

	Communication	Cultural conventions	Linguistic structures and features				Strategies	EAL curriculum levels	
			Text structure	Grammatical features	Vocabulary	Phonology		B1/C1	A2/B2/C2
4	<ul style="list-style-type: none"> Understands questions and can talk about quite complex ideas about their area of study Talks about a wider range of more complex meanings Can clearly explain about what else they would like to learn Talks to clarify thinking and ideas Fluent when talking about new or more complex ideas 	<ul style="list-style-type: none"> Manages interaction using appropriate interruptions/turn taking Competently uses social formulas to work collaboratively Where necessary appropriately justifies, negotiates, predicts and suggests Appropriately expresses and understands agreement, disagreement, humour 'Conversational' fillers to interact – <i>Well ... I really like that game...</i> 	<ul style="list-style-type: none"> Expresses complex ideas, explanations and alternatives, in an extended, structured response Uses more refined turn changing methods – pauses, intonation, questions 	<ul style="list-style-type: none"> Giving reasons, <i>we could, so that, If we put</i> Use of comparatives – <i>biggest,</i> Some adverbs to add emphasis <i>actually, only, really</i> 	<ul style="list-style-type: none"> Specific technical vocabulary Vocabulary for concepts such as location, shape, reality 	<ul style="list-style-type: none"> Overall fluent delivery Some first language influence – <i>word endings, tricky sounds, dey for they</i> Successful use of stress and intonation to signal agreement encouragement etc 	<ul style="list-style-type: none"> Pick up on more precise language from teacher or partner – <i>I would like to learn</i> Self-correct and reformulate Ask for a correct term Ask questions to clarify 		
3	<ul style="list-style-type: none"> Talks about more complex ideas, can state a basic hypothesis Describes learning activities and learning resources used Understands more complex prompts and questions Can talk simply about what else they would like to learn Fluent when talking about well-known information and expressing simple new ideas 	<ul style="list-style-type: none"> Generally successfully describe quite complex processes, but may have difficulty in ordering elements logically Compares, explains, clarifies, identifies and describes Describe some cause and effect relationships 	<ul style="list-style-type: none"> Longer turns of several extended phrases and sentences Asks for clarification at appropriate moments 	<ul style="list-style-type: none"> Consistent use of past tense – <i>we had turns, and we read about each planet</i> Basic modals to talk about abstract ideas – <i>we could, what about, we might</i> Some preposition confusion – <i>inside/in</i> 	<ul style="list-style-type: none"> Key topic specific language, naming equipment needed for activities Concepts such as <i>size, time, location, classification</i> More specific verbs – <i>stir, wash, put, made</i> 	<ul style="list-style-type: none"> Sounds clear most of the time despite some difficulties Less obvious influence of L1 stress, rhythm and phonology Stress and intonation to reinforce ideas or to direct 	<ul style="list-style-type: none"> Monitors others response to what they are saying, and modifies to improve communication Use circumlocution when lacking specific vocabulary – <i>this animal, it can ...</i> Use common social and classroom formulas to facilitate the interaction, and to gain attention – <i>I don't know, I forget</i> 		
2	<ul style="list-style-type: none"> Able to simply describe the essential elements of an activity or a process Takes part more actively in the conversation Understands relatively complex questions when in clear context, but limited capacity to question or describe in detail Fluent in using well known and formulaic language 	<ul style="list-style-type: none"> Routine turn taking, common formulaic expressions to participate in the interaction Limited resources for explaining, justifying, suggesting or signalling intention Gestures to communicate more complex feelings or ideas Generally allows the discourse to be managed by the teacher 	<ul style="list-style-type: none"> Conversation characterised by short interactive turns Descriptions of the process may not be staged logically 	<ul style="list-style-type: none"> Time markers to indicate the parts of a process – <i>first, next, then</i> Use of because to explain Simple past tense, sometimes simple present – <i>learn about animal, played the game</i> 	<ul style="list-style-type: none"> Some topic specific language related to the area of study – <i>volcano, planet</i> Basic verbs – <i>play, write, read, learn</i> Confusion with common verb tenses – <i>he play, we stirring</i> 	<ul style="list-style-type: none"> Intelligible pronunciation Significant first language influence on phonemes, stress Some sounds and words difficult to identify Stress to reinforce meaning, differentiate statement and question 	<ul style="list-style-type: none"> Imitate or use key words or phrases from other speaker Ask for assistance Check ideas with teacher Improve pronunciation after listening to another speaker 		
1	<ul style="list-style-type: none"> Talks simply about what has been studied, naming broad topics and activities Relies on teacher/partner to guide the interaction, suggest, give direction Takes part in, but doesn't direct the conversation Limited understanding of questions or suggestions without explicit modelling 	<ul style="list-style-type: none"> May agree with partner or teacher, even when they don't understand May use mime and gesture to signal preference, agreement, actions Few verbal strategies to negotiate, initiate or maintain interaction Minimal verbal interactional skills for clarifying, describing, explaining May not be able to explain choices, opinions, or to add clarifying details 	<ul style="list-style-type: none"> Short utterances – <i>learn about animals</i> Pauses in interaction Interaction may be through gestures, facial expression 	<ul style="list-style-type: none"> Formulaic/ borrowed phrases – <i>very good, like this, everything</i> Simple present tense – <i>I like to play ..., learn about volcano</i> 	<ul style="list-style-type: none"> Little topic specific vocabulary beyond some recently learned words – <i>solid, planet</i> Use of everyday language to talk about learning – <i>make jelly, jelly very yummy</i> 	<ul style="list-style-type: none"> Mostly intelligible Some sounds and words, phrases difficult to identify Marked first language, intonation, stress and rhythm 	<ul style="list-style-type: none"> Use key words used by teacher/partner, or echo what partner says – <i>can fly, eat grass</i> Wait for the teacher to supply an appropriate word Use gesture and mime – nodding, head shake, facial expression Listen to the teacher and copy, agree 		