

	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"> Talks about a wider range of more complex activities, giving reasons for activities Fluent when talking about new or more complex ideas Dialogue moves beyond the immediate context into student's extended experience 	<ul style="list-style-type: none"> Manages interaction using appropriate interruptions/turn taking Competently uses social formulas to work collaboratively Justifies, explains, and suggests Appropriately expresses and understands agreement, disagreement, humour 'Conversational' fillers to interact – <i>Well ... like, we all went to the barbeque ... and after that</i> 	<ul style="list-style-type: none"> Extended, structured presentation of activities Smooth turn taking and exchange of ideas Range of techniques to signal turn-taking, pauses, intonation, questions 	<ul style="list-style-type: none"> Modals, <i>maybe if it's not raining we go to park...</i> Giving reasons – <i>because we had to go to ...</i> Varied question forms – <i>did you like that, what did you do next?</i> Consistently correct common verb forms – <i>will go, went visiting, going shopping</i> 	<ul style="list-style-type: none"> Topic specific vocabulary relating to Concepts such as location – <i>He lives near me</i> More specific verbs – <i>visit, did the laundry, cooked dinner</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"> Pick up on more precise language from teacher or partner – <i>they are different</i> Argue for own ideas Self-correct and reformulate Ask for a correct term Ask questions to clarify 			
3	<ul style="list-style-type: none"> Talks about more complex ideas and interactions Asks questions of the teacher and responds appropriate to the answer 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 Describe 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 Organised chronologically, or by activity – <i>I went to library Saturday and Sunday</i> 	<ul style="list-style-type: none"> Some basic modals and conditionals – <i>would, might, maybe I go to ...</i> Some preposition confusion – <i>go at the movie</i> Appropriate common verb forms to talk about the future – <i>we'll go, I'm going to ...</i> 	<ul style="list-style-type: none"> Topic specific language around activities not necessarily related to school learning 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"> Stress and intonation to reinforce ideas or to direct Use circumlocution when lacking vocabulary – <i>we went to the place where you can ...</i> Use 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"> Discusses less common activities, 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 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, please, thank you 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>no Sunday go to church</i> 	<ul style="list-style-type: none"> Formulaic phrases – <i>yes fun, no like, very good</i> Time markers – <i>next, then, after that</i> Use of <i>because</i> to explain cause and effect 	<ul style="list-style-type: none"> Some topic specific language, activities related to school learning Basic verbs – <i>run, swim, eat, go,</i> Confusion with verb past and future verb tenses – <i>Next Sunday I go do ...</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"> Imitate or use key words or phrases from other speaker – <i>little present</i> Gestures to communicate more complex feelings or ideas Check ideas with teacher, ask for assistance Improve pronunciation after listening to another speaker 			
1	<ul style="list-style-type: none"> Discusses some common activities Says when the activities happened and who was involved Relies on teacher/partner to guide the interaction, suggest, give direction Frames most answers through learned formulas, some novel constructions 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 	<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"> Short utterances question and answer structure – <i>Go to shopping, go home, with my brother, I saw ...</i> Dialogue relates only to the immediate context Interaction may be through gestures, facial expression 	<ul style="list-style-type: none"> Formulaic/borrowed or 'echoed' phrases – <i>On Sunday I went to the ...What did you do on Friday? Sunday go park</i> Simple past tense Some future tense when previously modelled – <i>I will go to shopping</i> 	<ul style="list-style-type: none"> Little topic specific language beyond days of the week, simple actions, family members – <i>Yes, Sunday play, watch TV</i> Few basic verbs – <i>go, shop, play, watch</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"> Use key words used by teacher/partner, or echo what partner says – <i>On Sunday I ...</i> Eye contact or gesture to ask for help Wait for the teacher to supply an appropriate word Use gesture and mime rather than talking Listen to what teacher or partner says and copy Rely on simple written models 			