

**APPENDIX 1: The Master list of Can-do's**

Proficiency band	Gaba Level	Versant Scores	<b>Cultural Understanding</b>  <i>Awareness of context within culture, relationships, or situations (this is the level of genre, overall structure of language/texts)</i>	<b>Language Awareness</b>  <i>Range of appropriate vocabulary within a particular context, appropriate tenor, etc. (this is the level of register)</i>	<b>Speaking Proficiency</b>  <i>Ability to be understood by native speakers within a particular context (this is at the level of production (includes speaking accuracy, speaking speed, pronunciation, intonation, etc.))</i>	<b>Listening Proficiency</b>  <i>Ability to comprehend spoken language and respond appropriately (this is also at the level of production, but includes comprehension; appropriate in terms of what a native speaker would expect)</i>
Advanced	10	79-80	<ul style="list-style-type: none"> <li>• Confidently uses possible variations to the structure of a range of genres</li> <li>• Communicates native-like, independently and confidently about a wide range of technical and non-technical topics in formal and informal contexts</li> <li>• Able to confidently tell long complex stories</li> <li>• Participates with confidence in any casual conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Foregrounds abstractions</li> <li>• Uses noun groups or rhetorical questions as headings and sub-headings</li> <li>• Maintains a consistent level of technicality using highly technical vocabulary with some confidence</li> <li>• Refers confidently, to texts outside the immediate context showing a broader knowledge of the culture</li> <li>• Uses confidently, a range of vocabulary outside of personally relevant topics</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a wide range of alternatives to conjunctions to organize speech (the most important factor is...)</li> <li>• Constructs well-formed complex sentences using the range of cohesive conjunctions and relative clauses confidently and accurately</li> <li>• Uses complex vocabulary patterns to classify things</li> <li>• Makes delicate vocabulary choices with accuracy and confidence</li> <li>• Uses confidently the various meanings of a range of words (state, set)</li> <li>• Pronounces correctly, a small range of foreign words that retain their original pronunciation in the target language</li> <li>• Uses a range of phrasal</li> </ul>	<ul style="list-style-type: none"> <li>• Understands vocabulary in a wide range of technical fields and a range of vocabulary in diverse specialized fields</li> <li>• Understands a wider range of phrasal verbs than they can use</li> <li>• Understands a wider range of idioms and colloquialisms than they can use</li> <li>• Understands and responds to a wide range of cultural references beyond the immediate text</li> <li>• Understands non-literal meanings and begins to identify the cultural sources of isolated examples</li> <li>• Understands a small range of foreign words</li> </ul>

			<ul style="list-style-type: none"> <li>• Communicates appropriately and accurately in long complex conversations using other mediums</li> <li>• Understands a wide range of cultural references</li> <li>• Has a very solid understanding of the importance of context on language choices</li> <li>• Recognizes how language choices may construct and/or reflect different biases or prejudices related to gender, race or class stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a small range of foreign words that retain their original pronunciation within the target language</li> <li>• Able to make meanings with language beyond a literal level</li> <li>• Maintains consistent tenor in most formal contexts using appropriately, confidently and accurately a wide range of subjective resources and a range of objective elements that express modality</li> <li>• Uses patterns of evaluative language effectively</li> <li>• Uses confidently a wide range of colloquialisms, idioms and a narrow range of euphemisms</li> </ul>	<p>verbs</p> <ul style="list-style-type: none"> <li>• Uses with accuracy a range of verbs and nouns expressing both causation and modality</li> <li>• Expresses own viewpoint and speaks from the viewpoint of others, expressing appropriately their varying and complex uncertainties and values</li> <li>• Uses humor confidently and appropriately in informal contexts with familiar people</li> <li>• Chooses an extensive range of complex forms of language expressing modality accurately and appropriately</li> <li>• Uses a wide range of subjective elements and a small range of objective elements to express viewpoints</li> <li>• Uses accurate and appropriate variation in intonation, tone, volume, pacing and emphasis to vary meaning</li> <li>• Very little evidence of first language in speech</li> </ul>	<p>that retain their original pronunciation within the target language</p> <ul style="list-style-type: none"> <li>• Has native-like understanding in unfamiliar contexts</li> <li>• Can follow the staging and respond appropriately in a broad range of genres</li> <li>• Understands a wider range of humor and necessary cultural background for humor than they can use</li> </ul>
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	9	69-78	<ul style="list-style-type: none"> <li>• Has a reasonably confident awareness of the purpose, structure and major language features of a wide range of genres</li> <li>• Able to use well-staged longer and complex factual genres (e.g. personal biography)</li> <li>• Foregrounds a range of phrases and dependent clauses in a range of genres</li> <li>• Communicates confidently within a range of technical and non-technical topics, in supportive informal contexts</li> <li>• Participates with confidence in casual conversation in most situations</li> <li>• Communicates</li> </ul>	<ul style="list-style-type: none"> <li>• Uses more complex methods of classification</li> <li>• Maintains a consistent level of technicality and requires less support for highly technical vocabulary</li> <li>• Able to talk about technical topics using more specific technical phrases expressing the cause of an action</li> <li>• Maintains language appropriate for the relationship between the client and the person being spoken to in more formal contexts</li> <li>• Chooses with increasing confidence, a range of more indirect language when interacting in informal situations</li> <li>• Chooses more delicately from a wide range of synonyms appropriate to the tenor of the context</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a range of cohesive conjunctions and relative clauses with confidence</li> <li>• Uses a fair range of alternatives to conjunctions to organize speech (The main thing is...)</li> <li>• Constructs well-formed complex sentences using binding conjunctions and relative clauses confidently and accurately</li> <li>• Uses conjunctions to join sentences confidently and accurately</li> <li>• Makes delicate vocabulary choices with confidence</li> <li>• Expands descriptions accurately by using a wide range of descriptors, classifiers and qualifiers</li> <li>• Uses a range of abstract and technical nominalizations</li> <li>• Uses a range of verbs and nouns to express causation</li> <li>• Expresses own viewpoint well</li> <li>• Expresses other's viewpoints with limited confidence</li> <li>• Begins to show ability to use humor appropriately in informal contexts with familiar people</li> <li>• Uses a small range of complex ways to express</li> </ul>	<ul style="list-style-type: none"> <li>• Understands a wide range of vocabulary relating to everyday topics, a diversity of specialized situations and some complex technical fields</li> <li>• Able to identify variations in intonation, tone, volume, pacing and emphasis accurately</li> <li>• Understands a variety of language meanings beyond the literal level</li> <li>• Rarely misunderstands</li> <li>• Can follow the staging and respond appropriately in a broader range of genres</li> </ul>
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			<p>in long, moderately complex conversations using other mediums</p> <ul style="list-style-type: none"> <li>• Has a good understanding of cultural references</li> <li>• Understands well the importance of context on language choices</li> <li>• Confidently aware of interpersonal strategies, taking into account body language, tone and volume</li> <li>• Able to make more detailed arguments supported by more than basic evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Chooses from a range of more complex elements to foreground in a range of genres</li> <li>• Foregrounds consecutive phrases of place or time</li> <li>• Foregrounds dependent clauses or phrases of cause</li> <li>• Foregrounds with some confidence, generalized or abstract noun groups in factual genres</li> <li>• Chooses from a wider range of vocabulary to recount, summarize or paraphrase</li> <li>• Uses confidently, a range of common colloquialisms, idioms and isolated examples of euphemisms</li> </ul>	<p>modality</p> <ul style="list-style-type: none"> <li>• Uses appropriately, a small range of subjective and simple objective expressions of modality</li> <li>• Uses accurate and appropriate variation in intonation, tone, volume, pacing and emphasis to vary meaning</li> <li>• Predicts with good accuracy the pronunciation of infrequent technical words of several syllables</li> <li>• Uses basic rhetorical questions in debates to organize the stages of an argument</li> <li>• Little evidence of first language in speech</li> </ul>	
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High Intermediate	8	58-68	<ul style="list-style-type: none"> <li>• Able to use with confidence and create examples of simple genres involving more than one stage or a series of events (sending a package at the post office)</li> <li>• Communicates in longer and more complex conversations with support, when using another medium such as a phone</li> <li>• Communicates confidently about less familiar topics</li> <li>• Participates with confidence in casual conversation in a wide range of situations</li> <li>• Understands more clearly</li> </ul>	<ul style="list-style-type: none"> <li>• Uses small sets of synonyms and antonyms</li> <li>• Uses technical and everyday meanings of a small range of common words</li> <li>• Uses a small range of technical nominalizations (fracture)</li> <li>• Has a wide range of vocabulary to describe things in detail (composition, classification)</li> <li>• Has a small range of indirect language</li> <li>• Maintains appropriate language according to their relationship with the listener in longer conversations and chooses from a range of synonyms appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Able to smoothly form complex sentences using a range of conjunctions (if, and, but, when, after, until, whenever, since)</li> <li>• Uses direct and reported speech confidently and accurately</li> <li>• Uses relative pronouns with some choice and accuracy</li> <li>• Uses phrases to express the manner of an action (carefully, with care)</li> <li>• Uses a range of language elements that express differing degrees of certainty, obligation and likelihood with some accuracy in formal and informal situations (should, could, just, only)</li> <li>• Uses variation in intonation, tone, volume, pacing and emphasis to vary meaning</li> <li>• Pronounces most known words accurately and stresses appropriate syllable</li> <li>• Can predict with accuracy how unfamiliar words are</li> </ul>	<ul style="list-style-type: none"> <li>• Understands common vocabulary in everyday, non-technical topics of conversation and some technical topics</li> <li>• Understands a wider range of nominalizations than they can use</li> <li>• Has a narrow understanding of vocabulary that relates to topics beyond personal and work experiences</li> <li>• Identifies key vocabulary in unfamiliar topics and able to construct a simple summary from what they hear</li> <li>• Aware of and understands various meanings in different uses of intonation, tone, volume, pacing and emphasis</li> <li>• Can follow the staging and respond appropriately in a broader range of common genres</li> </ul>

		<p>how the same language choices vary depending on the context and purpose of communication</p> <ul style="list-style-type: none"> <li>• Begins to be critically aware of interpersonal strategies (e.g. distinguishes assertiveness from aggression based on body language, tone etc)</li> </ul>	<ul style="list-style-type: none"> <li>• Expands descriptions by using more delicate choices of describers, classifiers and qualifiers</li> <li>• Chooses from a range of vocabulary to recount, summarize or paraphrase</li> <li>• Chooses language beyond narrow formulaic models for more formal contexts</li> <li>• Aware of how the same sentence can carry differing degrees of obligation according to the context and the relationship between speakers ( e.g. a 'suggestion' from one's boss is effectively a command)</li> <li>• Begins to make more elaborate narratives</li> <li>• Uses with some confidence a small range of common</li> </ul>	<p>pronounced</p> <ul style="list-style-type: none"> <li>• Expresses opinions appropriately</li> <li>• Little evidence of first language in speech</li> <li>• Begins to use rhetorical questions in arguments</li> <li>• Begins to make delicate vocabulary choices: verbs to express action processes, noun groups, adverbs</li> <li>• Begins to speak from other points of view</li> <li>• Begins to understand how meanings can be made either subjectively or objectively (I think... vs. It seems...)</li> </ul>	
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			colloquialisms and idioms		
7	52-57	<ul style="list-style-type: none"> <li>• Able to use with some confidence, simple genres involving more than one stage or a series of events (sending a package at the post office)</li> <li>• Communicates in a wide range of social situations through a narrow range of personally relevant genres (client's field or specialization)</li> <li>• Communicates simply, appropriately and accurately some of the time, when using another medium such as a phone</li> </ul>	<ul style="list-style-type: none"> <li>• Able to simply discuss the meanings made in a range of texts that have multiple expressions of certainty, obligation and likelihood (I think that, I believe that, I'm certain that, I'm convinced that)</li> <li>• Uses a range of reference items (a, an, some, the and he, she, they, it) accurately most of the time</li> <li>• Foregrounds phrases of time in narratives/recounts, and actions in procedures</li> <li>• Tends to foreground personal pronouns in reports (e.g. "They increased taxes" rather than</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a wide range of comparatives of regular two syllable adjectives ending in y (more brightly colored), a small range of three syllable examples (more beautiful) and irregular examples (little → least)</li> <li>• Uses with accuracy, simple direct and reported speech</li> <li>• Uses a range of language elements that express differing degrees of certainty, obligation and likelihood appropriately in a narrow range of formal and informal situations (should, could, just, only)</li> <li>• Uses a wide range of yes/no questions and a range of wh- questions with some accuracy</li> <li>• Uses a narrow range of common nominalizations (biking [from bike])</li> <li>• Expands information using a range of linking conjunctions (and, but, or, so, then) and common</li> </ul>	<ul style="list-style-type: none"> <li>• Understands a range of reference items (definite articles and pronouns) accurately most of the time</li> <li>• Understands common vocabulary in everyday, non-technical topics of conversation</li> <li>• Understands more than one meaning of a wide range of familiar words</li> <li>• Understands a narrow range of common nominalizations (election [from elect])</li> <li>• Understands a range of language elements that express differing degrees of certainty, obligation and likelihood appropriately in a narrow range of formal and informal situations (could, may, perhaps)</li> <li>• Has a limited understanding of vocabulary that relates to topics beyond personal</li> </ul>

		<ul style="list-style-type: none"> <li>• Participates with some confidence in casual conversation about familiar topics with familiar people</li> <li>• Independently tells stories with a storyline and events related to the resolution of a problem</li> <li>• Has more confidence in awareness of language choices within differing relationships (language choices appropriate for speaking to a friend or when speaking to a younger child)</li> <li>• Can talk about the purposes, structure and common language of a range of simple genres</li> <li>• Makes brief reasoned arguments</li> </ul>	<p>“Taxes were increased”)</p> <ul style="list-style-type: none"> <li>• Uses a range of evaluative vocabulary to express feelings and attitude</li> <li>• Uses a range of vocabulary expressing actions, who is being talked about, and circumstances</li> <li>• Uses a narrow range of common technical vocabulary</li> <li>• Has tentative control of vocabulary beyond personal and workplace experiences</li> <li>• Chooses with some confidence, appropriate vocabulary for the relationship to the listener(s)</li> <li>• Begins to use a limited range of idioms and colloquialisms with some confidence</li> <li>• Chooses and uses accurately a small range of basic</li> </ul>	<p>binding conjunctions (if, when, after)</p> <ul style="list-style-type: none"> <li>• Describes things using a narrow range of describers (new man), classifiers (new security guard), and short prepositional phrases as qualifiers (just around the corner)</li> <li>• Can play with language in a small range of ways for humorous effect</li> <li>• Pronunciation is understandable by almost all native speakers</li> <li>• Chooses appropriately from a narrow range of vocabulary to make delicate meanings</li> <li>• Begins to understand how intonation, tone, volume and emphasis can vary meaning</li> <li>• Begins to use relative pronouns in basic ways. (That’s the guy whose car was stolen)</li> </ul>	<p>and work experiences</p> <ul style="list-style-type: none"> <li>• Can follow the staging and respond appropriately in a broad range of very common genres</li> <li>• Understands a limited range of idioms and colloquialisms</li> </ul>
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				<p>ways of expressing questions, offers, and commands ('Could you come here?' instead of 'Come here')</p> <ul style="list-style-type: none"> <li>• Able to express the manner in which to do something when giving instructions</li> <li>• Demonstrates a basic ability to select vocabulary according to context (medical: "abdomen", adult: "stomach", child: "tummy")</li> </ul>		
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<b>Proficiency</b>	<b>Gaba</b>	<b>Versant</b>	<b>Cultural Understanding</b>	<b>Language Awareness</b>	<b>Speaking Proficiency</b>	<b>Listening Proficiency</b>
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Band	Level	Scores	Awareness of context within culture, relationships, or situations (this is the level of genre, overall structure of language/texts)	Range of appropriate vocabulary within a particular context, appropriate tenor, etc. (this is the level of register)	Ability to be understood by native speakers within a particular context (this is at the level of production (includes speaking accuracy, speaking speed, pronunciation, intonation, etc.))	Ability to comprehend spoken language and respond appropriately (this is also at the level of production, but includes comprehension; appropriate in terms of what a native speaker would expect)
Low Intermediate	6	47-51	<ul style="list-style-type: none"> <li>Communicates in a small range of contexts within short spoken exchanges</li> <li>Communicates appropriately some of the time using other modes of communication aside from face-to-face</li> <li>Participates in casual conversation about familiar topics with familiar people</li> <li>Begins to have some confidence in awareness of language choices within differing contexts (language choices appropriate in a letter to a friend or when speaking to a younger child)</li> <li>Able to independently construct very brief examples of simple</li> </ul>	<ul style="list-style-type: none"> <li>Able to maintain the appropriate degree of formality in a limited range of formal, less supportive contexts (gradually decreases amount of formality in language used depending on context)</li> <li>Uses a range of reference language accurately most of the time (<b>She</b> doesn't like swimming in <b>the</b> ocean.)</li> <li>Uses commonsense everyday vocabulary confidently with familiar people</li> <li>Uses a small range of</li> </ul>	<ul style="list-style-type: none"> <li>Able to control and appropriately use primary tenses and past tense of the most common irregular verbs (speak, speaks, spoke)</li> <li>Able to discuss in simple ways, degrees of certainty, obligation, and likelihood (modality),</li> <li>Uses a range of comparatives using 2 syllable adjectives ending in y and chooses isolated three syllable and irregular examples (These are more brightly colored than...)</li> <li>Uses a limited range of common nominalizations</li> </ul>	<ul style="list-style-type: none"> <li>Understands a wide range of vocabulary and grammatical items beyond personally relevant topics</li> <li>Understands a small range of language elements expressing certainty and obligation</li> <li>Understands the most important language necessary within a small range of simple genres (goods/services exchange: 'Here's your change.')</li> <li>Recognizes a wide range of statements, questions, offers and commands</li> <li>Can follow the staging in a broader range of very common genres</li> <li>Understands more nominalizations than can use</li> </ul>

			<p>genres e.g. a short, basic narrative in which setting is introduced and events are sequenced in a logical way</p>	<p>vocabulary expressing actions, feelings and attitudes, and phrases explaining circumstances</p> <ul style="list-style-type: none"> <li>• Uses with some confidence, a narrow range of vocabulary to talk about their community and other broader, but personally relevant topics</li> <li>• Expands short phrases using numbers (a quarter of), describers (big, beautiful), classifiers (state government), short prepositional phrases as qualifiers (across the room, under the desk)</li> <li>• Foregrounds short, basic phrases of time and place in recounts and narratives (At 3:00, I walked the dog.)</li> <li>• Begins to use a</li> </ul>	<p>(swimming [from swim])</p> <ul style="list-style-type: none"> <li>• Uses appropriate intonation patterns of basic statements, questions and offers</li> <li>• Expands information using a range of linking conjunctions (and, then, but, or so) and the most common binding conjunctions (because, when, before, after)</li> <li>• Is almost always understood by native speakers who are listening carefully</li> <li>• Begins to use simple direct speech and the simplest reported speech and thought (Tracy said, "I'm going to a movie.", Tracy said she was going to a movie.)</li> </ul>	
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			limited range of technical vocabulary within a small range of personally relevant specific topics (occupation related)		
5	36-46	<ul style="list-style-type: none"> <li>Communicates in a narrow range of situations in short predictable spoken exchanges</li> <li>Begins to independently identify the purposes and language of simple genres (talking about: likes and dislikes, past experiences)</li> <li>Begins to independently construct very brief recounts, descriptions, reports and procedures</li> <li>Begins to communicate appropriately some of the time using other modes of communication aside from face-to-face</li> </ul>	<ul style="list-style-type: none"> <li>Uses a small range of reference language ('<b>They</b> ate all <b>the</b> cake.')</li> <li>accurately most of the time</li> <li>Uses a small range of everyday vocabulary for personally relevant topics such as leisure activities confidently</li> <li>Uses a limited range of technical vocabulary within a narrow range of personally relevant topics (client who is a software salesperson using technical terminology)</li> <li>Uses a small range of evaluative</li> </ul>	<ul style="list-style-type: none"> <li>Uses a narrow range of basic ways to express statements, questions, offers and commands with some grammatical accuracy</li> <li>Uses a range of grammatical items: auxiliaries (did, can, will), prepositions (out, under, above, between), adverbs (really, many)</li> <li>Good awareness of intonation patterns of basic statements, questions and offers</li> <li>Expands information using linking conjunctions (and, then, but, or so) and the simplest binding</li> </ul>	<ul style="list-style-type: none"> <li>Able to understand technical and non-technical vocabulary within a narrow range of specific topics (client is a computer salesperson and understands some computer terminology, stomach ache, sore shoulder)</li> <li>Able to follow instructions with little dependence on visual context</li> <li>Understands a small range of vocabulary and grammatical items within personally relevant topics</li> <li>Understands a wide range of phrases of time and place</li> <li>Understands a wide range of commands</li> <li>Able to follow stages in a narrow range of genres</li> <li>Has a tentative understanding of vocabulary beyond immediate, personally relevant situations</li> </ul>

			<ul style="list-style-type: none"> <li>• Beginning to change language based on context</li> </ul>	<p>vocabulary to express feelings and attitudes (describing the quality of something)</p> <ul style="list-style-type: none"> <li>• Begins to use a small range of phrases of time and place to introduce recounts</li> <li>• Uses a small range of comparatives of one syllable adjectives</li> <li>• Expands vocabulary by exploring numbers (first, a half of), describers (big, bright), classifiers (mountain bike), prepositions (beside, by)</li> <li>• Independently chooses from a narrow range of basic ways to express statements, questions, offers and commands</li> <li>• Chooses formulaic polite expressions appropriately (casual expressions for</li> </ul>	<p>conjunction (because)</p> <ul style="list-style-type: none"> <li>• Is generally understood by native speakers who are listening carefully</li> <li>• Demonstrates control of primary tenses but has inconsistent control of secondary tenses (progressive, perfect etc).</li> </ul>	
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			<p>friends and acquaintances, polite expressions for strangers and elders)</p> <ul style="list-style-type: none"> <li>• Can make and respond to suggestions</li> <li>• Can use simple techniques to start, maintain and end conversation with familiar people</li> <li>• Expresses agreement and disagreement in simple ways (“Ah huh”, “Okay”)</li> </ul>		
4	26-35	<ul style="list-style-type: none"> <li>• Able to adequately meet basic needs such as buying something and using transportation</li> <li>• Interacts in predominantly short predictable routine exchanges within personally relevant topics (simply stating desires, simply asking for advice, simply talking about the past)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a small range of reference language (his, they, this, that, those)</li> <li>• Uses a very narrow range of vocabulary within personally relevant topics</li> <li>• Uses some random technical vocabulary (a bruise, bee sting)</li> <li>• Uses a small range of phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a small range of basic grammatical items: articles (a, an, the), auxiliaries (do, does, is, was), prepositions (out, under), adverbs (so, much)</li> <li>• Chooses a narrow range of ways to express statements, questions, offers, and commands, mimicking others</li> </ul>	<ul style="list-style-type: none"> <li>• Able to follow instructions, with some dependence on visual context</li> <li>• Understands a narrow range of vocabulary within personally relevant topics</li> <li>• Understands more phrases of time and place than can use</li> <li>• Responds to commands with unfamiliar vocabulary</li> <li>• Not yet able to follow the different stages of simple genres</li> </ul>

			<ul style="list-style-type: none"> <li>• Emerging awareness of context</li> </ul>	<p>of time and place (store hours, meeting place)</p> <ul style="list-style-type: none"> <li>• Expands vocabulary by exploring numbers (eight), describers (very pretty, good-looking), classifiers (oil heater), prepositions (on, under, in)</li> <li>• Chooses a small range of socially appropriate formulaic expressions and begins to use colloquial forms ('doing okay' as opposed to 'I'm fine, thanks' in an informal situation)</li> <li>• Begins to experiment with new expressions in familiar supportive contexts</li> <li>• Can ask a small range of yes/no questions</li> <li>• Can give basic commands or instructions consisting of a single step.</li> </ul>	<ul style="list-style-type: none"> <li>• Good understanding of typical intonation patterns of basic statements, questions and offers</li> <li>• Is generally understood by native speakers who are listening carefully</li> <li>• Has limited control of past and future indicatives, but the predominance of speech is in the present tense</li> <li>• Expands using the simplest linking conjunctions (and, but, then) to connect sentences</li> </ul>	
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				<ul style="list-style-type: none"> <li>• Beginning to use full sentences with appropriate stress and intonation</li> <li>• Is aware of simple words with multiple meanings, or where the meaning may change according to context ('see the view' vs. 'see the doctor')</li> </ul>		
Beginner	3		<ul style="list-style-type: none"> <li>• Interacts in routine spoken exchanges with some tentative experimenting</li> <li>• Able to minimally meet very basic needs (buying something, using transportation, talk about self in a simple way)</li> <li>• Beginning awareness of context</li> </ul>	<ul style="list-style-type: none"> <li>• Uses basic pronouns appropriately (he, she, you, me, I, it)</li> <li>• Uses vocabulary for size, color, number, time, clothing, food, animals, body parts, everyday technology and weather in a basic way</li> <li>• Begins to use vocabulary to classify and describe</li> <li>• Chooses a narrow range of socially appropriate formulaic</li> </ul>	<ul style="list-style-type: none"> <li>• Has some control of basic grammatical forms</li> <li>• Expresses statements and questions in basic ways</li> <li>• Speech is mixed with first language and hampers understanding considerably</li> <li>• Some gestures are still used, but not relied on</li> </ul>	<ul style="list-style-type: none"> <li>• Able to comprehend simple short learned utterances, some complete utterances, and high frequency words strongly supported by immediate context</li> <li>• Responds appropriately to intonation patterns of statements and questions</li> <li>• Responds appropriately when key words are stressed.</li> <li>• Identifies familiar vocabulary in a variety of contexts</li> <li>• Understands a small range of yes/no questions</li> </ul>

			expressions and some informal examples		
2	20-25	<ul style="list-style-type: none"> <li>Limited to very predictable highly supportive situations</li> <li>Participates in basic routine conversations (meeting people for first time, talk about everyday things very simply)</li> </ul>	<ul style="list-style-type: none"> <li>Limited to everyday high-frequency vocabulary related to personal needs and immediate context</li> <li>Chooses the most common formulaic expressions</li> </ul>	<ul style="list-style-type: none"> <li>Has a basic understanding of the grammar of statements, questions, offers, commands and expresses them in basic ways using key word, stress and gesture</li> <li>Speech is dominated by first language</li> <li>Relies on gesture to convey more complex meanings</li> </ul>	<ul style="list-style-type: none"> <li>Understands a small range of common nouns and action verbs</li> <li>Understands very basic phrases of location</li> <li>Responds appropriately to tone of voice</li> <li>Responds appropriately when key words are stressed ("Please get me a <i>pen</i>")</li> </ul>
1		<ul style="list-style-type: none"> <li>Limited ability to interact in highly routine formulaic conversation</li> </ul>	<ul style="list-style-type: none"> <li>Strictly limited range of concrete everyday vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Uses single words and relies on gestures to make meaning</li> <li>Can only say very familiar words</li> </ul>	<ul style="list-style-type: none"> <li>Understands a narrow range of action verbs</li> <li>Responds non-verbally with gestures when meaning is clear from immediate context</li> </ul>

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**[Japanese version of can-do chart to be attached]**

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