	Communication	Cultural conventions of language use	Linguistic structures and features				Strategies	EAL curriculum levels		
			Text structure	*Grammatical features*	*Vocabulary*	*Phonology*		*C2*	*C3*	*C4*
4	• Understands gist and virtually all detailed information given • Understands correct and relevant information in the conversation section where several dates are mentioned • Interprets tone of the conversation to make judgment about the relationship between speakers • Shows comprehension in real time	• Understands style of conversation conveys information about the nature of the relationship between the speakers	All students are working with a recorded, scripted telephone conversation between a teacher and student, which involves: • greetings and farewells at the beginning and conclusion of a telephone call *John Giannopoulos speaking, See you then!* • the student uses an abbreviation of the teacher's title and name '*Mr G*' signaling both familiarity but also respect for his role as a teacher • question and answers for information on a range of topics (bad hamburgers and food poisoning, the student's absence from school, completion of a subject choice form) • comments in response to information given • incidental interpersonal information such as visiting a doctor, owning a kitten	All students are working with: • Questions to elicit information: – *Can I go over the answers with you now? Do you want to choose literature etc?* • Statements of information in response to questions – *it's the fifth of April* • Explanations to elaborate the information given, and give reasons for actions –*you have to be very careful buying fast food*	All students are working with Vocabulary related to: • absence from school and food poisoning • dates – given as number – *five four, two thousand and one,* and as words *fifth of April* • choices in subject selection for Year 10 – *Advanced maths, twentieth century history, Japanese*	The conversation is spoken by two native speakers, clearly articulating, reading the script for the conversation, which can be described in the following terms: • the speech is at a moderate pace, probably slightly slower than would be the case in real life • clear articulation of sounds, and native-like patterns of linking • rising and falling intonation, with a reasonable pitch range, which makes the speakers sound interested and involved in the conversation, like they are happy to be talking to each other • rising intonation marking questions, and flat or falling intonation marking statements or answers.	• Listens for all relevant information before answering			
3	• Understands gist and nearly all details given • Understands correct and relevant information in conversation section where several dates are mentioned • Understands the conversation is related to the social context of the speakers • Shows comprehension in real time, but identifies some details only after later checking	• Understands the conversation is related to the social context of the participants • Doesn't show awareness of the tone of the conversation reflecting attitudes and relationships of speakers					• Listens for relevant information before answering			
2	• Understands gist and most of the factual information given • Has difficulty in understanding specific complex information, such as the correct date when several dates are mentioned • Interprets the conversation as dealing only with the topic of conversation, rather than the tone of the conversation • Shows comprehension in real time, but some details only after later checking	• May understand the tenor of the conversation, but not be able to explain why they think the participants have a good relationship.					• Seems to realise when a written answer is not correct, but uncertain about what to do about it.			
1	• Understands gist and a lot of factual information in the conversation, • Understand the conversation around sorting out the birth date but may identify only the first date mentioned • Focuses on interpreting the factual information and may not be sure about the relationships of the people involved • Shows comprehension in real time, but experiences difficulty when a lot of information is presented in a short part of the conversation.	• May not understand the subtleties of how a relationship is signalled and maintained in a conversation • May not be able to pick up the tenor of a relationship from the verbal cues					• Writes answer as soon as what seems to be the relevant information is heard			