

	Communication	Cultural conventions	Linguistic structures and features				Strategies	EAL curriculum levels		
			Text structure	Grammatical features	Vocabulary	Phonology		A1, B1, CL, C1	A2, B2, C2	
4	<ul style="list-style-type: none"> <li>Talks about a wider range of more complex activities, giving reasons for activities</li> <li>Fluent when talking about new or more complex ideas</li> <li>Dialogue moves beyond the immediate context into student's extended experience</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>Justifies, explains, and suggests</li> <li>Appropriately expresses and understands agreement, disagreement, humour</li> <li>'Conversational' fillers to interact – <i>Well ... like, we all went to the barbeque ... and after that</i></li> </ul>	<ul style="list-style-type: none"> <li>Extended, structured presentation of activities</li> <li>Smooth turn taking and exchange of ideas</li> <li>Range of techniques to signal turn-taking, pauses, intonation, questions</li> </ul>	<ul style="list-style-type: none"> <li>Modals, <i>maybe if it's not raining we go to park...</i></li> <li>Giving reasons – <i>because we had to go to ...</i></li> <li>Varied question forms – <i>did you like that, what did you do next?</i></li> <li>Consistently correct common verb forms – <i>will go, went visiting, going shopping</i></li> </ul>	<ul style="list-style-type: none"> <li>Topic specific vocabulary relating to Concepts such as location – <i>He lives near me</i></li> <li>More specific verbs – <i>visit, did the laundry, cooked dinner</i></li> </ul>	<ul style="list-style-type: none"> <li>Overall confident pronunciation, <i>some individual issues, word endings or problematic sounds – dey for they</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>Pick up on more precise language from teacher or partner – <i>they are different</i></li> <li>Argue for own ideas</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 and interactions</li> <li>Asks questions of the teacher and responds appropriate to the answer</li> <li>Understands more complex questions</li> <li>Fluent when talking about well-known ideas and expressing simple new ideas</li> </ul>	<ul style="list-style-type: none"> <li>Compares, explains, clarifies, identifies and describes</li> <li>Describe some cause and effect relationships</li> <li>Uses appropriate social/polite formulas</li> <li>Monitors others' response to what they are saying, and modifies to improve communication</li> </ul>	<ul style="list-style-type: none"> <li>Longer turns of several extended phrases and sentences</li> <li>Exchanges of questions and answers</li> <li>Organised chronologically, or by activity – <i>I went to library Saturday and Sunday</i></li> </ul>	<ul style="list-style-type: none"> <li>Some basic modals and conditionals – <i>we might, maybe I go to</i></li> <li>Some preposition confusion – <i>go at the movie</i></li> <li>Appropriate common verb forms to talk about the future – <i>we'll go, I'm going to ...</i></li> </ul>	<ul style="list-style-type: none"> <li>Topic specific language around activities not necessarily related to school learning</li> <li>Concepts such as, time, location</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 not there,</i></li> </ul>	<ul style="list-style-type: none"> <li>Stress and intonation to reinforce ideas or to direct</li> <li>Use circumlocution when lacking vocabulary – <i>we went to the place where you can ...</i></li> <li>Use common social and classroom formulas to facilitate the interaction, and to gain attention – <i>I forgot, I can't say it right</i></li> </ul>			
2	<ul style="list-style-type: none"> <li>Discusses less common activities, especially when linked to previous study</li> <li>Takes part more actively in the conversation, but generally limited to answering questions</li> <li>Understands relatively complex questions when in clear context, but limited capacity to question or describe</li> <li>Limited ability to express new ideas</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>Attempts explaining, justifying, suggesting or signalling intention</li> <li>Some social formulas, please, thank you</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>Dialogue generally confined to the immediate context</li> <li>Simple words and phrases to interact – <i>no Sunday go to church</i></li> </ul>	<ul style="list-style-type: none"> <li>Formulaic phrases – <i>yes fun, no like, very good</i></li> <li>Time markers – <i>next, then, after that</i></li> <li>Use of <i>because</i> to explain cause and effect</li> </ul>	<ul style="list-style-type: none"> <li>Some topic specific language, activities related to school learning</li> <li>Basic verbs – <i>run, swim, eat, go,</i></li> <li>Confusion with verb past and future verb tenses – <i>Next Sunday I go do ...</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>Imitate or use key words or phrases from other speaker – <i>little present</i></li> <li>Gestures to communicate more complex feelings or ideas</li> <li>Check ideas with teacher, ask for assistance</li> <li>Improve pronunciation after listening to another speaker</li> </ul>			
1	<ul style="list-style-type: none"> <li>Discusses some common activities</li> <li>Says when the activities happened and who was involved</li> <li>Relies on teacher/partner to guide the interaction, suggest, give direction</li> <li>Frames most answers through learned formulas, some novel constructions</li> <li>Limited understanding of questions or comments without modelling</li> <li>Takes part in, but doesn't direct the conversation</li> <li>Limited ability to ask questions beyond simple formulas</li> </ul>	<ul style="list-style-type: none"> <li>Knows when questions are being asked or suggestions made</li> <li>May agree with partner or teacher, even when they don't understand</li> <li>May use mime and gesture to signal, agreement, actions, preferences</li> <li>Limited verbal strategies to negotiate, initiate or maintain interaction</li> <li>Minimal verbal interactional skills for clarifying, describing, explaining</li> <li>Limited explanation of choices, opinions</li> </ul>	<ul style="list-style-type: none"> <li>Short utterances question and answer structure – <i>Go to shopping, go home, with my brother, I saw ...</i></li> <li>Dialogue relates only to the immediate context</li> <li>Interaction may be through gestures, facial expression</li> </ul>	<ul style="list-style-type: none"> <li>Formulaic/ borrowed or 'echoed' phrases – <i>On Sunday I went to the ... What did you do on Friday? Sunday go park</i></li> <li>Simple past tense</li> <li>Some future tense when previously modelled – <i>I will go to shopping</i></li> </ul>	<ul style="list-style-type: none"> <li>Little topic specific language beyond days of the week, simple actions, family members – <i>Yes, Sunday play, watch TV</i></li> <li>Few basic verbs – <i>go, shop, play, watch</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>Use key words used by teacher/partner, or echo what partner says – <i>On Sunday I ...</i></li> <li>Eye contact or gesture to ask for help</li> <li>Wait for the teacher to supply an appropriate word</li> <li>Use gesture and mime rather than talking</li> <li>Listen to what teacher or partner says and copy</li> <li>Rely on simple written models</li> </ul>			