

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