

	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>Understands gist and virtually all detailed information given</li> <li>Understands correct and relevant information in the conversation section where several dates are mentioned</li> <li>Interprets tone of the conversation to make judgment about the relationship between speakers</li> <li>Shows comprehension in real time</li> </ul>	<ul style="list-style-type: none"> <li>Understands style of conversation conveys information about the nature of the relationship between the speakers</li> </ul>	<p>All students are working with a recorded, scripted telephone conversation between a teacher and student, which involves:</p> <ul style="list-style-type: none"> <li>greetings and farewells at the beginning and conclusion of a telephone call <i>John Giannopoulos speaking, See you then!</i></li> <li>the student uses an abbreviation of the teacher's title and name 'Mr G' signaling both familiarity but also respect for his role as a teacher</li> <li>question and answers for information on a range of topics (bad hamburgers and food poisoning, the student's absence from school, completion of a subject choice form)</li> <li>comments in response to information given</li> <li>incidental interpersonal information such as visiting a doctor, owning a kitten</li> </ul>	<p>All students are working with:</p> <ul style="list-style-type: none"> <li>Questions to elicit information: – <i>Can I go over the answers with you now? Do you want to choose literature etc?</i></li> <li>Statements of information in response to questions – <i>it's the fifth of April</i></li> <li>Explanations to elaborate the information given, and give reasons for actions – <i>you have to be very careful buying fast food</i></li> </ul>	<p>All students are working with Vocabulary related to:</p> <ul style="list-style-type: none"> <li>absence from school and food poisoning</li> <li>dates – given as number – <i>five four, two thousand and one</i>, and as words <i>fifth of April</i></li> <li>choices in subject selection for Year 10 – <i>Advanced maths, twentieth century history, Japanese</i></li> </ul>	<p>The conversation is spoken by two native speakers, clearly articulating, reading the script for the conversation, which can be described in the following terms:</p> <ul style="list-style-type: none"> <li>the speech is at a moderate pace, probably slightly slower than would be the case in real life</li> <li>clear articulation of sounds, and native-like patterns of linking</li> <li>rising and falling intonation, with a reasonable pitch range, which makes the speakers sound interested and involved in the conversation, like they are happy to be talking to each other</li> <li>rising intonation marking questions, and flat or falling intonation marking statements or answers.</li> </ul>	<ul style="list-style-type: none"> <li>Listens for all relevant information before answering</li> </ul>			
3	<ul style="list-style-type: none"> <li>Understands gist and nearly all details given</li> <li>Understands correct and relevant information in conversation section where several dates are mentioned</li> <li>Understands the conversation is related to the social context of the speakers</li> <li>Shows comprehension in real time, but identifies some details only after later checking</li> </ul>	<ul style="list-style-type: none"> <li>Understands the conversation is related to the social context of the participants</li> <li>Doesn't show awareness of the tone of the conversation reflecting attitudes and relationships of speakers</li> </ul>					<ul style="list-style-type: none"> <li>Listens for relevant information before answering</li> </ul>			
2	<ul style="list-style-type: none"> <li>Understands gist and most of the factual information given</li> <li>Has difficulty in understanding specific complex information, such as the correct date when several dates are mentioned</li> <li>Interprets the conversation as dealing only with the topic of conversation, rather than the tone of the conversation</li> <li>Shows comprehension in real time, but some details only after later checking</li> </ul>	<ul style="list-style-type: none"> <li>May understand the tenor of the conversation, but not be able to explain why they think the participants have a good relationship.</li> </ul>					<ul style="list-style-type: none"> <li>Seems to realise when a written answer is not correct, but uncertain about what to do about it.</li> </ul>			
1	<ul style="list-style-type: none"> <li>Understands gist and a lot of factual information in the conversation,</li> <li>Understand the conversation around sorting out the birth date but may identify only the first date mentioned</li> <li>Focuses on interpreting the factual information and may not be sure about the relationships of the people involved</li> <li>Shows comprehension in real time, but experiences difficulty when a lot of information is presented in a short part of the conversation.</li> </ul>	<ul style="list-style-type: none"> <li>May not understand the subtleties of how a relationship is signalled and maintained in a conversation</li> <li>May not be able to pick up the tenor of a relationship from the verbal cues</li> </ul>					<ul style="list-style-type: none"> <li>Writes answer as soon as what seems to be the relevant information is heard</li> </ul>			