

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