

	Communication	Cultural conventions of language use	Linguistic structures and features				Strategies	EAL curriculum levels		
			Text structure	Grammatical features	Vocabulary	Phonology		C2	C3	C4
4	<ul style="list-style-type: none"> Self motivated and sustained discussion Exploration of reasons for choices, including critical as well as positive comments Commentary on contributions and attitudes of partners 	<ul style="list-style-type: none"> Extensive use of facial expression, gestures to add to meaning Smiling, intonation used to make confronting comments non-threatening Clear signaling of humorous intent Invitation to partner to make suggestions, be involved 	<ul style="list-style-type: none"> Dialogic exploration of suggestions and reasons, counter arguments Commentary on suggestions and role of partners 	<ul style="list-style-type: none"> Adverbs to add emphasis or precision of meaning <i>really</i> Wide range of question forms <i>why aren't.. why, you know what we should bring? we're not bringing</i> Uses range of tenses in exploring ideas Range of modal verbs <i>need, can should</i> 	<ul style="list-style-type: none"> Wide variety of general vocabulary –<i>Social media, survive, research, Internet, free wifi, spare</i> Adverbs - <i>very, really</i> 	<ul style="list-style-type: none"> Clearly intelligible Extensive use of stress, intonation to give emphasis of meaning and show attitudes 	<ul style="list-style-type: none"> Using items on task sheet as a check list Progressive checking of selections — <i>Besides from the laptop so we have three items already</i> Adopt the tone of the conversation from others – humour 			
3	<ul style="list-style-type: none"> Mainly self-sustained conversation with little teacher scaffolding Exchange of ideas about reasons for choosing or not accepting items 	<ul style="list-style-type: none"> Fluent peer interaction with group focus, and some asides Maintains a definite role in the interaction – group organizer, 'devil's advocate', keeping others on task Direct reference to other group member, explicit checking what do you think? 	<ul style="list-style-type: none"> Shared discussion to explore, review and reach agreement Respond to teacher questions Reporting of decisions 	<ul style="list-style-type: none"> Range of modals used – <i>can, need, might</i>, modal adverbs <i>maybe</i> Use of <i>for + (verb)ing</i> for giving reasons 	<ul style="list-style-type: none"> Range of everyday words sharp Adverbs - <i>actually</i> 	<ul style="list-style-type: none"> Intelligible and clear, though noticeable accent 	<ul style="list-style-type: none"> Works systematically through items on worksheet Adopt role of organizer to get the task done 			
2	<ul style="list-style-type: none"> Some self-sustained conversation, some teacher scaffolding and support at times Discuss a range of items, and reasons they may be useful, rejecting some and accepting others Give reasons for choices 	<ul style="list-style-type: none"> Fluent verbal peer interaction Cooperative discussion involving suggestions and reasons, some expression of alternative options Some self-conscious smiling and laughing when overlapping in conversation 	<ul style="list-style-type: none"> Shared discussion to explore and reach agreement Reporting of items and giving logical reasons 	<ul style="list-style-type: none"> Use of <i>to + verb</i> to give reasons <i>What about ?</i> for discussion of items Frequent use of modals <i>can</i> and <i>need</i> Some use of conditional with <i>if</i> 	<ul style="list-style-type: none"> Items on task sheet Everyday vocab relevant for discuss – <i>animals, hurt you, see in the dark</i> 	<ul style="list-style-type: none"> Intelligible, some sounds difficult to identify 	<ul style="list-style-type: none"> Focus on task sheet, explore a range of options Finalise when seven items selected 			
1	<ul style="list-style-type: none"> Dependent of heavy scaffolding and prompting by teacher Identifies items to select Gives short reasons for choices Provides additional detail in response to teacher questions 	<ul style="list-style-type: none"> Seems tentative, smiling to indicate lack of confidence Some non-verbal Interaction (pointing, writing) 	<ul style="list-style-type: none"> Shared naming of items Checking with the teacher Basic summing up of items and reasons 	<ul style="list-style-type: none"> Short phrases to express ideas with peer –<i>we take the knife</i> So and because to give reasons Limited use of modal verbs –<i>can, don't need</i> 	<ul style="list-style-type: none"> Items on task sheet Some everyday words – <i>animals, fruit and trees, dark</i> Some words for when vocab is unknown — <i>stuff, things we eat</i> 	<ul style="list-style-type: none"> Intelligible pronunciation, but sometimes hard to distinguish sounds and words 	<ul style="list-style-type: none"> Frequent referral to task sheet Focus on task completion, select items with little exploration of reasons Pointing and gesture instead of asking Some checking in L1 Avoid disagreement 			