

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