

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