

	Communication	Cultural conventions of language use	Linguistic structures and features				Strategies	EAL curriculum levels		
			Text structure	Grammatical features	Vocabulary	Phonology		B2/C2	B3/C3	C4
4	<ul style="list-style-type: none"> <li>Describes topic and purpose of learning</li> <li>Explains types of learning that has taken place</li> <li>Describes learning processes and tasks in detail</li> <li>Describes future plans, and discussed alternatives and reasons for choice</li> </ul>	<ul style="list-style-type: none"> <li>Eye contact and addressing partner</li> <li>Facial expressions and gestures to add emphasis and interest</li> <li>Uses questions to construct the conversation and extend coverage of the topic</li> </ul>	<ul style="list-style-type: none"> <li>Responds to questions with detailed and extensive answers</li> <li>Student responses give extensive information about the topic</li> </ul>	<ul style="list-style-type: none"> <li>Wide range of tenses used including simple present, simple past, present perfect, 'going to' future</li> <li>A variety of adverbs to add precision <i>firstly, also, mainly,</i></li> </ul>	<ul style="list-style-type: none"> <li>Extensive vocabulary for learning skills <i>summarise, skills, extend our vocabulary, research</i></li> <li>Vocabulary related to subject learned, <i>careers, occupations, architecture, interior design</i></li> </ul>	<ul style="list-style-type: none"> <li>Generally intelligible, accent does not impede comprehensibility</li> <li>Some terms intelligible though not completely accurate <i>Architecture</i></li> <li>Use of stress and intonation to add interest</li> </ul>	<ul style="list-style-type: none"> <li>Uses interview situation to display knowledge by giving full responses to questions</li> </ul>			
3	<ul style="list-style-type: none"> <li>Describes topic with extended turns and detail</li> <li>Describes learning activities</li> <li>Describes learning resources describes preferences and reasons</li> <li>Identifies future learning plans</li> </ul>	<ul style="list-style-type: none"> <li>Responses to questions – detailed and complete</li> <li>Some facial expressions to add to meaning</li> <li>Uses questions as prompt to construct conversation and coverage of the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Answers questions gives some detail, elaboration and reasons</li> <li>Student responses give information about the topic</li> </ul>	<ul style="list-style-type: none"> <li>Variety of tenses simple past, present simple, present perfect, modals as appropriate in conversation</li> <li>Some adverbs to add emphasis <i>actually, only, really</i></li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary for learning processes <i>quite a few books</i></li> <li>Vocabulary for topic <i>black holes, Hawking radiation,</i></li> <li>Some use of everyday language for topic <i>sucks in</i></li> </ul>	<ul style="list-style-type: none"> <li>Intelligible</li> <li>Some stress and variation of intonation to add interest</li> </ul>	<ul style="list-style-type: none"> <li>May give reduced answer when unsure about how to say something</li> <li>Sometimes pauses to give time to plan next response</li> </ul>			
2	<ul style="list-style-type: none"> <li>Names and describes topic</li> <li>Describes learning activities</li> <li>Limited description about how activity helped learning</li> </ul>	<ul style="list-style-type: none"> <li>Nodding head to support meanings, including answer no</li> <li>Sometimes makes eye contact with conversational partner</li> <li>Relies on questions to move the conversation forward</li> </ul>	<ul style="list-style-type: none"> <li>Answers questions adequately</li> <li>Student responses give basic information about topic</li> </ul>	<ul style="list-style-type: none"> <li>Present perfect continuous in responding to prompt question <i>I have been learning about</i></li> <li>Simple past and simple present</li> <li>Some complex verb phrases e.g. <i>it helped me to learn</i></li> <li>Use of modal for future learning <i>I would like to learn</i></li> </ul>	<ul style="list-style-type: none"> <li>Mainly everyday vocabulary, but some topic specialist language - <i>armour, Glenrowan, cycles, photosynthesis</i></li> </ul>	<ul style="list-style-type: none"> <li>Intelligible, but some words not completely clear – <i>Glenrowan, Nid (for Ned) Kelly</i></li> <li>Some variation of intonation in some responses - <i>Not really</i></li> </ul>	<ul style="list-style-type: none"> <li>May look at prompt sheet</li> <li>Some reliance on teacher/partner prompts to provide information</li> </ul>			
1	<ul style="list-style-type: none"> <li>Names topic and provides brief statements of details</li> <li>Makes short statements about what has been learned</li> <li>Describes learning activity with teacher support</li> <li>Brief statement of topic of interest for future learning with teacher support</li> </ul>	<ul style="list-style-type: none"> <li>Responding to question, giving explicit answers with little additional information</li> <li>Relies extensively on questioning to move the conversation forward</li> </ul>	<ul style="list-style-type: none"> <li>Short responses, partner asks for more information or detail</li> <li>Student responses give some information about topic</li> </ul>	<ul style="list-style-type: none"> <li>Present perfect following prompt question <i>I've learnt</i></li> <li>Simple present and simple past</li> </ul>	<ul style="list-style-type: none"> <li>Some everyday vocabulary <i>Grab and squeeze</i></li> <li>Some topic vocabulary <i>cornflour, liquid, solid</i></li> </ul>	<ul style="list-style-type: none"> <li>Intelligible, but not especially fluent; speech seems slow.</li> <li>Relatively flat intonation</li> </ul>	<ul style="list-style-type: none"> <li>Gives himself time in answering</li> <li>Relies on teacher/partner prompts to provide information</li> </ul>			