

	Communication	Cultural conventions of language use	Linguistic structures and features				Strategies	EAL curriculum levels		
			Text structure	Grammatical features	Vocabulary	Phonology		B3		
							C2	C3	C4	
Level 4	<ul style="list-style-type: none"> Describes the plot in detail, and relates to themes and issues Describes characters and how they illustrate or relate to themes or issues Describes key events and how they relate to themes or issues Relates personal evaluation of the book or film to elements of the book or film Relates the book or film to self Comments on elements related to filmography, literary techniques or devices and their impact 	<ul style="list-style-type: none"> Very fluent interaction, responding to questions 	<ul style="list-style-type: none"> Long turns Extended statements Details of text related to themes and issues, and deeper personal responses 	<ul style="list-style-type: none"> Use of a wide range of tenses used appropriately and consistently in expressing different types of meanings Use of additional verb tenses, modals verbs to discuss hypothetical and conditional meanings use of a range of adverbs to express modality and qualify or emphasise <i>probably possibly, actually, etc</i> 	<ul style="list-style-type: none"> Uses and explains a range of specialised terminology from the book or film Uses terminology related to the themes and issues e.g. <i>gender roles, tradition and change</i> 	<ul style="list-style-type: none"> Clearly intelligible with no problems for audience 	<ul style="list-style-type: none"> Self-sustained presentation with little or no reference to notes or prompts 			
Level 3	<ul style="list-style-type: none"> Describes the plot and events in details Describes events and their significance, and explains the significance related to themes and issues Gives a personal response, relates elements of the text to self Makes evaluative comment on elements of the book or film Makes evaluative comment about the book or film as a whole 	<ul style="list-style-type: none"> Fluent interaction, answering questions 	<ul style="list-style-type: none"> Describing text describing events and relating them to themes Evaluative comments on the aspects of the book or film 	<ul style="list-style-type: none"> Consistent tense use, either past or present, to describe plot, characters, and make evaluative comments Some use of conditional <i>If I were</i> in relating story to self use of adverbs like <i>done quite well, I'm pretty sure, actually</i> to qualify or emphasize 	<ul style="list-style-type: none"> Uses and explains some specialised terms from the book or film e.g. <i>taiaha</i> Uses some terminology relevant to issues and themes in the book or film – <i>gender equality</i> 	<ul style="list-style-type: none"> Clear intelligible pronunciation, though non – standard pronunciation of some words e.g. <i>Maori</i> pronounced as <i>my-ori</i> 	<ul style="list-style-type: none"> Explicit request for assistance, <i>I'm not sure ...</i> Some use of notes 			
Level 2	<ul style="list-style-type: none"> Describes main characters and significant events of the plot Relates elements of the book or film to the themes or issues Makes some evaluative comments about elements of the text, such as the believability of a scene using props. Fluent, but some hesitation at times 	<ul style="list-style-type: none"> Interacts, answering questions and providing reasons and explanations Appropriate turn taking, and sharing of ideas 	<ul style="list-style-type: none"> Moderate turns, long turn in describing the plot of the text Discussion of plot, characters themes Simple personal reactions To issues and parts of the text e.g. <i>I liked the story ...</i> 	<ul style="list-style-type: none"> Mostly consistent use of present or past tense to re tell narrative Mixture of present and past tense used in discussing characters Mixture of present and past tenses used to discuss issues and give responses to elements of the text 	<ul style="list-style-type: none"> Uses terminology , names, places, ideas etc Limited range of vocabulary for evaluative comments 	<ul style="list-style-type: none"> Intelligible, sounds clearly articulated 	<ul style="list-style-type: none"> Responds to questions and adds more information Uses gestures to add meaning, including actions depicted in the film May rely on notes 			
Level 1	<ul style="list-style-type: none"> Identifies main characters and events of the plot Identifies theme or issue in the movie or film Describes a reaction to the text Pauses and hesitations to think about or plan comments 	<ul style="list-style-type: none"> Responds to questions asked by conversational partner Appropriate turn taking and addressing of conversational partner 	<ul style="list-style-type: none"> Questions and answers about plot and main characters Questions and answers about reaction to elements in the book or film Short to moderate length turns 	<ul style="list-style-type: none"> Inconsistent use of past tense to retell narrative elements of the story Present tense used to describe aspects of characters <i>Because</i> used to give reasons 	<ul style="list-style-type: none"> Uses minimal terminology relevant to the book or film Limited vocabulary for describing response to the text or aspects of it – <i>I feel nice</i> 	<ul style="list-style-type: none"> Intelligible, but some perceptive errors of production, such as omission of final consonants Some stress or rhythm errors makes speech sound uneven 	<ul style="list-style-type: none"> Requests for clarification – <i>What do you mean?</i> May avoid answering difficult questions May rely extensively on notes 			