

	Communication	Cultural conventions	Linguistic structures and features				Strategies	EAL curriculum levels		
			Text structure	Grammatical features	Vocabulary	Phonology		B1/C1	B2/C2	B3/C3
4	<ul style="list-style-type: none"> Describes more complex interpretations of what the graph shows Shows understanding of more complex questions about the relationships shown on the graph 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 Range of techniques to signal turn-taking, pauses, intonation, questions 'Conversational' fillers to interact – <i>Well... , um, like</i> Justifies, negotiates, predicts, instructs and suggests Appropriately expresses and understands agreement, disagreement, humour 	<ul style="list-style-type: none"> Commentary and questions about what the graph shows 	<ul style="list-style-type: none"> Modals – <i>maybe if</i> A range of more varied and complex questions types – <i>How long would ...</i> 	<ul style="list-style-type: none"> More complex comparative language – <i>better than, not as much as</i> 	<ul style="list-style-type: none"> Overall confident pronunciation, some individual issues, word endings or problematic sounds – <i>dey for they</i> Successful use of stress and intonation to carry additional meaning, signal agreement encouragement 	<ul style="list-style-type: none"> Copy more precise language from teacher or partner Argues for own ideas Self-correct and reformulate Asks questions to clarify 			
3	<ul style="list-style-type: none"> Sums up what the graph is showing, without relying on written information on the graph itself Communication focuses more on concrete, here and now aspects of the task, answers simple why and how questions Asks comprehensible questions of the teacher Understands more complex instructions and questions Fluent when talking about well-known ideas and expressing simple new ideas 	<ul style="list-style-type: none"> Generally successfully argue for or justify their opinion Compares, explains, clarifies, identifies and describes Describe some cause and effect relationships Uses appropriate social/polite formulas Monitors others' response to what they are saying, and modifies to improve communication Dialogue moves beyond the immediate context into student's extended experience 	<ul style="list-style-type: none"> Longer answers or questions, several extended phrases and sentences – <i>It shows how many people like the different colours</i> Longer more interactive turns 	<ul style="list-style-type: none"> Pronouns to refer to vocabulary – <i>this line, that blue one</i> Some basic modals and conditionals – <i>it could, might mean</i> Some preposition confusion – <i>in the graph</i> 	<ul style="list-style-type: none"> More precise mathematical language – axis, More complex topic language, rainfall, population 	<ul style="list-style-type: none"> Sounds clear most of the time despite some errors with less well known words Less obvious influence of first language on intonation, stress and rhythm Stress and intonation to reinforce ideas or direct – <i>no not there,</i> 	<ul style="list-style-type: none"> Stress and intonation to reinforce ideas or to direct Uses circumlocution when lacking vocabulary Uses common social and classroom formulas to facilitate the interaction, and to gain attention Asks for clarification at appropriate moments – <i>you mean this?</i> Asks for a correct term 			
2	<ul style="list-style-type: none"> Talks about basic features of the graph Takes part more actively in the conversation, but generally limited to answering questions Understands relatively complex questions when in clear context, but limited capacity to question or describe Can ask simple questions, but not necessarily in conventional ways 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 Attempts explaining, justifying, suggesting Some social formulas, please, thank you Generally allows the discourse to be managed by the teacher 	<ul style="list-style-type: none"> Conversation characterised by short interactive turns, scaffolded by conversational partner Formulaic phrases – <i>very good, like that</i> Simple words and phrases to interact – <i>no put here, like this, yes like this</i> Answers <i>what</i> and <i>which</i> questions 	<ul style="list-style-type: none"> Use of <i>because</i> to explain cause and effect – <i>because more people like soccer</i> Questions echo modelled structures 	<ul style="list-style-type: none"> Basic features of the graph – <i>pictures, black line, going higher, more</i> Uses everyday language – <i>it goes up,</i> 	<ul style="list-style-type: none"> Mostly intelligible pronunciation, particularly with well-known words, phrases Some sounds and words difficult to identify Significant first language influence on stress, rhythm and phonology 	<ul style="list-style-type: none"> Imitates or use key words or phrases from other speaker – <i>The most popular hobby in ...</i> Borrows key words – <i>yes soccer</i> Gestures to communicate more complex feelings or ideas Checks ideas with teacher, ask for assistance – <i>what this?</i> Improves pronunciation after listening to another speaker 			
1	<ul style="list-style-type: none"> Understands what a simple graph is and what it can show Can name what the two axes represent Relies on teacher/partner to guide the interaction, suggest, give direction Takes part in, but doesn't direct the conversation Limited ability to ask questions beyond simple formulas 	<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 Limited verbal strategies to negotiate, initiate or maintain interaction Minimal verbal skills for clarifying, describing, explaining Limited explanation of choices, opinions Knows when questions are being asked or suggestions made 	<ul style="list-style-type: none"> Dialogue generally follows questions and answer sequences Short utterances – <i>yes like soccer</i> Dialogue relates to the immediate context Answers <i>what</i> and <i>which</i> questions 	<ul style="list-style-type: none"> Formulaic/ borrowed or 'echoed' phrases – <i>the number of people ...</i> Forms simple questions, based on a given model – <i>The most popular hobbies ...</i> 	<ul style="list-style-type: none"> Vocabulary directly related to the topic of the graph – <i>colours, games</i> Understand some basic comparative and mathematical language – <i>bigger than, which one is smaller? How many?</i> 	<ul style="list-style-type: none"> Generally intelligible, some sounds, words and phrases difficult to identify Marked first language influence on intonation, stress and rhythm May need more than one attempt at pronouncing a new word 	<ul style="list-style-type: none"> Uses key words used by teacher/partner, or echo what has been said Eye contact or gesture to ask for help Interaction through gestures, facial expression Wait for the teacher to supply an appropriate word 			