

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