

	Communication	Cultural conventions	Linguistic structures and features				Strategies	EAL curriculum levels	
			Text structure	Grammatical features	Vocabulary	Phonology		A1/BL/B1 CL/C1	A2/B2/C2
4	<ul style="list-style-type: none"> <li>• Able to instruct with longer comprehensible turns and few prompts</li> <li>• Uses talk to clarify thinking and ideas</li> <li>• Fluently and confidently expresses ideas</li> <li>• Describes the process more fluently, precisely and accurately</li> <li>• Manages disagreement or disputes over rules</li> </ul>	<ul style="list-style-type: none"> <li>• Logical and structured instructions</li> <li>• Manages interaction using appropriate interruptions/turn taking, with teacher and/or partner – <i>then you like, put ...</i></li> <li>• Competent use of social formulas to instruct or correct – <i>that's correct, very good</i></li> <li>• Fluent use of appropriate fillers, to smooth the conversation, add subtle meaning – <i>um well, you have to, not really</i></li> </ul>	<ul style="list-style-type: none"> <li>• Uses features of instructional text – <i>If you have two number the same or two cards the same ... two pairs you can take them out</i></li> <li>• Explains the process in clearly signalled sections, using time markers, connectives – <i>Well first you ..., after that, take that last corner and put it over there</i></li> </ul>	<ul style="list-style-type: none"> <li>• Understands more difficult teacher questions – <i>What happens if I get a joker?</i></li> <li>• Generally correct use of imperatives – <i>You can take one card, then put the pair down</i></li> <li>• Uses 'if' to indicate a hypothetical situation – <i>if you have a pair</i></li> </ul>	<ul style="list-style-type: none"> <li>• Fluent use of topic related vocabulary – <i>names of cards, point, turn</i></li> <li>• Adverbs of time, to sequence the process – <i>Now you, after that, continue</i></li> </ul>	<ul style="list-style-type: none"> <li>• Overall confident pronunciation, some individual issues, word endings or problematic sounds – <i>pish for fish</i></li> <li>• Successful use of stress and intonation to carry additional meaning, signal agreement encouragement</li> </ul>	<ul style="list-style-type: none"> <li>• Self-corrects and reformulates</li> <li>• Monitors others response to what they are saying, and modifies to improve communication</li> </ul>		
3	<ul style="list-style-type: none"> <li>• Instructs without always being led by teacher questioning, or copying key words used by the teacher</li> <li>• Uses gestures or mime for only the most difficult parts of the process</li> <li>• Less reliant on teacher to prompt for the next part of the process</li> <li>• Understands relatively complex questions and comments</li> <li>• More fluent and correct novel structures, not as many formulas</li> </ul>	<ul style="list-style-type: none"> <li>• Stages the instructions in manageable chunks</li> <li>• Some appropriate social formulas to monitor, correct, commend – <i>Yes, that's correct, yeah</i></li> <li>• Listens and watches to monitor the success of instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Longer turns of several extended phrases and sentences – <i>after that put on table</i></li> <li>• Confident use of well-known features to guide the interaction – <i>and after that you, no like that</i></li> </ul>	<ul style="list-style-type: none"> <li>• Greater use of grammatically correct chunks to describe simple aspects of the process – <i>Next take another card</i></li> <li>• Simply structured sentences – <i>Then you look at your cards and ask</i></li> <li>• Novel constructions – <i>No take it this one</i></li> </ul>	<ul style="list-style-type: none"> <li>• Uses a range of adverbs of time – <i>now you have to, first, next, after that</i></li> </ul>	<ul style="list-style-type: none"> <li>• Sounds clear most of the time despite some errors with less well known words</li> <li>• Less obvious influence of first language on intonation, stress and rhythm</li> <li>• Stress and intonation to reinforce ideas or direct – <i>no my turn</i></li> </ul>	<ul style="list-style-type: none"> <li>• Uses circumlocution to talk around when lacking specific vocabulary</li> <li>• Uses common social and classroom formulas to facilitate the interaction, and to gain attention – <i>look at me</i></li> <li>• Takes cue from the teacher when asking or answering questions</li> <li>• Asks for clarification</li> <li>• Self-corrects</li> </ul>		
2	<ul style="list-style-type: none"> <li>• Takes part actively in the instructional process, but still reliant on the teacher to question or prompt</li> <li>• Can understand most simple instructions and questions in context</li> <li>• Instructions limited to formulaic or modelled structures</li> <li>• Uses gestures and mime when instructional language not known</li> <li>• Fluent when using well known language and expressing simple known ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Instructions may not be in manageable chunks or in logical order</li> <li>• Routine turn taking</li> <li>• Common formulaic expressions to participate in the interaction</li> <li>• Reliance on formulaic polite language</li> <li>• Gestures to communicate more complex ideas or processes</li> </ul>	<ul style="list-style-type: none"> <li>• Conversation characterised by short interactive turns – <i>T: What do I do next? S: Next take card</i></li> <li>• Teacher uses questioning to move the process forward – <i>What happens now?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Imperative form of key verbs – <i>take, play</i></li> <li>• Concrete reference, – <i>you put it here, this here</i></li> <li>• Simple formulaic words and phrases to interact, some extended: <i>no not like that – like this</i></li> </ul>	<ul style="list-style-type: none"> <li>• Some topic specific terms – <i>cards, game, play</i></li> <li>• Some time conjunctions – <i>first, after that, next</i></li> </ul>	<ul style="list-style-type: none"> <li>• Mostly intelligible pronunciation, particularly with well-known words, phrases</li> <li>• Some sounds and words difficult to identify</li> <li>• Significant first language influence on stress, rhythm and phonology</li> </ul>	<ul style="list-style-type: none"> <li>• Uses words that teacher uses when asking for clarification – <i>Do I take another card? Yes, take another card</i></li> <li>• Checks ideas with teacher</li> <li>• Improves pronunciation after listening to another speaker</li> <li>• Rephrases ideas if not understood the first time</li> </ul>		
1	<ul style="list-style-type: none"> <li>• Shows understanding of the task and the need to instruct</li> <li>• Largely dependent on teacher to lead by asking questions to prompt or to clarify</li> <li>• Limited ability to provide verbal instructions</li> <li>• Falls back on gesture and mime to show how to play the game rather than explaining it</li> <li>• May agree with partner or teacher, even when they don't understand</li> <li>• Long breaks and pauses in instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty in providing logical or ordered steps in instructions</li> <li>• Deference to teacher/partner suggestions, direction</li> <li>• Sometimes shows some frustration with not being able to convey meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Generally conveys a logical sequence of instructional steps</li> <li>• Limited verbal participation</li> <li>• Mainly uses gestures, short formulaic phrases or single words utterances – <i>no, ask me</i></li> </ul>	<ul style="list-style-type: none"> <li>• One or two word utterances or formulaic phrases, – <i>take card, ask me, down</i></li> </ul>	<ul style="list-style-type: none"> <li>• Little vocabulary beyond some very basic verbs – <i>play, ask</i></li> <li>• Some basic nouns – <i>card, table</i></li> <li>• Limited sequential language, adverbs of time – <i>now, after, next</i></li> </ul>	<ul style="list-style-type: none"> <li>• Generally intelligible, some sounds, words and phrases difficult to identify</li> <li>• Marked first language influence on intonation, stress and rhythm</li> <li>• May need more than one attempt at pronouncing a new word</li> </ul>	<ul style="list-style-type: none"> <li>• Imitates or use key words or phrases from other speak – <i>Yes, say 'go fish'</i></li> <li>• Asks teacher to watch the process – <i>look, put like this</i></li> <li>• Tries to take over the teachers cards to show what needs to be done</li> <li>• Uses gesture and mime, nodding for agreement</li> <li>• Agrees to teacher statements even if they are not understood</li> </ul>		