

| | Communication | Cultural conventions | Linguistic structures and features | | | | Strategies | EAL curriculum levels | |
|---|---|--|--|---|--|---|---|-----------------------|------------|
| | | | Text structure | Grammatical features | Vocabulary | Phonology | | A1, B1, CL, C1 | A2, B2, C2 |
| 4 | <ul style="list-style-type: none"> Talks about a wider range of food items and gives descriptions, with some detail, and reasons for choices Fluently describes new food items and answers more complex questions Can recount when and how the lunch was made and the reasons why. Dialogue moves beyond the immediate context into student's extended experience Can ask a broad range of questions | <ul style="list-style-type: none"> Manages interaction using appropriate interruptions/turn taking Competently uses social formulas to work collaboratively Justifies, explains, clarifies and suggests Appropriately expresses and understands agreement, disagreement, humour - <i>she knows I don't like ... so she probably</i> 'Conversational' fillers to interact – <i>Well ... like, we all ...</i> Giving reasons – <i>because we didn't have ...</i> | <ul style="list-style-type: none"> Extended, structured descriptions and explanations Organised by order – <i>first she asks us, then she ... so she ...</i> Range of techniques to signal turn-taking, pauses, intonation, questions | <ul style="list-style-type: none"> Modals and conditionals, <i>maybe we'll eat, we might have</i> Varied question forms – <i>did you like that, what did you eat next?</i> Using more complex tenses with increasing accuracy – <i>was eating</i> | <ul style="list-style-type: none"> More complex topic specific vocabulary – flavour, some More specific verbs – <i>cooked dinner, added, bite</i> | <ul style="list-style-type: none"> Overall confident pronunciation, some individual issues, word endings or problematic sounds – <i>dey for they</i> Successful use of stress and intonation to carry additional meaning, signal agreement encouragement | <ul style="list-style-type: none"> Picks up on more precise language from teacher or partner – <i>they are different</i> Argues for own ideas Self-corrects and reformulate Asks for a correct term Asks questions to clarify | | |
| 3 | <ul style="list-style-type: none"> Talks about a broader range of food items and preferences and can describe them Asks a range of questions of the teacher and/or partner and responds appropriately to the answer Recount when and how the lunch was made Understands more complex questions Fluent when talking about well-known ideas and expressing simple new ideas | <ul style="list-style-type: none"> Compares, explains, clarifies, identifies and describes Describes some cause and effect relationships Uses appropriate social/polite formulas Monitors others' response to what they are saying, and modifies to improve communication | <ul style="list-style-type: none"> Longer turns of several extended phrases and sentences Exchanges of questions and answers Dialogue goes beyond the immediate context Asks a range of questions, including follow up questions | <ul style="list-style-type: none"> Some basic modals and conditionals – <i>we might, maybe I eat</i> Some preposition confusion – <i>at the kitchen</i> Common verb forms with increasing accuracy – <i>eat, we'll eat, ate</i> Uses <i>because</i> to explain cause and effect | <ul style="list-style-type: none"> Topic specific language around activities not necessarily related to school learning e.g. <i>dinner was late because, it tastes like</i> Concepts such as, time, location | <ul style="list-style-type: none"> Sounds clear most of the time despite some errors with less well known words Less obvious influence of first language on intonation, stress and rhythm Stress and intonation to reinforce ideas or direct – <i>no not there</i> | <ul style="list-style-type: none"> Stresses and intonation to reinforce ideas or to direct Uses circumlocution when lacking vocabulary – <i>it's sort of like ...</i> Uses common social and classroom formulas to facilitate the interaction, and to gain attention – <i>I forgot, I can't say it right</i> | | |
| 2 | <ul style="list-style-type: none"> Talks about common food items and preferences, especially when linked to previous study Takes part more actively in the conversation, but generally limited to answering questions Understands relatively complex questions when in clear context, but limited capacity to question or describe Can say when the lunch happened and who was involved in making it Limited ability to express new ideas Fluent in using well known and formulaic language | <ul style="list-style-type: none"> Routine turn taking, common formulaic expressions to participate in the interaction Attempts explaining, justifying, suggesting or signalling intention Some social formulas – <i>please, can you?</i> Generally allows the discourse to be managed by the teacher | <ul style="list-style-type: none"> Conversation characterised by short interactive turns Dialogue generally confined to the immediate context Simple words and phrases to interact – <i>I like, very yummy</i> | <ul style="list-style-type: none"> Formulaic phrases – <i>yes, no like, very good</i> Using future and simple past tense with varying accuracy - <i>we did ate</i> Can ask simple questions based on models and simple follow up questions | <ul style="list-style-type: none"> Some topic specific language – names of meals and simple descriptions – <i>hot soup, cold rice</i> Basic verbs – eat, make, have, like Confusion with verb past and future common verb tenses – <i>Tonight I eat ..., I buy fish</i> | <ul style="list-style-type: none"> Mostly intelligible pronunciation, particularly with well-known words, phrases Some sounds and words difficult to identify Significant first language influence on stress, rhythm and phonology | <ul style="list-style-type: none"> Imitates or uses key words or phrases from other speaker Gestures to communicate more complex descriptions Checks ideas with teacher, ask for assistance Improves pronunciation after listening to another speaker | | |
| 1 | <ul style="list-style-type: none"> Relies on teacher/partner to guide the interaction, suggest, give direction Limited understanding of questions or comments without modelling Takes part in, but doesn't direct the conversation Limited ability to ask questions beyond simple formulas Relies on simple written models as the basis for spoken responses Interaction may be through gestures, facial expression | <ul style="list-style-type: none"> Knows when questions are being asked or suggestions made May agree with partner or teacher, even when they don't understand May use mime and gesture to signal, agreement, actions, preferences Limited verbal strategies to negotiate, initiate or maintain interaction Minimal verbal interactional skills for clarifying, describing, explaining Limited explanation of choices, opinions | <ul style="list-style-type: none"> Frames most answers through learned formulas Short utterances question and answer structure – <i>I eat ...</i> Dialogue relates mostly to the immediate context | <ul style="list-style-type: none"> Formulaic/borrowed or 'echoed' phrases Simple present tense Some future and simple past tense when previously modelled Can repeat modelled questions after cueing | <ul style="list-style-type: none"> Little topic specific language beyond, basic food items, family members Can name some common lunch items – <i>bread, chips, apple</i> Few basic verbs – <i>eat, like, have</i> | <ul style="list-style-type: none"> Generally intelligible, some sounds, words and phrases difficult to identify Marked first language influence on intonation, stress and rhythm May need more than one attempt at pronouncing a new word | <ul style="list-style-type: none"> Uses key words used by teacher/partner, or echo what partner says – <i>Yesterday I had...</i> Eye contact or gesture to ask for help Waits for the teacher to supply an appropriate word Uses gesture and mime rather than talking Listens to what teacher or partner says and copies | | |