think?</i></li> <li>Affirms partner's ideas – <i>That's a good idea!</i></li> <li>Explicitly requests assistance – <i>I don't know what to do</i></li> <li>Provides support by clarification – <i>Do you mean...?</i></li> </ul>			
3	<ul style="list-style-type: none"> <li>Provides a detailed description of attributes of the character and identifies suitable gifts</li> <li>Relates reasons for the choice of gift to attributes of the character.</li> <li>Works with partner to reach agreement</li> <li>Fluent interaction</li> </ul>	<ul style="list-style-type: none"> <li>Works collaboratively with partners in turn taking and constructing the conversation</li> <li>Uses language to explicitly structure interaction</li> <li>Expresses suggestion, agreement, disagreement, and justification for choice</li> <li>Responds to partner/s and making contributions</li> <li>Maintains constant eye contact, responding to partner(s)</li> </ul>	<ul style="list-style-type: none"> <li>Uses longer turns to describe character or justify choice</li> <li>Participates in spontaneous turn taking, in cooperation with conversational partner(s)</li> <li>Makes suggestions and evaluative responses</li> </ul>	<ul style="list-style-type: none"> <li>Accurately uses present tense to describe personalities of characters most of the time</li> <li>Accurate uses past tense most of the time</li> <li>Expresses modality appropriately most of the time – <i>we could, maybe</i></li> <li>Uses greater variety of terms in expressing reasons – <i>...and then...</i>, <i>because if...</i></li> </ul>	<ul style="list-style-type: none"> <li>Matches semantic choice and form of word – <i>disability</i></li> <li>Makes some errors of word form and expressions – <i>truck is broken, child for children</i></li> <li><i>furnitures.</i></li> </ul>	<ul style="list-style-type: none"> <li>Produces in intelligible speech</li> <li>Clear articulation of phonemes and connection of sounds</li> <li>Some errors such as omission of final consonant – <i>book for books</i></li> <li>Demonstrates good control over rhythm, stress and intonation</li> </ul>	<ul style="list-style-type: none"> <li>Participates in interaction to reach agreement</li> <li>Explicitly appeals for help, request for feedback on own contribution</li> <li>May use circumlocution – <i>like a chair or something</i></li> <li>Accepts parts of ideas but rejects other parts</li> <li>Refers to partner by name</li> </ul>			
2	<ul style="list-style-type: none"> <li>Provides a description of character and identifies suitable gifts</li> <li>Gives justification for choice of gift</li> <li>Presents own ideas, and responds to partner's ideas</li> <li>Sometimes pauses and hesitates in interaction</li> </ul>	<ul style="list-style-type: none"> <li>Takes part in formalized turn taking which may not be very spontaneous, and sometimes signaled only by looking at partner</li> <li>Uses some language relevant to turn taking and interaction, such as direct use of questions – <i>How about...?</i></li> <li>Expresses suggestion, agreement and disagreement</li> <li>Nods head as back channeling, feedback to conversational partner</li> <li>Makes constant eye contact with partners, but sometimes looking away from the conversation</li> </ul>	<ul style="list-style-type: none"> <li>Participates in turns of moderate length</li> <li>Uses some formulaic phrases to signal shift of turn – <i>What do you think? ..How about...?</i></li> <li>Makes suggestions, gives reasons and makes responses</li> </ul>	<ul style="list-style-type: none"> <li>Uses present tense to describe characters</li> <li>Uses past tense to describe events in the story</li> <li>Makes some use of modals – <i>we could, we should.</i></li> <li>Makes some errors of subject-verb agreement – <i>He take care of him</i></li> <li>Uses <i>because</i> to give reasons</li> </ul>	<ul style="list-style-type: none"> <li>Uses word with clear semantic meaning, but sometimes incorrect forms – <i>mentally sick,</i></li> <li>Makes some errors of word choice – <i>stay in his way, at the first.</i></li> </ul>	<ul style="list-style-type: none"> <li>Produces intelligible speech, but with some noticeable mispronunciation – /g/ for /k/ in <i>Becky</i></li> <li>Gives impression of separated words, rather than constant flow of speech</li> <li>Exhibits problems with some consonant clusters, – /ld/ in <i>old</i></li> <li>Uses usually flat intonation, but some variation to show enthusiasm – <i>I think that's a good idea</i></li> </ul>	<ul style="list-style-type: none"> <li>Explicitly asks for ideas e.g. <i>What do you think?</i></li> <li>Takes over from partner when they are stuck</li> <li>Sometimes asks questions to support partners</li> <li>Sometimes self-corrects errors – <i>happy...happiness'</i></li> </ul>			
1	<ul style="list-style-type: none"> <li>Provides a limited description of the character and identifies suitable gifts</li> <li>Gives short justification for gifts.</li> <li>Exchanges ideas</li> <li>Frequently pauses and hesitates, searching for ideas or words to use</li> </ul>	<ul style="list-style-type: none"> <li>Participates in turn taking, but often not signaled by language</li> <li>Expresses suggestion – <i>how about... agreement – Ok it's a good idea... and disagreement – that is not a good idea.</i></li> <li>Doesn't maintain eye contact, looking in direction of partner more than eye contact, or even looking elsewhere while speaking</li> </ul>	<ul style="list-style-type: none"> <li>Participates in alternating turns of moderate length</li> <li>Uses minimal language to signal shift of turn</li> <li>Makes suggestions with reasons and gives responses</li> </ul>	<ul style="list-style-type: none"> <li>Makes some errors in sentence and clause construction – <i>maybe it a little bit not good idea...</i></li> <li>Makes some errors in formation of questions – <i>How about you think...</i></li> <li>Extensively uses present tense, even to retell events of the story</li> <li>Makes limited use of modality – <i>maybe</i></li> <li>Makes frequent errors of subject-verb agreement <i>Gilbert takes care...</i></li> <li>Uses <i>because</i> to give reasons</li> <li>Uses of conjunctions inappropriately – <i>about</i></li> </ul>	<ul style="list-style-type: none"> <li>Uses words with clear semantic meaning, but sometimes incorrect form of word used – <i>obesity' for obese, he is loyalty to, for he is loyal to, die for dead</i></li> <li>Uses wrong or incomplete phrase to express an idea – <i>problem of his mental</i></li> </ul>	<ul style="list-style-type: none"> <li>Produces intelligible pronunciation</li> <li>Makes noticeable errors in production of some sounds such as /r/ especially in consonant clusters- <i>Grape, problem</i></li> <li>Omits some final consonants – end of <i>house</i></li> <li>Produces some sounds and words that are difficult to identify</li> <li>Produces relatively flat intonation</li> </ul>	<ul style="list-style-type: none"> <li>Looks at partner when unable to continue</li> <li>Uses gestures to assist when struggling for a word</li> <li>Lends support to partner by giving the answer, correcting what partner says, whispering a response, prompting or completing a phrase for partner when partner is 'stuck'</li> <li>Uses circumlocution when word is not known – <i>problem of his mental for intellectual disability</i></li> </ul>			

Selected text = Both student A & student B.

