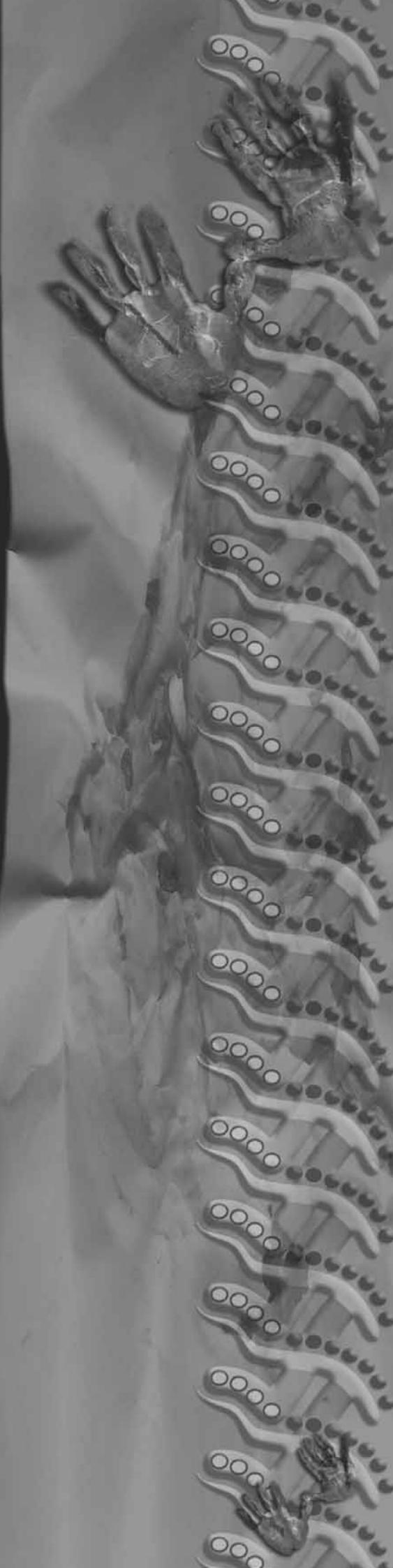




Northern  
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# ESL Secondary Learners





Listening	Speaking	Reading	Writing
<p>L BL1.1 Communication watch, listen, and interpret the speaker's verbal and non-verbal cues in face-to-face social and classroom situations, if these match their own culture</p> <p>L BL1.2 Socio-cultural understandings join in some activities when SAE is used, but do not speak</p> <p>L BL1.3 Language structures and features follow gestures and some isolated words</p> <p>L BL1.4 Learning-how-to-learn imitate and rely heavily on gestures and visual support.</p>	<p>S BL1.1 Communication watch and imitate some social and classroom activities, but do not speak in SAE</p> <p>S BL1.2 Socio-cultural understandings follow non-verbal cues and gestures in face-to-face situations</p> <p>S BL1.3 Language structures and features respond non-verbally to some simple directions and repeated questions given with gestures</p> <p>S BL1.4 Learning-how-to-learn watch, listen and use visual cues for understanding.</p>	<p>R BL1.1 Communication recognise some SAE words and show awareness of print inside and outside school</p> <p>R BL1.2 Socio-cultural understandings indicate that print and writing carry a message</p> <p>R BL1.3 Language structures and features interpret pictures, use labels in classroom, use books appropriately, and select their own texts to browse</p> <p>R BL1.4 Learning-how-to-learn rely on visual support and role play 'reading' SAE texts using pictures, visual cues and sometimes L1.</p>	<p>W BL1.1 Communication communicate ideas through drawings, copied symbols, some letters and simple words</p> <p>W BL1.2 Socio-cultural understandings recognise that speech can be written down, with inconsistent interpretations of their own 'writing' attempts</p> <p>W BL1.3 Language structures and features show limited awareness of direction and spacing conventions</p> <p>W BL1.4 Learning-how-to-learn rely on copying symbols and experiment with drawing and 'writing'.</p>
<p>L BL2.1 Communication follow simple SAE given slowly, using gestures and repetition</p> <p>L BL2.2 Socio-cultural understandings join in routines with limited understanding of SAE social conventions, common greetings and courtesy phrases</p> <p>L BL2.3 Language structures and features respond to some simple directions, statements, questions and content words</p> <p>L BL2.4 Learning-how-to-learn rely on gestures, visual cues, repetition and simple SAE.</p>	<p>S BL2.1 Communication use gestures and isolated words to express needs and respond to simple directions and questions</p> <p>S BL2.2 Socio-cultural understandings sometimes join in structured shared classroom oral activities involving songs and stories</p> <p>S BL2.3 Language structures and features use some words and phrases and pronounce some SAE words so they can be understood</p> <p>S BL2.4 Learning-how-to-learn watch, imitate, repeat, use gestures and rely on the SAE speaker to support/interpret when speaking in SAE.</p>	<p>R BL2.1 Communication recognise some words and phrases and gain meaning from simple texts read to them, showing some appropriate responses</p> <p>R BL2.2 Socio-cultural understandings recognise that print has consistent meaning and SAE texts have structure</p> <p>R BL2.3 Language structures and features follow key words and recognise basic features of reading print</p> <p>R BL2.4 Learning-how-to-learn model 'reading' on others, 'read' with the teacher and use visual cues to support their reading.</p>	<p>W BL2.1 Communication communicate ideas through drawings, copied writing and attempts at own writing</p> <p>W BL2.2 Socio-cultural understandings contribute to group text writing and show awareness that print has a consistent message</p> <p>W BL2.3 Language structures and features write simple texts using modelled sentences, known language and some writing conventions of SAE</p> <p>W BL2.4 Learning-how-to-learn copy from classroom resources, ask for help and experiment with writing.</p>

Learners demonstrating evidence of Beginning Level 1

Learners demonstrating evidence of Beginning Level 2

**All learners new to ESL are mapped against Listening and Speaking outcomes, commencing at Beginning Level L1. ESL Beginning Level 3 is part of the learning journey for ESL learners who are not literate in their first language. Once learners demonstrate achievement of Beginning Level 3, they should be mapped against Level 2 of the NT ESL Outcomes.**

	Listening	Speaking	Reading	Writing
Learners demonstrating evidence of Beginning Level 3			R BL3.1 Communication read independently and re-read, well-known, previously explored simple texts with understanding R BL3.2 Socio-cultural understandings identify different kinds of texts, join in shared reading activities and expect reading to make sense R BL3.3 Language structures and features recognise some sight vocabulary, interpret some punctuation and associate some SAE sounds and symbols R BL3.4 Learning-how-to-learn use visual cues, context cues, some initial sounds, sight words and sometimes self-correct.	W BL3.1 Communication communicate ideas in short simple texts using familiar language W BL3.2 Socio-cultural understandings recognise that some different texts have different purposes W BL3.3 Language structures and features help to edit group constructed texts and write some sentences independently using familiar vocabulary, basic structures and conventions W BL3.4 Learning-how-to-learn model writing on other texts, sometimes self-correct, and use 'invented spelling'.
NOTE: <i>Levels are in sequence</i> Learners move from Beginning Level 2 to Level 1 ESL Outcomes in Listening and Speaking				
Learners demonstrating evidence of Level 1	L L1.1 Communication respond to routine and some expressive oral SAE in familiar contexts and follow class talk in SAE with support L L1.2 Socio-cultural understandings demonstrate some social listening conventions in class or small groups and respond to intonation change L L1.3 Language structures and features identify key words and well known phrases and discriminate some SAE sounds L L1.4 Learning-how-to-learn watch and rely on visual cues, gestures, repetition and rephrasing.	S L1.1 Communication join in known situations, using gestures, isolated words and well-known language to respond to directions and questions S L1.2 Socio-cultural understandings use familiar courtesies, some conventions of classroom talk and approximate SAE intonation S L1.3 Language structures and features use words, phrases, common expressions, some question words and approximations to SAE structures, and pronunciation S L1.4 Learning-how-to-learn imitate, repeat, practise SAE, seek face-to-face contact and contextual support.	R L1.1 Communication respond appropriately to short structured SAE texts using familiar language in shared or independent reading with support R L1.2 Socio-cultural understandings bring previous experiences in reading to reading tasks in SAE and know that they read for different purposes R L1.3 Language structures and features read simple texts, recognising some sight words, repetitive structures, and some print conventions R L1.4 Learning-how-to-learn use L1 strategies, structured reading activities, and contextual, visual and graphophonic cues to gain meaning from texts.	W L1.1 Communication communicate simple messages on familiar topics, using copied texts, well-rehearsed language and drawing on prior knowledge of writing W L1.2 Socio-cultural understandings indicate that the purpose of writing is to communicate messages and that there are different ways of presenting information W L1.3 Language structures and features write simple texts that reflect their level of spoken SAE, teacher modelling and basic SAE conventions W L1.4 Learning-how-to-learn use basic writing strategies to help produce short, simple texts in SAE.

All learners new to ESL are mapped against Listening and Speaking outcomes, commencing at Beginning Level L1. ESL Beginning Level 3 is part of the learning journey for ESL learners who are not literate in their first language. Once learners demonstrate achievement of Beginning Level 3, they should be mapped against Level 2 of the NT ESL Outcomes.

Listening	Speaking	Reading	Writing
<p>L L2.1 Communication follow some social and controlled classroom SAE oral reading and learning</p> <p>L L2.2 Socio-cultural understandings respond appropriately in simple SAE exchanges including changes in intonation</p> <p>L L2.3 Language structures and features respond to simple SAE vocabulary and structures in familiar controlled exchanges and distinguish SAE sounds</p> <p>L L2.4 Learning-how-to-learn use visual cues, gestures, and repetition and sometimes seek help from others.</p>	<p>S L2.1 Communication communicate verbally and non-verbally in social, expressive and learning situations, make requests and sometimes initiate action</p> <p>S L2.2 Socio-cultural understandings use acceptable social language in known contexts</p> <p>S L2.3 Language structures and features use and manipulate simple structures and features of SAE to interact in familiar controlled contexts</p> <p>S L2.4 Learning-how-to-learn rely on gestures, listener's scaffolding and repetition to clarify meaning.</p>	<p>R L2.1 Communication read with understanding short narrative and informational texts with familiar content, vocabulary and sentence structures</p> <p>R L2.2 Socio-cultural understandings recognise some differences between factual and fictional texts</p> <p>R L2.3 Language structures and features read texts using basic conventions of print, sight and oral vocabulary and basic SAE structures</p> <p>R L2.4 Learning-how-to-learn use support from class resources, knowledge of SAE and reading (text, sound-symbol visual cues) and other resources to confirm &amp; predict meaning in SAE.</p>	<p>W L2.1 Communication write short simple coherent texts containing a few ideas related to task/topic and showing organisation of subject matter, with modelled support</p> <p>W L2.2 Socio-cultural understandings indicate that SAE written texts are organised and presented in specific ways according to topic and purpose</p> <p>W L2.3 Language structures and features use basic sentence structures that incorporate features of learned oral and written SAE</p> <p>W L2.4 Learning-how-to-learn use a variety of basic writing strategies to create a simple coherent text.</p>
<p>L L3.1 Communication learn through SAE, identify some main points/ details, sequence and infer from short spoken texts</p> <p>L L3.2 Socio-cultural understandings identify some oral text types, respond to social cues, and interpret intonation and stress</p> <p>L L3.3 Language structures and features follow the language structures and features of some social and school-based oral texts</p> <p>L L3.4 Learning-how-to-learn seek repetition/ clarification and use known language and some visual support to extend understanding of oral texts.</p>	<p>S L3.1 Communication communicate and learn through SAE in predictable situations and construct sequenced oral texts using limited SAE</p> <p>S L3.2 Socio-cultural understandings use aspects of spoken SAE language behaviour when communicating and learning at school</p> <p>S L3.3 Language structures and features manipulate learned structures and features to make original utterances, characterised by simplified language and varying grammatical accuracy</p> <p>S L3.4 Learning-how-to-learn practise, take some risks, initiate talk with support.</p>	<p>R L3.1 Communication read with understanding texts containing predictable structures and everyday language</p> <p>R L3.2 Socio-cultural understandings identify some SAE text purposes and features and differences in spoken and written SAE</p> <p>R L3.3 Language structures and features read with understanding cueing into basic text organisation and features of written SAE</p> <p>R L3.4 Learning-how-to-learn use a range of strategies to work out meanings of some unfamiliar texts.</p>	<p>W L3.1 Communication write simple creative and informational texts using familiar spoken and written language from modelled texts</p> <p>W L3.2 Socio-cultural understandings use some common SAE text types, sometimes taking account of purpose and audience</p> <p>W L3.3 Language structures and features use some cohesive features and attempt independent writing and vocabulary choice with some errors in SAE structures and spelling</p> <p>W L3.4 Learning-how-to-learn plan, write and redraft texts with support.</p>

Learners demonstrating evidence of Level 2

Learners demonstrating evidence of Level 3

Learners demonstrating evidence of

Level 4

## Listening

L L4.1  
Communication make some inferences, identify main ideas and connect ideas and details in extended talk in familiar language across the curriculum

L L4.2  
Socio-cultural understandings recognise purposes of oral texts and respond to different registers

L L4.3  
Language structures and features follow some colloquialisms, idioms and complex vocabulary/structures in extended talk

L L4.4  
Learning-how-to-learn clarify meaning using classroom and outside resources.

## Speaking

S L4.1  
Communication express the main point and some detail of ideas and opinions in supportive classroom situations using a range of familiar spoken texts types

S L4.2  
Socio-cultural understandings use SAE register features including intonation, in formal and informal situations

S L4.3  
Language structures and features adapt available SAE vocabulary and some complex structures for expanded talk with grammatical accuracy, pronunciation and stress

S L4.4  
Learning-how-to-learn access and incorporate SAE into own oral repertoire from a range of oral and written sources.

## Reading

R L4.1  
Communication read with understanding a range of literary, factual and electronic media texts and make some inferences in structured activities

R L4.2  
Socio-cultural understandings identify text purposes, and compare their own cultural knowledge with text information

R L4.3  
Language structures and features follow some complex texts, imagery and the organisation of information, keywords and connecting ideas, with support

R L4.4  
Learning-how-to-learn use a range of strategies for working out meanings of words.

## Writing

W L4.1  
Communication use a basic repertoire of text types (creative and informational), across the curriculum for a given audience

W L4.2  
Socio-cultural understandings write texts for particular purposes and audience

W L4.3  
Language structures and features show some accuracy in text features, organisation, cohesion, imagery and complex sentence structures

W L4.4  
Learning-how-to-learn plan, write, apply spelling, access vocabulary, edit and reflect on the process.

Learners demonstrating evidence of

Level 5

L L5.1  
Communication follow social SAE easily, follow main ideas in discussions and extended talk and identify relevant information from subject-specific talk

L L5.2  
Socio-cultural understandings identify some interpersonal, expressive and cultural aspects that affect SAE use

L L5.3  
Language structures and features identify key oral structural and language features of more complex texts

L L5.4  
Learning-how-to-learn rely on speakers explanations.

S L5.1  
Communication participate actively in social, expressive and informational contexts and elaborate ideas with support

S L5.2  
Socio-cultural understandings use appropriate SAE in formal and informal situations, applying some cultural conventions

S L5.3  
Language structures and features demonstrate control over basic oral vocabulary and language structures with uneven accuracy of some grammatical features and imagery in complex talk

S L5.4  
Learning-how-to-learn use knowledge of SAE to sustain and monitor spoken SAE.

R L5.1  
Communication read a range of literary, factual and electronic media texts and draw inferences, with support

R L5.2  
Socio-cultural understandings identify text purpose, how information is organised and presented in SAE texts and some cultural perspectives

R L5.3  
Language structures and features interpret a range of complex texts cueing into key organisational and language features

R L5.4  
Learning-how-to-learn apply strategies to comprehend and learn at whole text, sentence and word levels.

W L5.1  
Communication write personal, imaginative and informational texts across the curriculum, incorporating language and ideas from different sources, with support for the more complex texts

W L5.2  
Socio-cultural understandings adjust writing formats to intended context, audience and purpose, with support

W L5.3  
Language structures and features write coherent texts with sufficient control of linguistic structure and features

W L5.4  
Learning-how-to-learn plan and edit their work to improve range and clarity of expression.

Listening	Speaking	Reading	Writing
<p>L L6.1 Communication follow informal and formal SAE in many social and classroom situations</p> <p>L L6.2 Socio-cultural understandings infer intentions, some cultural nuances, humour and metaphors with support</p> <p>L L6.3 Language structures &amp; features follow extended oral texts from a range of registers, demonstrating increased knowledge of vocabulary and complex structures</p> <p>L L6.4 Learning-how-to-learn reflect on and assess content for relevance and accuracy.</p>	<p>S L6.1 Communication communicate effectively in familiar formal and informal social and learning contexts</p> <p>S L6.2 Socio-cultural understandings adapt language to their own and their listeners' needs</p> <p>S L6.3 Language structures &amp; features speak fluently with some control over subject-specific registers, abstract terms, imagery and complex structures</p> <p>S L6.4 Learning-how-to-learn plan, reflect and use different sources to improve language.</p>	<p>R L6.1 Communication read various authentic, lengthy, factual and literary texts for interpretations beyond literal levels, with support</p> <p>R L6.2 Socio-cultural understandings relate SAE text format, structure and language choice to purpose and audience</p> <p>R L6.3 Language structures &amp; features interpret complex language used in a range of accessible and more challenging texts</p> <p>R L6.4 Learning-how-to-learn monitor reading and select strategies suited to the text and task.</p>	<p>W L6.1 Communication write an extensive range of personal, imaginative and informational texts from across the curriculum</p> <p>W L6.2 Socio-cultural understandings adapt writing for audience and purpose</p> <p>W L6.3 Language structures &amp; features write coherent texts demonstrating an expanded range of SAE structural features for linking ideas</p> <p>W L6.4 Learning-how-to-learn plan, review and redraft writing to enhance fluency, accuracy and appropriateness to purpose and audience.</p>
<p>L L7.1 Communication follow most social, expressive and informational oral language and extended complex teacher talk, with support</p> <p>L L7.2 Socio-cultural understandings identify some non-literal language and key cultural references in speech</p> <p>L L7.3 Language structures &amp; features follow a range of increasingly complex and some abstract SAE oral texts</p> <p>L L7.4 Learning-how-to-learn monitor spoken language for relevance and accuracy to link ideas across texts.</p>	<p>S L7.1 Communication speak independently in various situations on a range of familiar topics and issues</p> <p>S L7.2 Socio-cultural understandings incorporate some metaphorical and cultural references in speech</p> <p>S L7.3 Language structures &amp; features show increased fluency with control and flexibility over key organisational and language features, imagery and complex structures</p> <p>S L7.4 Learning-how-to-learn monitor spoken language of self and others.</p>	<p>R L7.1 Communication read complex factual and literary texts competently and justify own reading of a text in relation to the readings of others</p> <p>R L7.2 Socio-cultural understandings interpret key cultural attitudes, beliefs, values, and humour in texts</p> <p>R L7.3 Language structures &amp; features relate own text responses to analysis of language use and features</p> <p>R L7.4 Learning-how-to-learn monitor reading and use a range of strategies to interpret texts and develop understanding.</p>	<p>W L7.1 Communication write effectively personal, creative, informational and research texts across the curriculum to fulfil literacy requirements</p> <p>W L7.2 Socio-cultural understandings take account of context, purpose and reader, using subtle socio-cultural references</p> <p>W L7.3 Language structures &amp; features use a broad vocabulary, showing control over varied styles and consistent control over imagery and most complex language structures</p> <p>W L7.4 Learning-how-to-learn plan, revise and refine writing to improve overall text impact.</p>

Learners demonstrating evidence of Level 6

Learners demonstrating evidence of Level 7

Learners demonstrating evidence of Level 8

Listening	Speaking	Reading	Writing
L L8.1 Communication follow most informal and formal SAE about issues of some complexity and abstraction and follow fast rates of speech L L8.2 Socio-cultural understandings identify most SAE registers, a range of cultural nuances, values, attitudes and moods L L8.3 Language structures & features interpret complex language and texts dealing with abstract topics L L8.4 Learning-how-to-learn monitor spoken SAE of self and others, evaluating for accuracy and validity.	S L8.1 Communication communicate competently for most formal and informal social and learning situations about familiar and unfamiliar issues of some complexity S L8.2 Socio-cultural understandings express values, perspectives and feelings appropriately S L8.3 Language structures & features speak fluently and cohesively demonstrating versatility of expression S L8.4 Learning-how-to-learn plan, reflect on and monitor spoken language.	NOTE: Level 7 is the highest level for Reading	NOTE: Level 7 is the highest level for Writing

# Listening

## OUTCOMES

Learners demonstrating evidence of Beginning Level 1

- L BL1.1 Communication  
watch, listen, and interpret the speaker's verbal and non-verbal cues in face-to-face social and classroom situations, if these match their own culture
- L BL1.2 Socio-cultural understandings  
join in some activities when SAE is used but do not speak
- L BL1.3 Language structures and features  
follow gestures and some isolated words
- L BL1.4 Learning-how-to-learn  
imitate and rely heavily on gestures and visual support.

## INDICATORS

Learners demonstrating evidence of Beginning Level 1 for example

Communication

- show understanding of some SAE, eg words, phrases, greetings, simple sentences
- respond non-verbally to simple directions or questions
- attend for short periods to simple oral tasks and classroom activities with visual support, eg gestures, illustrations
- link people/objects/places/actions to spoken vocabulary
- show personal non-verbal response to oral narratives and recounts.

Socio-cultural understandings

- apply first language conventions, attitudes and beliefs to school situation, eg avoiding eye contact, not responding to questions
- listen to teacher's use of SAE social courtesies
- interpret intonation in familiar situations.

Language structures and features

- show some understanding of words, phrases, greetings and simple sentences
- interpret gestures.

Learning-how-to-learn

- join in group activities, listen and watch but do not speak in SAE
- watch and imitate teachers and others
- ask first language speakers to clarify and interpret for them
- watch gestures and visual aids to understand SAE talk
- expect others to repeat or paraphrase to help understanding.

All learners new to ESL are mapped against Listening and Speaking outcomes, commencing at Beginning Level 1.

# Listening

## OUTCOMES

Learners demonstrating evidence of Beginning Level 2

- L BL2.1 Communication
  - follow simple SAE given slowly, using gestures and repetition
- L BL2.2 Socio-cultural understandings
  - join in routines with limited understanding of SAE social conventions, common greetings and courtesy phrases
- L BL2.3 Language structures and features
  - respond to some simple directions, statements, questions and content words
- L BL2.4 Learning-how-to-learn
  - rely on gestures, visual cues, repetition and simple SAE.

## INDICATORS

Learners demonstrating evidence of Beginning Level 2 for example

Communication

- attend to simple oral texts for short periods
- show understanding of simple oral SAE texts through visual means
- give limited answers to some SAE questions
- respond non-verbally to tone of voice and body language.

Socio-cultural understandings

- respond to some SAE social conventions and courtesy phrases
- distinguish spoken SAE from other languages
- recognise that certain words, gestures and intonation patterns are inappropriate for classroom contexts.

Language structures and features

- recognise some content words connected with immediate interest or needs
- identify some SAE sounds
- respond appropriately to some different kinds of oral language, eg story, directions.

Learning-how-to-learn

- ask and rely on others to repeat and paraphrase SAE to help own understanding
- use bilingual support to connect SAE words with first language concepts.

## OUTCOMES

Beginning Level 3

### NOTE:

Levels are sequential

Learners move from Beginning Level 2 to Level 1 ESL Outcomes in Listening and Speaking

# Listening

## OUTCOMES

Learners demonstrating evidence of Level 1

- L L1.1 Communication  
respond to routine and some expressive oral SAE in familiar contexts and follow class talk in SAE, with support
- L L1.2 Socio-cultural understandings  
demonstrate some social listening conventions in class or small groups and respond to intonation change
- L L1.3 Language structures and features  
identify key words and well known phrases and discriminate some SAE sounds
- L L1.4 Learning-how-to-learn  
watch and rely on visual cues, gestures, repetition and rephrasing.

## INDICATORS

Learners demonstrating evidence of Level 1 for example

Communication

- follow simple instructions or directions
- follow simple texts, eg stories, songs and classroom activities through matching illustrations, sequencing pictures, distinguishing true/false statements, identifying characters
- follow gist of short informational utterances, relying on slow pace, visual cues or gestures
- join in shared group activities and responses
- respond with understanding to simple questions based on what has been taught.

Socio-cultural understandings

- show listening behaviour, eg attend, concentrate, look at speaker, watch others
- use visual cues, gestures or repetition to understand
- respond to tone of voice and changes in intonation, eg feelings, simple humour.

Language structures and features

- discriminate some sound units of SAE, eg consonant blends, short vowels, diphthongs
- comprehend some content words (nouns, verbs, some adjectives), and familiar statements and questions
- pick out key words and phrases from teacher talk, film and TV programs or tapes.

Learning-how-to-learn

- ask first language speakers to explain or clarify
- watch the actions of others and copy them
- attend to stories, songs and classroom activities if language is simple, repetitive, spoken slowly and supported by visual aids and gestures.

# Listening

## OUTCOMES

Learners demonstrating evidence of Level 2

- L L2.1 Communication  
follow some social and controlled classroom SAE oral reading and learning
- L L2.2 Socio-cultural understandings  
respond appropriately in simple SAE exchanges including changes in intonation
- L L2.3 Language structures and features  
respond to simple SAE vocabulary and structures in familiar controlled exchanges and distinguish SAE sounds
- L L2.4 Learning-how-to-learn  
use visual cues, gestures, and repetition and sometimes seek help from others.

## INDICATORS

Learners demonstrating evidence of Level 2 for example

### Communication

- respond to controlled classroom SAE, if supported by modelling and scaffolding and presented in sequenced steps
- follow two to three simple instructions with assistance, eg using gestures, repetition, rephrasing
- respond appropriately with non-verbal language to comments, eg indicate non-comprehension, smile on greetings
- identify characters/objects, match vocabulary and pictures, sequence pictures, listen for specific items, recall details, distinguish true and false statements in controlled texts
- follow gist of simple, short informational utterances
- make some simple inferences.

### Socio-cultural understandings

- show listening behaviour, eg courtesies, not interrupting
- distinguish spoken SAE from other languages, eg on hearing SAE attempt to respond in SAE
- use appropriate SAE listening behaviours, eg courtesies, not interrupting
- recognise that some words, gestures or intonations may be inappropriate or unsuitable in certain contexts
- respond to effects of rhyme, rhythm, moods/feelings and humour
- distinguish different intonation patterns, with guidance, eg for questions, statements, lists.

### Language structures and features

- discriminate many SAE sounds
- respond to keywords in a range of common spoken instructions, eg 'Shut the door.' 'Put your pens down'
- understand a range of tag questions.

### Learning-how-to-learn

- check meaning by asking questions to clarify and confirm
- use friends for assistance to interpret or elaborate
- signal comprehension and non-comprehension
- rely on emphasis, intonation, repetition and contextual cues when listening to spoken language or texts read aloud.

# Listening

## OUTCOMES

Learners demonstrating evidence of Level 3

- L L3.1 Communication  
learn through SAE, identify some main points/ details, sequence and infer from short spoken texts
- L L3.2 Socio-cultural understandings  
identify some oral text types, respond to social cues, and interpret intonation and stress
- L L3.3 Language structures and features  
follow the language structures and features of some social and school-based oral texts
- L L3.4 Learning-how-to-learn  
seek repetition/clarification and use known language and some visual support to extend understanding of oral texts.

## INDICATORS

Learners demonstrating evidence of Level 3 for example

### Communication

- follow SAE in predictable situations including classroom and social situations
- show understanding of some teacher talk at normal speed and respond appropriately
- follow a sequence of simple instructions
- show understanding of sequence in short spoken text by ordering illustrations
- make some inferences with support, eg scaffolding, visual cues
- identify main point and some details from context.

### Socio-cultural understandings

- identify oral text types, eg stories, poems, procedures
- respond to humour and jokes in SAE
- respond to effects of intonation, stress and volume
- demonstrate an understanding of how the use of stress and intonation affect the intended message of an utterance
- demonstrate appropriate listening-like behaviours, eg attending to the speaker, nodding.

### Language structures and features

- identify key words and points on a topic
- recognise basic structures, eg statements, questions, negative sentences
- attempt to use contractions, eg I'm, you're
- attempt to use some complex structures, eg modal verbs, long verb structures, comparison and contrast
- show understanding of some subject-specific vocabulary
- recognise some text connectives, question words and locational phrases.

### Learning-how-to-learn

- ask speaker to repeat and/or speak slowly
- ask what individual words mean
- ask for explanation from first language speaker
- predict and infer meaning from context
- follow selected, sequenced, scaffolded information in specialist subject areas on familiar topics.

# Listening

## OUTCOMES

Learners demonstrating evidence of Level 4

- L L4.1 Communication  
make some inferences, identify main ideas and connect ideas and details in extended talk in familiar language across the curriculum
- L L4.2 Socio-cultural understandings  
recognise purposes of oral texts and respond to different registers
- L L4.3 Language structures and features  
follow some colloquialisms, idioms and some complex vocabulary/structures in extended talk
- L L4.4 Learning-how-to-learn  
clarify meaning using classroom and outside resources.

## INDICATORS

Learners demonstrating evidence of Level 4 for example

Communication

- identify the gist of extended teacher talk in academic learning, with contextual support eg modelling, scaffolding, visual aids
- follow and join in some social exchanges in SAE in a range of situations
- respond to teacher questions on familiar topics
- make inferences, with some support, eg predict possibilities
- identify main points and many details of careful speech and questions on familiar topics
- distinguish between suggestions and directives.

Socio-cultural understandings

- respond to some colloquialisms, cultural references and some SAE humour/jokes
- respond to different registers appropriately
- identify purposes of oral texts - narration, procedures, recount, report, description, discussion
- recognise emotive uses of interpersonal language including through intonation and stress
- respond appropriately in different classroom activities, eg participate in discussion, formal instruction, listening to a guest speaker.

Language structures and features

- identify a range of vocabulary including some subject-specific words
- respond appropriately to how/why questions
- respond appropriately to structures such as questions, statements and negation based on word order and vocabulary, eg 'Do you ...?' 'What is ...?'
- follow instructions that include sequential text connectives, eg first, then, then after that ...

Learning-how-to-learn

- ask for repetition
- ask what a word means
- acquire vocabulary from classroom and outside resources
- ask SAE speaker to paraphrase or explain complex subject and detailed information
- listen for final ending sounds, eg to identify plurals and/or tense markers.

# Listening

## OUTCOMES

Learners demonstrating evidence of Level 5

- L L5.1 Communication  
follow social SAE easily and follow main ideas in discussions and extended talk and identify relevant information from subject-specific talk
- L L5.2 Socio-cultural understandings  
identify some interpersonal, expressive and cultural aspects that affect SAE use
- L L5.3 Language structures and features  
identify key oral structural and language features of more complex texts
- L L5.4 Learning-how-to-learn  
rely on speakers explanations.

## INDICATORS

Learners demonstrating evidence of Level 5 for example

### Communication

- follow teacher's questions and respond with phrases and sentences
- identify specific information from announcement, news broadcast, narrative or interview
- follow extended talk and narration by retelling, arranging illustrations in order, identifying inaccuracies, identifying characters and relationships
- connect main ideas and details
- make inferences and comparisons
- listen actively
- recognise social and verbal cues which require a response
- listen with understanding to oral texts of some length, with little visual support, eg narratives, news.

### Socio-cultural understandings

- interpret meaning and feelings from intonation, volume, stress, repetition and pacing
- follow everyday idioms and colloquialisms
- use some cultural expectations in listening to SAE, eg eye contact, distance, use of gestures.

### Language structures and features

- access well-developed listening vocabulary
- identify a range of sequence text connectives, eg steps in oral instruction
- follow a range of question forms, eg tag questions
- discriminate most SAE sounds and show awareness of mispronunciation
- recognise direct and reported speech
- interpret and respond to the use of conditionals, eg If clauses.

### Learning-how-to-learn

- indicate to the speaker the need for extra time to comprehend complex interactions and instructions
- use content words and sequential words to follow an extended text
- ask for repetition or clarification
- paraphrase.

# Listening

## OUTCOMES

Learners demonstrating evidence of Level 6

- L L6.1 Communication  
follow informal and formal SAE in many social and classroom situations
- L L6.2 Socio-cultural understandings  
infer intentions, some cultural nuances, humour and metaphors with support
- L L6.3 Language structures & features  
follow extended oral texts from a range of registers, demonstrating increased knowledge of vocabulary and complex structures
- L L6.4 Learning-how-to-learn  
reflect on and assess content for relevance and accuracy.

## INDICATORS

Learners demonstrating evidence of Level 6 for example

### Communication

- follow meaning of unknown speaker on familiar topic
- organise spoken information to set guidelines
- follow social and classroom SAE at literal level
- follow complex talk, with support, eg scaffolding, visual gestures
- follow TV news stories at normal rate
- infer intentions from spoken language
- listen for key information in an extended spoken text.

### Socio-cultural understandings

- identify simple examples of bias in speech, eg 'It's rubbish to say ...'
- identify when intonation, volume and stress support and convey meaning to emphasise opinions and emotions, eg 'I don't believe YOU!'
- follow and identify information in subject specific registers
- sustain understanding of main ideas in discussion with a number of interactions
- follow quick interaction of ideas with some gaps in comprehension
- infer intentions of speaker.

### Language structures and features

- follow familiar everyday idioms and colloquialisms
- follow and interpret common modals, abstract nouns
- follow more complex text connectives, eg although, unless, meanwhile
- follow relative clauses
- follow and possess a range of subject specific vocabulary.

### Learning-how-to-learn

- make notes to help recall a spoken text
- assess their own information needs and purposes before listening or viewing
- ask for repetition or paraphrasing
- reflect on spoken text
- check accuracy of information from spoken text
- check information for relevance
- analyse and evaluate arguments and interpret assumptions, beliefs or theories before determining responses.

# Listening

## OUTCOMES

Learners demonstrating evidence of Level 7

- L L7.1 Communication  
follow most social, expressive and informational oral language and extended complex teacher talk, with support
- L L7.2 Socio-cultural understandings  
identify some non-literal language and key cultural references in speech
- L L7.3 Language structures & features  
follow a range of increasingly complex and some abstract SAE oral texts
- L L7.4 Learning-how-to-learn  
monitor spoken language for relevance and accuracy to link ideas across texts.

## INDICATORS

Learners demonstrating evidence of Level 7 for example

Communication

- follow extended complex teacher talk, with support
- follow oral stories, news, oral performance in drama, films, videos, TV programs
- follow extended complex talk, missing only some detail
- follow abstract talk, with support
- follow sudden changes in topic
- participate confidently in interactions with SAE speakers
- identify and explain the main points and some detail from spoken text at normal speed
- organise information from spoken language, eg into order, categories
- link ideas across oral texts
- infer points of view and intentions in arguments, with support
- sustain comprehension of group discussion with quick interactions for most of the time.

Socio-cultural understandings

- identify purposes and features of persuasive language, eg TV advertisements
- use some common metaphors
- identify some cultural values and beliefs in oral texts
- infer speakers' intentions, mood and attitudes
- follow register changes
- access many socio-linguistic and cultural references.

Language structures and features

- show development of listening skills in specific subject registers
- use a wide vocabulary including subject specific vocabulary
- follow the passive voice, conditionals and abstract nouns.

Learning-how-to-learn

- sometimes monitor the language of others for relevance and accuracy
- rely on explanations and paraphrasing of complex subjects to access the finer subtleties of cultural references.

# Listening

## OUTCOMES

Learners demonstrating evidence of Level 8

- L L8.1 Communication  
follow most informal and formal SAE about issues of some complexity and abstraction and follow fast rates of speech
- L L8.2 Socio-cultural understandings  
identify most SAE registers, a range of cultural nuances, values, attitudes and moods
- L L8.3 Language structures & features  
interpret complex language and texts dealing with abstract topics
- L L8.4 Learning-how-to-learn  
monitor spoken SAE of self and others, evaluating for accuracy and validity.

## INDICATORS

Learners demonstrating evidence of Level 8 for example

### Communication

- follow SAE at normal speed, eg instructional TV programs, TV news, interactions
- follow complex argument on a range of topics, asking appropriate and relevant questions
- identify the organising categories of a spoken text
- evaluate quality and validity of information from spoken language
- focus own listening and comprehend despite competing noise
- show understanding of oral language by recalling information, inferring beyond text, sequencing ideas.

### Socio-cultural understandings

- infer speaker's intentions
- identify the effects of a range of language devices, eg rhythm, metaphor, repetition, and non-verbal devices such as gestures
- follow the subtleties of humour and allusions, with support
- identify implied meanings from spoken language, eg innuendo.

### Language structures and features

- show understanding of conditionals, embedded sentences, perfect tense verb forms, passive voice
- identify and follow emotive, persuasive terms
- follow most idiomatic expressions, imagery, humour and cultural references.

### Learning-how-to-learn

- seek out reliable sources as models for good SAE
- discuss uses of SAE with teachers
- draw upon cultural, grammatical and lexical knowledge to understand oral language.

# Speaking

## OUTCOMES

Learners demonstrating evidence of Beginning Level 1

S BL1.1 Communication

watch and imitate some social and classroom activities, but do not speak in SAE

S BL1.2 Socio-cultural understandings

follow non-verbal cues and gestures in face-to-face situations

S BL1.3 Language structures and features

respond non-verbally to some simple directions and repeated questions given with gestures

S BL1.4 Learning-how-to-learn

watch, listen and use visual cues for understanding.

## INDICATORS

Learners demonstrating evidence of Beginning Level 1 for example

Communication

- name a few objects, eg people, places, animals
- join in classroom activities across the curriculum mostly without speaking in SAE
- sometimes join in songs, parts of stories and role plays
- give short or two-word commands
- respond non-verbally to questions or directions.

Socio-cultural understandings

- observe and imitate social behaviour in speaking SAE.

Language structures and features

- very occasionally repeat or 'mouth' SAE words and phrases.

Learning-how-to-learn

- occasionally repeat or 'mouth' SAE words and phrases
- use silent period to 'absorb' SAE
- use gestures to indicate meaning
- join in class activities across the curriculum mostly without speaking in SAE
- observe and imitate social behaviour in speaking SAE.

# Speaking

## OUTCOMES

Learners demonstrating evidence of Beginning Level 2

### S BL2.1 Communication

use gestures and isolated words to express needs and respond to simple directions and questions

### S BL2.2 Socio-cultural understandings

sometimes join in structured, shared classroom oral activities involving songs and stories

### S BL2.3 Language structures and features

use some words and phrases and pronounce some SAE words so they can be understood

### S BL2.4 Learning-how-to-learn

watch, imitate, repeat, use gestures and rely on the SAE speaker to support/interpret when speaking in SAE.

## INDICATORS

Learners demonstrating evidence of Beginning Level 2 for example

### Communication

- name some objects, people, places and animals
- use gestures to indicate meaning, needs, likes, dislikes
- respond to questions with gestures and sometimes with single words, eg Yes/No
- link spoken SAE words/phrases with pictures
- describe own pictures with isolated SAE words.

### Socio-cultural understandings

- join in SAE songs, stories, action rhymes or drama, approximating SAE intonation of familiar phrases
- use non-verbal strategies to elicit support from the listener, eg gestures, mime, eye contact.

### Language structures and features

- use well-known words, phrases, simple repetitive speech patterns and courtesy words
- use simple vocabulary and structures presented and practised in class
- approximate SAE pronunciation of some words.

### Learning-how-to-learn

- sometimes have silent pause before attempting to speak English
- use first language speakers to provide key English words
- watch and imitate others' speech
- echo words/phrases and mimic simple sentence patterns.

## OUTCOMES

Beginning Level 3

### NOTE:

Levels are in sequence

Learners move from Beginning Level 2 to Level 1 ESL Outcomes in Listening and Speaking

# Speaking

## OUTCOMES

Learners demonstrating evidence of Level 1

- S L1.1 Communication  
join in known situations, using gestures, isolated words and well-known language to respond to directions and questions
- S L1.2 Socio-cultural understandings  
use familiar courtesies, some conventions of classroom talk and approximate SAE intonation
- S L1.3 Language structures and features  
use words, phrases, common expressions, some question words and approximations to SAE structures, and pronunciation
- S L1.4 Learning-how-to-learn  
imitate, repeat, practise SAE, seek face-to-face contact and contextual support.

## INDICATORS

Learners demonstrating evidence of Level 1 for example

### Communication

- use a few connected words, eg 'I go now.'
- join in repetitive language of songs, stories, drama
- respond verbally and non-verbally to directions and questions, eg shrugs shoulders, 'I don't know.'
- give short messages with a few words and one or two ideas, eg 'She hit me.'
- use non-verbal gestures and gestures, actions with words to help communicate, eg point to book and say 'I read book.'
- join in group retelling of story/text with visual cues
- join in drama activities as part of a group
- give simple commands, eg 'Come here.'

### Socio-cultural understandings

- exchange simple greetings, eg 'Good morning.'
- use familiar courtesy phrases, eg 'Excuse me.' 'May I.' 'Please.' 'Thank you.'
- participate in familiar classroom routines
- attempt to use SAE in contexts requiring SAE, eg with other learners and teacher
- use appropriate classroom language behaviour, eg take turns, use appropriate voice volume, raise hand in a group
- imitate intonation patterns of SAE through songs/rhymes
- use stress or intonation to give meaning to simple utterances
- demonstrate an emerging awareness of differences between first language and SAE, eg by role play using SAE in learning context.

### Language structures and features

- use 1 or 2 words to attract attention, make requests or give simple commands
- use simple well-known sentence patterns
- pronounce common words and phrases comprehensibly
- ask question words, eg 'Where you live?' 'You marry?' 'You got baby?'

### Learning-how-to-learn

- mimic short utterances/ intonation patterns of SAE
- transfer learnt simple language structures to other contexts
- use non-verbal strategies to help communication, eg gestures, mime
- practise and repeat words, phrases and short sentences.

# Speaking

## OUTCOMES

Learners demonstrating evidence of Level 2

- S L2.1 Communication  
communicate verbally and non-verbally in social, expressive and learning situations, make requests and sometimes initiate action
- S L2.2 Socio-cultural understandings  
use acceptable social language in known contexts
- S L2.3 Language structures and features  
use and manipulate simple structures and features of SAE to interact in familiar controlled contexts
- S L2.4 Learning-how-to-learn  
rely on gestures, listener's scaffolding and repetition to clarify meaning.

## INDICATORS

Learners demonstrating evidence of Level 2 for example

Communication

- respond to simple questions and requests
- suggest, request, initiate and direct action with simple two word commands, eg play football, go there, your turn
- join in and use SAE for songs, rhymes, poetry, role plays and drama
- role play a character from a well-known story
- retell story or event in sequence using known sentence patterns and visual support
- give reason for action, with contextual support
- participate in face to face conversation, with support.

Socio-cultural understandings

- recognise when to use SAE in appropriate context, eg code-switch
- recognise that some words/gestures may be inappropriate
- acknowledge and discuss the place of first language culture and language in the learning of a second language.

Language structures and features

- construct own simple sentences
- use basic vocabulary, including some adjectives, which has been taught through the learning program
- reproduce and use 'chunks' of familiar language in appropriate contexts
- substitute new words in learnt patterns to create original utterances
- indicate past, present and future tenses through explicit time references, eg yesterday, tomorrow.

Learning-how-to-learn

- imitate SAE pronunciation, stress and intonation
- use gestures, listener's scaffolding, borrowing, repetition and first language to clarify meaning
- ask for SAE words and phrases from teacher
- practise words, phrases and pronunciation patterns
- memorise new words by repeating them to self
- repeat own words if listener does not understand
- talk about strategies that help language learning.

# Speaking

## OUTCOMES

Learners demonstrating evidence of Level 3

- S L3.1 Communication  
communicate and learn through SAE in predictable situations and construct sequenced oral texts using limited SAE
- S L3.2 Socio-cultural understandings  
use aspects of spoken SAE language behaviour when communicating and learning at school
- S L3.3 Language structures and features  
manipulate learned structures and features to make original utterances, characterised by simplified language and varying grammatical accuracy
- S L3.4 Learning-how-to-learn  
practise, take some risks, initiate talk with support.

## INDICATORS

Learners demonstrating evidence of Level 3 for example

### Communication

- use SAE to negotiate simple transactions, eg borrowing a library book, getting a timetable
- ask and answer personal and subject-specific questions
- recount main ideas and recall details in sequence from oral texts
- participate in role plays and drama with increasing confidence
- give a series of short directions in known context with support
- recount events/actions/stories in sequence, using speech and non-verbal language
- describe and identify people, places and things using simple vocabulary for colour, size, place, location and time
- participate with peers in supported small group tasks
- participate in interaction with structured support
- contribute to short dialogue on known topic
- express ideas, sometimes fragmented chunks in learning areas
- express humour, opinions and describe feelings.

### Socio-cultural understandings

- use appropriate SAE for familiar social situations
- use SAE or home language in appropriate contexts, ie code-switch
- discuss how rules and conventions apply to them and to others
- use accurate pronunciation and intonation for common words.

### Language structures and features

- use SAE word order accurately in some utterances
- combine known patterns and vocabulary to make utterances
- use some terminology specific to subject areas
- use common adjectives, pronouns, contractions and some prepositions and articles with some accuracy
- use some negative and question forms accurately.

### Learning-how-to-learn

- repeat words/sentences, copying the language rhythms/pronunciation of SAE first language speakers
- ask teacher for help with SAE
- use learnt oral and reading vocabulary
- practise pronunciation and phrasing to improve own fluency
- reflect on and talk about their learning, with support, eg through teacher guided discussion and questioning
- pronounce less familiar words so they can be understood and check that the listener can understand.

# Speaking

## OUTCOMES

Learners demonstrating evidence of Level 4

- S L4.1 Communication  
express the main point and some detail of ideas and opinions in supportive classroom situations, using a range of familiar spoken texts types
- S L4.2 Socio-cultural understandings  
use SAE register features including intonation in formal and informal situations
- S L4.3 Language structures and features  
adapt available SAE vocabulary and some complex structures for expanded talk with grammatical accuracy, pronunciation and stress
- S L4.4 Learning-how-to-learn  
access and incorporate SAE into own oral repertoire from a range of oral and written sources.

## INDICATORS

Learners demonstrating evidence of Level 4 for example

### Communication

- communicate in a range of situations and give messages in connected speech across curriculum contexts, with some support, eg participate in role plays and drama activities, recount main idea, recall details
- initiate casual exchanges
- contribute ideas in group and class tasks
- give reasons and express opinions in SAE
- give short sequences of instructions
- give a short prepared talk
- access sufficient vocabulary to give a short spontaneous talk on a known topic, with some inconsistencies
- attempt to express complex thoughts and feelings, humour and opinions.

### Socio-cultural understandings

- identify some features of formal and informal spoken texts
- use social language appropriately, eg use polite request forms
- discuss appropriate behaviour in certain situations and compare with their own culture
- use accurate intonation and stress for most phrases in social situations
- discuss how non-verbal communication may be different for different social and cultural groups.

### Language structures and features

- combine learnt patterns in spoken SAE with some success
- use different question forms
- use adverbial phrases, pronouns and irregular past tenses with some accuracy
- use compound and complex sentences with some success
- use some text connectives, eg sequence markers
- use a small range of vocabulary to convey shades of meaning, eg good, fine, terrific, wonderful, excellent
- use accurate pronunciation for most words
- use subject-specific language to express some ideas.

### Learning-how-to-learn

- plan what to say and how to say it
- rehearse spoken SAE
- monitor own language for accuracy
- rephrase SAE to make meaning clear
- express need to clarify meaning in some situations
- practise phrases, patterns or pronunciation
- actively practise their interpersonal skills when interacting with others
- explain how they went about solving a problem/meeting a challenge to complete a learning task
- practise final ending sounds, eg to signify plurals and/or tense markers.

# Speaking

## OUTCOMES

Learners demonstrating evidence of Level 5

- S L5.1 Communication  
participate actively in social, expressive and informational contexts and elaborate ideas, with support
- S L5.2 Socio-cultural understandings  
use appropriate SAE in formal and informal situations, applying some cultural conventions
- S L5.3 Language structures and features  
demonstrate control over basic oral vocabulary and language structures with uneven accuracy of some grammatical features and imagery in complex talk
- S L5.4 Learning-how-to-learn  
use knowledge of SAE to sustain and monitor spoken SAE.

## INDICATORS

Learners demonstrating evidence of Level 5 for example

### Communication

- use SAE in a range of contexts across the curriculum
- interact and negotiate with peers in planning and presenting a project or special event
- contribute to new topic discussion with contextual support, eg charts, pictures, diagrams
- sustain a conversation on familiar topics
- give a short prepared formal report and answer some questions
- use SAE to apologise, suggest, clarify, express opinions, explain and express some humour
- give an oral summary of a narrative or media program
- recount main ideas/details and connect ideas from oral texts
- conduct an interview from a prepared format
- use SAE to make a simple hypothesis or generalisation
- report the speech of others with varying accuracy.

### Socio-cultural understandings

- enter and leave conversations appropriately
- identify some cultural differences and register differences in communication behaviour by targeting their use and choice of language, eg changing talk to accommodate talking to teacher versus a peer
- discuss obvious differences between first language and SAE language
- interpret SAE to other speakers
- use simple formal language for social situations
- use some colloquialisms and cultural references
- compare cultural protocols and discuss with others when puzzled by cultural differences.

### Language structures and features

- use simple conditionals
- use verb tenses with uneven control
- use direct and reported speech with varying accuracy
- use some imagery, eg metaphors, similes, personification
- answer simple open ended questions
- use a range of text connectives, eg time and place markers
- incorporate more formal features for selected oral texts, eg using modality, cohesion and reference devices to argue, persuade, describe, classify and give instructions
- use a broad range of vocabulary and a developing knowledge of subject-specific language in informal and formal talk.

### Learning-how-to-learn

- create new vocabulary from known words, eg invite, invitation
- monitor own language and self correct
- rehearse presentations
- talk around a topic when vocabulary is not known
- sometimes correct other ESL speakers
- use pauses appropriately to allow ordering of thought
- describe and explain the sequence of strategies used for learning a specific thing.

# Speaking

## OUTCOMES

Learners demonstrating evidence of Level 6

- S L6.1 Communication  
communicate effectively in familiar formal and informal social and learning contexts
- S L6.2 Socio-cultural understandings  
adapt language to their own and their listeners' needs
- S L6.3 Language structures & features  
speak fluently with some control over subject-specific registers, abstract terms, imagery and complex structures
- S L6.4 Learning-how-to-learn  
plan, reflect and use different sources to improve language.

## INDICATORS

Learners demonstrating evidence of Level 6 for example

### Communication

- interact with SAE speakers with some confidence and competence
- organise language and ideas in informational and literary texts with contextual support, eg for new topics, to substantiate arguments, paraphrase a short text, recount connection of ideas
- clarify tasks, goals and time limits in group activities
- request or accept opinions
- participate in oral poetry, role plays and drama
- contribute ideas in group discussions of literature, interpersonal and informational texts
- organise and present a short talk with some fluency
- answer most questions on a prepared talk.

### Socio-cultural understandings

- use appropriate register for different situations, eg use of polite register when speaking to adults
- monitor audience response and adapt language to listeners' needs, eg respond by varying content and length of talk
- use formal and informal SAE appropriately, eg use slang/colloquial language with peers
- discuss common rules and expectations of conversation, eg assertiveness, how to interrupt
- provide background information for listeners in particular situations to sustain conversation, eg in initiating face-to-face and telephone conversations, recounting a news report.

### Language structures and features

- use a wide range of vocabulary including technical and abstract terms
- use common colloquialisms confidently
- use common modals to express shades of meaning, eg could, should, might
- use a range of language modifiers, eg 'The maths paper with all the graphs...'
- make variable use of abstract nouns, eg state: state of matter, State, state of affairs
- use some relative clauses beginning with, eg who, that, which
- use more complex text connectives, eg unless, although, however
- use a range of conventional phrases for specific purposes, eg 'Would you mind if ...?' 'To sum up ...'

### Learning-how-to-learn

- rephrase to avoid difficult structures
- prepare notes and outlines to assist presentation of a talk
- evaluate own communication against given criteria
- seek and accept advice on strengths and weaknesses to formulate an action plan for their language learning
- identify and practise ways to communicate effectively with a range of people from different groups
- engage a listener's attention, eg by varying expression, introductions.

# Speaking

## OUTCOMES

Learners demonstrating evidence of Level 7

- S L7.1 Communication  
speak independently in various situations on a range of familiar topics and issues
- S L7.2 Socio-cultural understandings  
incorporate some metaphorical and cultural references in speech
- S L7.3 Language structures & features  
show increased fluency with control and flexibility over key organisational and language features, imagery and complex structures
- S L7.4 Learning-how-to-learn  
monitor spoken language of self and others.

## INDICATORS

Learners demonstrating evidence of Level 7 for example

### Communication

- interact with SAE speakers with fluency and competence most of the time
- contribute to discussions with confidence
- use SAE for a range of learning and problem-solving activities across the curriculum
- give an extended prepared talk, handling questions appropriately
- contribute ideas in discussions of literature texts
- present arguments to support a point of view
- negotiate and participate successfully using SAE in group work.

### Socio-cultural understandings

- target language to an audience and respond to changes in topic/register
- adapt some of their language to listeners' needs
- use cultural and metaphorical references in speech, eg the bush, outback, Paradise
- identify and describe human similarities/differences, eg through gender, ethnicity and culture
- participate in culturally diverse settings and match communication with intention and audience
- discuss the significance of cultural perceptions to their own lives and the lives of others.

### Language structures and features

- use a range cohesive features in prepared talks using notes
- pronounce most words correctly
- use a range of basic language structures correctly
- use more complex structures
- sometimes use passive voice correctly
- use tag questions and contractions competently
- use a range of colloquialisms and metaphors
- use some conditional forms, eg 'If I multiplied by 10, I would get ...'
- use abstract nouns, eg belief, government, punishment
- use complex sentences and embedding in speech
- use a broad vocabulary.

### Learning-how-to-learn

- link and relate own ideas to those of others, eg 'You know when you said ...'
- monitor own and the spoken language of others
- check own interpretation by paraphrasing, eg 'Do you mean that...?'
- predict what a speaker is going to say, eg by finishing the sentence
- seek explanation of some cultural references
- seek advice and target key action as a means of enhancing their language learning, eg through extra-curricula activities like debating
- identify and develop strategies for more effective communication with others from different cultures.

# Speaking

## OUTCOMES

Learners demonstrating evidence of Level 8

- S L8.1 Communication  
communicate competently for most formal and informal social and learning situations about familiar and unfamiliar issues of some complexity
- S L8.2 Socio-cultural understandings  
express values, perspectives and feelings appropriately
- S L8.3 Language structures & features  
speak fluently and cohesively demonstrating versatility of expression
- S L8.4 Learning-how-to-learn  
plan, reflect on and monitor spoken language.

## INDICATORS

Learners demonstrating evidence of Level 8 for example

### Communication

- interact fluently and competently with SAE first language speakers
- contribute effectively to discussions about complex issues
- convey precise and exact meaning
- use SAE for complex problem solving activities, eg resolving complaints
- conduct interviews competently and confidently
- participate in debates
- contribute ideas in discussions about literature, eg characters, motives, actions
- explain and evaluate ideas, concepts, issues or processes
- use questions to gain information, change discussion and introduce new ideas
- lead a project activity
- pose problems, hypothesise and formulate questions about abstract issues, eg development versus conservation.

### Socio-cultural understandings

- target language to their audience, using cultural references with lessening support
- use modality successfully, eg for assertiveness, politeness
- change register to suit audience
- use non-sexist, non-racial vocabulary appropriately
- incorporate cultural, metaphorical and humorous references in speech.

### Language structures and features

- use formal conventions associated with public speaking, eg hosting/chairing a meeting
- use emotive and persuasive language confidently, eg appalling, shame
- use a range of modality, eg perhaps, clearly, obviously, must, should, right to
- use complex language structures and embedded language confidently, eg 'The old man, who lived...'

### Learning-how-to-learn

- seek out sources for models of SAE
- discuss use of SAE with teacher.

# Reading

## OUTCOMES

Learners demonstrating evidence of Beginning Level 1

R BL1.1 Communication

recognise some SAE words and show awareness of print inside and outside school

R BL1.2 Socio-cultural understandings

indicate that print and writing carry a message

R BL1.3 Language structures and features

interpret pictures, use labels in classroom, use books appropriately and select their own texts to browse

R BL1.4 Learning-how-to-learn

rely on visual support and role play 'reading' SAE texts using pictures, visual cues and sometimes L1.

## INDICATORS

Learners demonstrating evidence of Beginning Level 1 for example

Communication

- show interest in age appropriate books and magazines focussing on illustrations
- respond to a simple story read aloud supported by illustrations/intonation/repetition
- gain information from illustrations
- recognise some familiar environmental print and own name.

Socio-cultural understandings

- develop expectation that print will give a message
- know that others can read a text even if they themselves can't, eg ask/indicate to someone to read something.

Language structures and features

- identify cover, title, start and end of book
- develop skills in handling books
- develop recognition of SAE print script
- recognise some familiar environmental print and vocabulary
- show awareness of print conventions, eg reading left to right, word spacing.

Learning-how-to-learn

- rely on contextual cues to gain meaning
- show reading-like behaviour
- focus on, concentrate and join in group or individual reading by repeating key phrases and words with class.

# Reading

## OUTCOMES

Learners demonstrating evidence of Beginning Level 2

- R BL2.1 Communication  
recognise some words and phrases and gain meaning from simple texts read to them, showing some appropriate responses
- R BL2.2 Socio-cultural understandings  
recognise that print has consistent meaning and SAE texts have structure
- R BL2.3 Language structures and features  
follow key words and recognise basic features of reading print
- R BL2.4 Learning-how-to-learn  
model 'reading' on others, 'read' with the teacher and use visual cues to support their reading.

## INDICATORS

Learners demonstrating evidence of Beginning Level 2 for example

### Communication

- join in shared reading activities, eg group readings of well-known books, drama, painting, drawing
- show personal response to text, eg role play, draw picture, show enjoyment, state likes/dislikes
- assign message to own writing, or own writing scribed by another
- recognise some SAE words, some environmental print
- sequence a text by arranging pictures in order
- express simple opinions about well-known books and stories, eg 'I like that story.'
- demonstrate reading-like behaviour with short learned texts, eg rhyme, song, repetitive texts.

### Socio-cultural understandings

- recognise some simple text features, eg upper and lower case, common formulae, openings, endings
- show awareness of some common signs and symbols.

### Language structures and features

- recognise the difference between letters and numbers
- link some letters to SAE sounds
- recognise a few SAE letters in upper and lower case
- show awareness of print conventions, eg left to right.

### Learning-how-to-learn

- use visual cues for understanding
- memorise chunks of familiar language
- read with or slightly after the teacher
- use bilingual support for meaning
- attempt to 'read' from left to right and top to bottom.

# Reading

## OUTCOMES

Learners demonstrating evidence of Beginning Level 3

R BL3.1 Communication

read independently and re-read well-known, previously explored simple texts with understanding

R BL3.2 Socio-cultural understandings

identify different kinds of texts, join in shared reading activities and expect reading to make sense

R BL3.3 Language structures and features

recognise some sight vocabulary, interpret some punctuation, and associate some SAE sounds and symbols

R BL3.4 Learning-how-to-learn

use visual cues, context cues, some initial sounds, sight words and sometimes self-correct.

## INDICATORS

Learners demonstrating evidence of Beginning Level 3 for example

Communication

- read along with teacher
- read a well-known text independently
- identify fictional and factual texts and purposes of reading
- choose suitable books for own reading
- show limited skills in predicting meaning
- recognise some vocabulary, mainly content words
- show understanding of well-known texts through answering simple questions, drawing, linking illustrations with parts of text, distinguishing true/false yes/no, recall and sequence
- obtain information from simple graphs and tables.

Socio-cultural understandings

- relate own cultural experiences to text references
- identify factual and fictional purposes of reading
- choose suitable books for own reading.

Language structures and features

- recognise some vocabulary, mainly content words
- use print features and punctuation, eg pause at comma, full stop
- recognise some SAE sound-symbol relationships, eg single letter, groups of letters
- recognise and understand high frequency written cues, eg school signs, directions, labels.

Learning-how-to-learn

- focus on text, eg pointing with finger, ruler to read along line
- use visual and context cues to enhance understanding
- use limited letter and sound knowledge to recognise new words
- rely on first language speakers to explain new vocabulary and concepts
- rely on recognition of whole word
- sound out unfamiliar words while reading
- sub-vocalise when reading silently
- choose suitable books by looking at covers and illustrations.

# Reading

## OUTCOMES

Learners demonstrating evidence of Level 1

- R L1.1 Communication  
respond appropriately to short structured SAE texts using familiar language in shared or independent reading, with support
- R L1.2 Socio-cultural understandings  
bring previous experiences in reading to reading tasks in SAE and know that they read for different purposes
- R L1.3 Language structures and features  
read simple texts recognising some sight words, repetitive structures, and some print conventions
- R L1.4 Learning-how-to-learn  
use L1 strategies, structured reading activities, and contextual, visual and graphophonic cues to gain meaning from texts.

## INDICATORS

Learners demonstrating evidence of Level 1 for example

Communication

- follow simple written texts while listening to them read aloud
- extract information from simple charts, tables, maps, graphs and diagrams
- join in oral reading of key words and phrases
- identify characters in a story
- read simple structured texts with known vocabulary independently
- show understanding of text by, eg linking with illustrations, drawings, answering questions, retelling, sequencing pictures in order, identifying main idea with assistance, locate details
- personally respond to texts read, eg with laughter, surprise
- engage in structured reading activities
- make simple inferences from texts, in groups with support.

Socio-cultural understandings

- identify the basic purposes and likely audiences of different text types, factual and fictional
- identify some differences between factual and fictional texts through layout and topic
- understand that thoughts and speech can be written and read, eg read own story.

Language structures and features

- distinguish Roman script from non-Roman script
- demonstrate an awareness that SAE is read left to right, top to bottom
- identify some letters, sounds, words and repetitive sentence patterns
- recognise basic vocabulary, own name and labels
- show an understanding of simple punctuation, eg pauses at full stops
- use a simple sight vocabulary
- demonstrate understanding of sound-symbol relationships.

Learning-how-to-learn

- use bilingual resources, eg first language speakers, dictionaries
- attempt to pronounce new words from initial letter, length and shape of word
- access illustrations to aid meaning
- point with finger (ruler or stick for charts) to focus on reading
- read with or slightly after the teacher
- draw on supports in the classroom environment, eg posters, picture dictionaries.

# Reading

## OUTCOMES

Learners demonstrating evidence of Level 2

Year 3 English Literacy Benchmarks are 'bolded' within this level

- R L2.1 **Communication**  
read with understanding short narrative and informational texts with familiar content, vocabulary and sentence structures
- R L2.2 **Socio-cultural understandings**  
recognise some differences between factual and fictional texts
- R L2.3 **Language structures and features**  
read texts using basic conventions of print, sight and oral vocabulary and basic SAE structures
- R L2.4 **Learning-how-to-learn**  
use support from class resources, knowledge of SAE and reading ( text, sound-symbol visual cues) and other resources to confirm & predict meaning in SAE.

## INDICATORS

Learners demonstrating evidence of Level 3 for example

### Communication

- read short known narratives, factual and personal texts with predictable text structures
- match sentences, captions to illustrations, recall information, answer questions, retell, with support, and complete cloze exercises
- recall sequence of a story, process or a series of events, and rearrange parts of texts in sequence
- locate details and find directly stated information in text
- identify main points in texts from learning areas, with assistance
- predict/infer what went before and comes after, using contextual support
- follow high frequency instructions and directions
- respond to texts by, eg answering appropriate simple questions, indicating true/false statements, sequencing information.

### Socio-cultural understandings

- recognise main purposes of stories and factual texts, eg a story about and a report of an excursion
- recognise with explanations some cultural references in texts
- identify the basic purpose and likely audiences of different texts, eg magazines, books, comics
- draw on background or content knowledge to perform text related tasks, eg sequencing
- use some reading terminology, eg author, title, letter, word, sentence, page.

### Language structures and features

- read fluently simple sight vocabulary or phrases, or those learnt in spoken contexts
- read texts that contain compound and complex sentences of two or three clauses
- recognise basic SAE word order in sentences
- recognise common sound and letter patterns
- show an understanding of simple punctuation, eg full stop, capital letters, question mark
- recognise letters in different typeface and fonts
- demonstrate awareness of the function of simple conjunctions, eg and, so, but
- read common words with comprehensible pronunciation
- identify sentences and paragraphs
- recognise the difference between SAE language texts and texts in other languages that use the same script.

### Learning-how-to-learn

- use text clues, sound-symbol knowledge and visual cues to confirm/predict meaning, eg shape of word, length, illustrations, text title/ supporting picture to suggest text content
- use key words to understand the gist of short texts
- model reading on others, eg imitate teacher's and peers' pronunciation, intonation or stress when reading aloud
- sub-vocalise when reading
- use dictionary, class word lists and resources
- predict and infer what went before, using contextual support
- draw on supports in the classroom environment, eg posters, picture dictionaries
- rely on teacher's reading and interpretation of texts as a model for own response and understanding
- re-read familiar, self-chosen texts to increase accuracy and fluency and to enhance understanding.

# Reading

## OUTCOMES

Learners demonstrating evidence of Level 3

- R L3.1 Communication  
read with understanding texts containing predictable structures and everyday language
- R L3.2 Socio-cultural understandings  
identify some SAE text purposes and features and differences in spoken and written SAE
- R L3.3 Language structures and features  
read with understanding, cueing into basic text organisation and features of written SAE
- R L3.4 Learning-how-to-learn  
use a range of strategies to work out meanings of some unfamiliar texts.

## INDICATORS

Learners demonstrating evidence of Level 3 for example

### Communication

- read with understanding a range of simple texts based on predictable language structures and vocabulary
- identify main idea in a paragraph or section of text and some supporting detail
- find directly stated information in text and/or illustration
- identify sequence of events in stories, recounts and other texts
- make connections between ideas stated directly and close together, eg predict ending, infer feelings, link diagram and label, link cause and effect with support
- give a personal response to a short familiar text
- retell ideas or events from familiar texts
- identify directly stated information.

### Socio-cultural understandings

- recognise a number of text forms, eg through layout of text and content organisation
- identify the main purpose of a text
- recognise some cultural references in texts, with support
- recognise emotions being expressed in a short narrative, eg use appropriate intonation when reading dialogue aloud
- demonstrate empathy with characters and points of view in texts, eg predict what characters will do in particular situations
- recognise tone, mood and atmosphere of structured texts
- recognise some cultural references in texts, with support.

### Language structures and features

- identify some basic organisational features of texts, eg procedure, recount, report, argument
- follow simple time sequencing and recognise time adverbials, eg after, then, finally
- follow some internal referencing in a text, eg pronouns
- understand some simple imagery, similes or metaphors
- recognise common letter patterns, phrases and words
- show an understanding of the functions of simple conjunctions, eg and, but, so
- recognise common letter patterns phrases and words, eg '-th-', '-tion'
- read common abbreviations, eg 1st, 2nd, NT, Aust, eg, etc, AD.

### Learning-how-to-learn

- make inferences from familiar and new material
- identify some basic organisational features of texts
- check meaning by pausing, reading on and re-reading
- use knowledge of sight vocabulary
- use visual support to interpret meaning, eg text title or supporting pictures, charts, diagrams
- apply knowledge of base words, some prefixes and suffixes to work out meaning of words
- work out meaning of unfamiliar words/phrases using text, illustrations and topic knowledge
- follow procedural instructions with visual cues
- use key words to understand the gist of short texts
- segment or blend letter clusters.

# Reading

## OUTCOMES

Learners demonstrating evidence of Level 4

- R L4.1 Communication  
read with understanding a range of literary, factual and electronic media texts and make some inferences in structured activities
- R L4.2 Socio-cultural understandings  
identify text purposes and compare their own cultural knowledge with text information
- R L4.3 Language structures and features  
follow some complex texts, imagery and the organisation of information, keywords and connecting ideas, with support
- R L4.4 Learning-how-to-learn  
use a range of strategies for working out meanings of words.

## INDICATORS

Learners demonstrating evidence of Level 4 for example

### Communication

- read standard literary and factual texts for information or recreation in and out of school
- respond to a range of texts such as narratives, transactions, procedures, reports and expositions, eg retell, answer questions, identify stated information and inferred information, identify cause and effect, respond to mood, emotions, special language effects
- identify sequence of ideas and information in factual texts
- find directly stated information in text and/or illustrations including tables, graphs and diagrams
- make connections between ideas in a text
- infer the meaning of unfamiliar words and phrases
- distinguish between main idea and supporting detail
- read with understanding straightforward school and factual texts, newspapers and magazine articles on familiar topics with some visual support.

### Socio-cultural understandings

- identify the main purpose/idea of a text
- identify the writer's implied stance
- make comparisons between own experience/culture and information/ideas in texts
- respond to different cultural attitudes as exemplified in stories, eg express opinion, ask questions, make comparisons
- identify unfamiliar cultural references and ask for meaning
- identify types of writing across cultures, eg folk stories
- use appropriate intonation when reading aloud
- display some comprehension beyond the literal level in familiar text, eg suggest possible explanations for a character's actions in a short story.

### Language structures and features

- identify text organisation features, eg chapter, paragraph, topic sentences
- demonstrate understanding of meaning and relations between sentences in a paragraph, eg correctly re-order jumbled sentences
- explain simple imagery, some similes and metaphors
- recognise key words linking ideas
- display an understanding of the function of punctuation marks, eg when reading aloud, pause at appropriate points in the text, adjust speech to reflect dialogue
- use basic features of a website appropriately, eg move between pages using the links provided
- read with understanding sentences containing complex noun groups, eg '[The closure of the football ground] stopped the game.'
- read texts with varied beginnings, new vocabulary, long groups of words, figurative language and punctuation used in usual ways, eg capital letters, commas, full stops.

### Learning-how-to-learn

- use knowledge of vocabulary and text structures to get meaning
- use diagrams, maps and illustrations to understand ideas
- blend syllables of long words to match with oral vocabulary
- use an SAE dictionary appropriate for ESL learners to check meaning
- predict basic content and infer previous actions/events
- use a bilingual dictionary
- use knowledge of first language to understand text content and language
- skim and scan to locate key words and information
- use background or content knowledge to deduce meanings of words or phrases
- use organisational features to access information from appropriate texts, eg table of contents, index.

# Reading

## OUTCOMES

Learners demonstrating evidence of Level 5

R L5.1 Communication

**read a range of literary, factual and electronic media texts** and draw inferences, with support

R L5.2 Socio-cultural understandings

**identify text purpose, how information is organised and presented in SAE texts,** and some cultural perspectives

R L5.3 Language structures and features

interpret a range of complex texts cueing into key organisational and language features

R L5.4 Learning-how-to-learn

apply strategies to comprehend and learn at whole text, sentence and word levels.

## INDICATORS

Learners demonstrating evidence of Level 5 for example

### Communication

- read a range of texts of varying lengths, eg narrative, problem solving, informational, instructional
- use information for learning purposes, eg identify main idea and locate information stated directly in text
- extract and manipulate key ideas from a text for problem solving, eg mathematical problem
- identify order of ideas and information in factual texts
- explain the gist of technical and analytical texts
- draw conclusions and make choices/decisions on the basis of information and illustrations in texts and data gained from various resources
- infer meaning of unfamiliar phrases and words
- draw basic inferences from text
- identify arguments in accessible texts
- transfer information from a text to other formats, eg diagram, table, flow chart, graph
- describe and discuss the emotions and motivation of characters in narratives.

### Socio-cultural understandings

- identify the main purpose of text and key aspects of some text types
- identify important conventions of texts, eg book chapters, contents, index, use of parentheses
- compare different text types from the different learning areas
- identify some cultural and literary perspectives in texts, eg narrator's voice, first person, third person
- identify some social and literary stereotypes in texts, eg villains and heroes, gender roles
- describe how shades of meaning are expressed through choice of synonyms, eg strolled, walked
- examine the values conveyed in texts which incorporate aspects of other cultures.

### Language structures and features

- read with understanding texts with varied sentence beginnings, new vocabulary, some subject specific vocabulary and figurative language
- read texts with some long nominal groups, eg the largest planet so far discovered
- identify the way functions are expressed within complex texts, eg description, comparison, cause/effect
- identify the main stages of text organisation, eg Aim, Apparatus, Method, Result, Conclusion (science report)
- identify key words, phrases and noun groups, eg 'those two huge venomous snakes...', relating to the theme and concepts of the text
- identify key words with general and some unfamiliar specialised meanings, eg 'table' in science/maths contexts
- follow referencing cues, eg pronouns, articles, demonstratives
- complete cloze activities using grammatical knowledge
- demonstrate the meaning of noun groups following verbs of saying and thinking, eg. 'Scientists are very concerned about the rise in the level of carbon dioxide in the atmosphere.'
- identify stylistic features of texts for specific effects, eg use of italics and bold type.

### Learning-how-to-learn

- confirm understanding by re-reading and restating content
- formulate key questions to help identify information from a text
- skim and scan
- use a SAE dictionary, thesaurus and/or bilingual dictionary to check understanding of key words
- incorporate new vocabulary from texts into personal vocabulary
- infer meaning of familiar and unfamiliar words
- describe the sequence of strategies they use to approach reading and accessing unfamiliar texts
- ask for guidance/support from teacher to accomplish specialised reading tasks
- formulate key questions to identify information in a text.

# Reading

## OUTCOMES

Learners demonstrating evidence of Level 6

- R L6.1 Communication  
read various authentic, lengthy, factual and literary texts for interpretations beyond literal levels, with support
- R L6.2 Socio-cultural understandings  
**relate SAE text format, structure and language choice to purpose and audience**
- R L6.3 Language structures & features  
interpret complex language used in a range of accessible and more challenging texts
- R L6.4 Learning-how-to-learn  
monitor reading and select strategies suited to the text and task.

## INDICATORS

Learners demonstrating evidence of Level 6 for example

### Communication

- read a range of authentic texts extensively and intensively for a range of purposes, eg current issues in newspapers and on the web
- read subject-specific texts independently and contribute to class and group discussion of texts
- give own opinion of a text and compare this with others
- discuss characters, motivations, mood and setting in a story
- identify main and supporting points in a variety of texts for note taking, retelling and precis writing
- make connections between ideas and information in a text and draw conclusions
- distinguish between fact and opinion
- hypothesise about author, ideas, events, characters, using information from the text
- select and analyse information from texts for a particular purpose
- compare and make judgments about different texts, eg on the same topic by the same author
- identify the order of events, ideas and information in texts.

### Socio-cultural understandings

- make comparisons between different texts' structures, eg description, explanation
- identify text structures and social purposes of text types, eg myths, biographies, explanations
- discuss and infer purpose, audience and context of particular texts
- identify and discuss formal and informal styles and registers
- identify and understand some humour and imagery, eg metaphors and similes, personification
- demonstrate understanding of well-known idioms, eg 'Pull your socks up!'

### Language structures and features

- demonstrate understanding of complex language such as embedded clauses, noun phrases, words expressing degrees of probability, eg 'If the temperature rises, the polar caps may melt, resulting in ....'; 'The gap between East and West has ...'
- identify agent, action and consequence in sentences using passive voice
- identify and track cohesive phrases to the ideas they refer to, eg 'for these reasons, the following processes'
- articulate concepts expressed in lexically dense texts, eg 'Increasing urbanisation may impact negatively upon the environment.'
- interpret a variety of texts that contain unfamiliar vocabulary and symbols
- identify the function of textual features, eg legend or key in a map
- obtain information from titles, headings, sub-headings, and pictures to help find information
- explore unfamiliar conventions, eg italicised print, footnotes, ellipses [...] in quoted source materials or documents.

### Learning-how-to-learn

- assess their own information needs and purposes to identify suitable sources
- browse to select suitable texts
- skim and scan topic sentences, paragraphs and chapters to find specific information
- use own ideas to expand upon information gathered, acknowledging sources
- analyse and evaluate arguments and interpret assumptions, beliefs or theories before determining responses.

# Reading

## OUTCOMES

Learners demonstrating evidence of Level 7

- R L7.1 Communication  
read complex factual and literary texts competently and justify own reading of a text in relation to the readings of others
- R L7.2 Socio-cultural understandings  
interpret key cultural attitudes, beliefs, values, and humour in texts
- R L7.3 Language structures & features  
relate own text responses to analysis of language use and features
- R L7.4 Learning-how-to-learn  
monitor reading and use a range of strategies to interpret texts and develop understanding.

## INDICATORS

Learners demonstrating evidence of Level 7 for example

### Communication

- explain abstract ideas and information from a wide range of complex factual and literary texts, eg scientific and mathematical texts
- critically evaluate information from given texts with reference to validity and quality, eg critical features of arguments, newspapers, magazines, advertising material
- refer to the text to support a point of view
- distinguish between main and sub-themes in factual and literary texts
- describe aspects of an author's stance
- summarise and discuss viewpoints represented in different texts, eg agree, disagree
- identify what is required from complex tasks, eg compare/contrast, explain and discuss in essay questions
- interpret a text at more than one level, eg 'read between the lines'.

### Socio-cultural understandings

- identify an author's world view from a text, eg a writer with a pessimistic outlook on human nature
- recognise some key cultural attitudes, beliefs and values which underpin issues and language used in texts, eg the quarter-acre block, the one day of the year
- respond to subtleties of humour, idioms and metaphors
- recognise the different perspectives and organisational patterns within subject areas
- identify assumptions, contradictions and issues in texts
- identify how the culturally-based values and attitudes which underpin issues and language in texts reflect author's views and bias
- identify the kind of reader assumed by the author of the text
- explain how a reader's cultural background may lead to misinterpretations of a text
- identify how argument in most SAE texts is linear and economic in fashion and compare with own culture.

### Language structures and features

- read confidently texts containing extensive vocabulary, including subject-specific vocabulary
- recognise and follow complex text connectives used to link ideas across sentences and paragraphs, eg nevertheless, although
- identify features of persuasive language designed to manipulate the reader, eg emotive language, persuasive techniques in advertising
- identify language which conveys mood and feeling, eg selection of vocabulary, imagery and metaphor
- identify language that signals opinion and qualifies argument, eg 'It is believed that ...'
- identify language used for concealment, eg evasion, jargon, ambiguity
- identify and understand nominalisation and dense phrases to convey complex ideas.

### Learning-how-to-learn

- re-read and track cohesion in a text to confirm understanding
- monitor own understanding when reading
- reflect on text for relevance, own enjoyment or to challenge view, eg ask questions of the text/teacher, assess knowledge gained from the reading
- define the purpose of information being researched and the specific need of the information user before reading
- use dictionaries and glossaries to identify and confirm shades of meaning.

**NOTE:** Level 7 is the highest level for Reading in ESL

# Writing

## OUTCOMES

Learners demonstrating evidence of Beginning Level 1

- W BL1.1      Communication  
communicate ideas through drawings, copied symbols, some letters and simple words
- W BL1.2      Socio-cultural understandings  
recognise that speech can be written down, with inconsistent interpretations of their own 'writing' attempts
- W BL1.3      Language structures and features  
show limited awareness of direction and spacing conventions
- W BL1.4      Learning-how-to-learn  
rely on copying symbols and experiment with drawing and 'writing'.

## INDICATORS

Learners demonstrating evidence of Beginning Level 1 for example

Communication

- use drawings to relate events, experiences and stories
- make some comments about their drawings
- copy own name and other words, sometimes missing out some letters
- show limited awareness of concepts of print and purpose of written language
- suggest words as teacher scribes for individual or in group writing.

Socio-cultural understandings

- indicate a difference between picture and symbol
- show awareness that writing can be read and re-read
- indicate that speech can be written down.

Language structures and features

- copy text left to right
- attempt word spacing
- shows limited knowledge of literacy set, ie concepts of print, purpose of written language
- use drawing to support writing
- approximate letter forms.

Learning-how-to-learn

- become familiar with and use different writing implements, eg pen/pencil when appropriate
- copy words, phrases and short sentences
- watch others write.

# Writing

## OUTCOMES

Learners demonstrating evidence of Beginning Level 2

- W BL2.1 Communication  
communicate ideas through drawings, copied writing and attempts at own writing
- W BL2.2 Socio-cultural understandings  
contribute to group text writing and show awareness that print has a consistent message
- W BL2.3 Language structures and features  
write simple texts using modelled sentences, known language and some writing conventions of SAE
- W BL2.4 Learning-how-to-learn  
copy from classroom resources, ask for help and experiment with writing.

## INDICATORS

Learners demonstrating evidence of Beginning Level 2 for example

### Communication

- use drawing and copied words to relate events and experiences
- contribute to group shared text writing
- dictate sentences for others to write
- use drawing occasionally to communicate
- copy or write well-known phrases or short sentences
- complete modelled sentences and short cloze activities
- write own names and labels.

### Socio-cultural understandings

- indicate that print has consistent meaning
- expect words to have consistent spelling
- plan and write simple short texts for a specific purpose, eg shopping list, caption for an illustration/photograph.

### Language structures and features

- copy words, phrases and sentences accurately
- leave spaces between words
- recognise that words have consistent spelling'
- consistently write the same letters and numbers the same way
- show awareness that some SAE sounds are represented by certain letters.

### Learning-how-to-learn

- dictate sentences for others to write
- practise writing words and phrases
- ask for SAE word spelling
- use drawings, illustrations with writing
- rely on bilingual assistance
- copy from classroom vocabulary resources
- conference with teacher about writing.

# Writing

## OUTCOMES

Learners demonstrating evidence of Beginning Level 3

- W BL3.1 Communication  
communicate ideas in short simple texts using familiar language
- W BL3.2 Socio-cultural understandings  
recognise that some different texts have different purposes
- W BL3.3 Language structures and features  
help to edit group constructed texts and write some sentences independently using familiar vocabulary, basic structures and conventions
- W BL3.4 Learning-how-to-learn  
model writing on other texts, sometimes self-correct, and use 'invented spelling'.

## INDICATORS

Learners demonstrating evidence of Beginning Level 3 for example

### Communication

- write short, simple texts of personal significance on topics beyond immediate environment using a modelled text
- contribute to class shared text writing
- use models to write simple texts for different purposes, eg recount, description, instruction, procedure, narrative
- construct simple tables of information, eg students' countries of origin, ages.

### Socio-cultural understandings

- use text type appropriate to a purpose, eg a list for shopping, a caption for a photograph or illustration
- use simple text formats with support, eg genre structure and features
- size writing appropriately for different tasks when provided with a model, eg paper or line size.

### Language structures and features

- use some inaccuracies with articles, tenses, word order, pronouns, subject-verb agreement
- use common conjunctions, eg and, but
- use past tense
- use basic punctuation, eg full stop, capital letters
- write sentences reflecting spoken SAE in vocabulary and structure
- show some spelling accuracy
- write simple text types with support, eg procedure, recount.

### Learning-how-to-learn

- attempt to correct some of own writing, eg spelling, structures
- attempt 'invented' spelling
- model writing on other texts
- plan and review writing with support
- find words in dictionaries, word lists and class resources.

# Writing

## OUTCOMES

Learners demonstrating evidence of Level 1

- W L1.1 Communication  
communicate simple messages on familiar topics using copied texts, well-rehearsed language and drawing on prior knowledge of writing
- W L1.2 Socio-cultural understandings  
indicate that the purpose of writing is to communicate messages and that there are different ways of presenting information
- W L1.3 Language structures and features  
write simple texts that reflect their level of spoken SAE, teacher modelling and basic SAE conventions
- W L1.4 Learning-how-to-learn  
use basic writing strategies to help produce short, simple texts in SAE.

## INDICATORS

Learners demonstrating evidence of Level 1 for example

Communication

- use drawings and illustrations to communicate messages
- copy short texts, eg labels, signs, instructions, short sentences
- complete cloze activities
- write personal details
- write a familiar story or event with scaffolding support using repetitive modelled sentences.

Socio-cultural understandings

- recognise that writing is directed at a reader
- recognise that writing can give a consistent message
- recognise that first language messages can be expressed in SAE
- suggest vocabulary items appropriate to the topic and text in jointly constructed texts
- distinguish between different formats in writing tasks, eg short letter, story.

Language structures and features

- show understanding of some SAE writing conventions, eg direction left to right, top to bottom, word spaces
- use basic punctuation, eg some full stops, commas, question marks
- attempt spelling using knowledge of sound and visual patterns
- write some words learned using correct spelling
- link ideas using simple conjunctions, eg and, but, then.

Learning-how-to-learn

- use formulae, first language translation and bilingual support
- find words from charts, dictionaries and classroom resources
- practise writing SAE letter forms
- use models to write own texts
- attempt own spelling of SAE words using phonetic spelling from first language
- apply developed concepts of literacy from first language to SAE.

# Writing

## OUTCOMES

Learners demonstrating evidence of Level 2

- W L2.1 Communication  
write short, simple, coherent texts containing a few ideas related to task/topic and showing organisation of subject matter with modelled support
- W L2.2 Socio-cultural understandings  
indicate that SAE written texts are organised and presented in specific ways according to topic and purpose
- W L2.3 Language structures and features  
use basic sentence structures that incorporate features of learned oral and written SAE
- W L2.4 Learning-how-to-learn  
use a variety of basic writing strategies to create a simple coherent text.

## INDICATORS

Learners demonstrating evidence of Level 2 for example

### Communication

- write short, simple texts on familiar topics for different purposes and learning areas incorporating familiar language with some specialised terms, with support, eg recounts, descriptions, procedures, narratives, simple reports
- write brief texts which show simple logical sequencing of ideas
- contribute to group construction of texts/writing activities
- initiate own writing, eg labels, short notes, short text
- present information in a variety of forms, eg simple tables, charts, graphs
- create simple fictional or poetic texts modelled on familiar forms and repetitive patterns
- use words and phrases appropriate to the task/topic to locate events in place and time.

### Socio-cultural understandings

- demonstrate awareness of cultural differences in transferring first language text structures to SAE writing
- identify purpose of different text formats
- use a range of simple text formats to record information
- use modelled subject-specific vocabulary appropriately
- enhance own writing with appropriate layout and visual information, eg draw a diagram to accompany information in a report, select appropriate computer applications for particular purposes.

### Language structures and features

- write texts which show simple, logical sequence of ideas with attempts to write paragraphs, eg a beginning and an end, opinion and reason
- use words appropriate to the task/topic including subject-specific words
- show varying accuracy in tense, verb endings, subject-verb agreement, articles, adjectives, adverbs
- spell accurately frequently used words learned in class
- use SAE word order in phrases and sentences
- write sentences that use basic subject-verb-object patterns
- use simple joining words/cohesive markers, eg and, but, then, next, because
- use basic punctuation, eg full stop, capitals, commas and question marks
- use key sequence markers and some past tense appropriately, eg 'Yesterday ...'

### Learning-how-to-learn

- sometimes supplement SAE with first language writing
- take some risks, ask for SAE vocabulary and apply known sound-symbol relationships to create SAE words
- attempt to spell a wider range of words using own pronunciation, visual cues and classroom resources
- use repeated formulae to generate and structure writing
- attempt to provide more detail in writing through illustrations and listing
- use limited language resources to create desired effect, eg repetition for emphasis or intensity
- re-write after corrections and conferencing
- over-generalise spelling patterns.

# Writing

## OUTCOMES

Learners demonstrating evidence of Level 3

- W L3.1 Communication  
write simple, creative and informational texts using familiar spoken and written language from modelled texts
- W L3.2 Socio-cultural understandings  
use some common SAE text types sometimes taking account of purpose and audience
- W L3.3 Language structures and features  
use some cohesive features and attempt independent writing and vocabulary choice with some errors in SAE structures and spelling
- W L3.4 Learning-how-to-learn  
plan, write and redraft texts with support.

## INDICATORS

Learners demonstrating evidence of Level 3 for example

### Communication

- write simple creative and personal texts based on modelled language for social and general school use, eg narrative, personal opinions, point of view
- write information texts based on modelled language for general school use, eg reports
- take part in shared writing activities, eg suggest words, phrases or sentences
- present information in a variety of forms, eg simple tables, charts, graphs
- initiate own writing, eg labels, short notes, texts.
- write a variety of texts with some elaboration, integrated ideas and information.

### Socio-cultural understandings

- attempt to use features of written rather than spoken SAE when appropriate
- plan format for intended writing purpose and use many appropriate language features for the modelled text type, eg letter, report
- use key features of simple/common SAE text types
- show some organisation of subject matter, eg beginning, middle, end
- make variations in writing to suit audience and purpose
- enhance own writing with appropriate layout and visual information, eg draw a diagram to accompany an information report, choose appropriate computer applications for particular purposes.

### Language structures and features

- show initial grasp of text types used in secondary education
- attempt paragraphs and topic sentences
- use descriptive vocabulary, eg big dark cave, cold misty morning
- use SAE structures and features with varying accuracy, eg time markers, plurals, conjunctions, pronoun references, subject-verb agreement, articles, comparison phrases
- use past and present tense with reasonable consistency
- use SAE conventions and punctuation correctly most of the time, eg full stops, capitals, question marks, commas
- use modelled subject-specific vocabulary appropriately
- spell frequently used words and one and two syllable words with common patterns with reasonable accuracy
- use a small range of cohesive features in texts.

### Learning-how-to-learn

- use vocabulary resources and modelling
- use known sentence patterns/text formats for new texts
- refer to bilingual dictionary to confirm/check on SAE
- select and utilise appropriate environmental print around the class as well as examples of modelled texts as a basis for planning their own writing
- write first draft focussing on meaning rather than accuracy
- revise draft after re-reading and conferencing
- plan with teacher/others before writing
- write expanded texts from teacher's notes and retrieval charts.

# Writing

## OUTCOMES

Learners demonstrating evidence of Level 4

- W L4.1 Communication  
use a basic repertoire of text types (creative and informational) across the curriculum for a given audience
- W L4.2 Socio-cultural understandings  
write texts for particular purposes and audience
- W L4.3 Language structures and features  
show some accuracy in text features, organisation, cohesion, imagery and complex sentence structures
- W L4.4 Learning-how-to-learn  
plan, write, apply spelling, access vocabulary, edit and reflect on the process.

## INDICATORS

Learners demonstrating evidence of Level 4 for example

### Communication

- write extended texts across the curriculum to convey integrated ideas and information to given audience, with some support
- write a range of texts with overall cohesion across the curriculum, with support
- incorporate information from other sources in their writing, eg narrative, poetry, report, simple explanation, notes, summaries, biography, autobiography, discussion
- plan and sequence information for specific text type, eg report, explanation, biography
- write according to structure of text genre
- make summaries by writing sentences expanded from key words.

### Socio-cultural understandings

- organise information (beginning, middle, end) and write according to structure of text genre
- write texts relevant to task and topic which contain elaborated and integrated ideas
- present and support viewpoint from own experience and cultural perspectives
- attempt to create mood and feeling with appropriate language
- use some colloquial/idiomatic language and humour
- demonstrate growing command of text types and understand that text choice is linked with topic and needs of reader
- illustrate and write about self at different stages of life in the past/present/future.

### Language structures and features

- identify common aspects of spoken and written language and formal/informal tone in registers
- write cohesive paragraphs with distinct ideas using reference words to link ideas, eg pronouns, this, that
- expand range of vocabulary and show use of appropriate vocabulary for subject matter including subject-specific terms and some antonyms, synonyms, abstract nouns
- use common linking expressions, relative clauses, conditionals, time sequence references, modals, present and past tense with increasing control
- combine simple sentences into complex sentences and show embedding of language in common structures, eg clause reduced to a phrase
- use modelled reflective language in letters, journals and personal recounts, and modification devices, eg I think, sometimes
- use subject-verb agreement with reasonable control
- spell most of the frequently used and recognised words and most one and two syllable words with common spelling patterns
- use punctuation, eg capital letters, full stops, question marks, commas, exclamation marks.

### Learning-how-to-learn

- apply some spelling knowledge and rely on vocabulary resources
- edit texts and cooperate with group for planning writing
- seek assistance regarding new vocabulary and structures
- make summaries from notes
- use an SAE dictionary appropriate for ESL learners for new words
- maintain a learning journal to reflect on and monitor their own language learning with support from the teacher, eg through guided questions.

# Writing

## OUTCOMES

Learners demonstrating evidence of Level 5

- W L5.1 Communication  
write personal, imaginative and informational texts across the curriculum incorporating language and ideas from different sources, with support for the more complex texts
- W L5.2 Socio-cultural understandings  
adjust writing formats to intended context, audience and purpose with support
- W L5.3 Language structures and features  
write coherent texts with sufficient control of linguistic structure and features
- W L5.4 Learning-how-to-learn  
plan and edit their work to improve range and clarity of expression.

## INDICATORS

Learners demonstrating evidence of Level 5 for example

### Communication

- write extended texts for a range of purposes across the curriculum, with support, eg narrative, poetry, recount, description, report, explanation, personal reflection, drama script, biography, argument and discussion
- write reports incorporating information from two or three sources
- incorporate language and ideas from selected sources drawn from classroom activities
- take notes that capture the gist of texts from across the curriculum, including online texts
- use a range of formats, eg graphs, diagrams, to convey information
- maintain an appropriate balance between general ideas and supporting detail in text.

### Socio-cultural understandings

- vary writing to audience and purpose, eg choice of vocabulary, style and subject matter to topic/task
- discuss how their own writing achieves its purpose and the allowances that have been made for audience
- show understanding of register and identify inappropriate use of register in own and others' writing
- differentiate between formal and informal registers when writing
- demonstrate awareness of the effect of mode on the type of communication, eg the difference between written and spoken texts, the layout of a web site compared to the layout of a newspaper
- use appropriate content language for different learning areas.

### Language structures and features

- after modelling, write a range of factual and imaginative text types using appropriate overall structure
- organise writing using topic sentences to focus on the paragraph and a range of cohesive devices and cues at the sentence and whole text level, eg pronouns, articles, conjunctions
- show some flexibility and control over key grammatical features appropriate to text type, eg verb forms, passive voice, conditionals, prepositions, phrasal verbs, text connectives, clauses, adjectival expressions, conjunctions
- use relative clauses, tenses and adjectival expressions for descriptive purposes
- use modality and formulaic expressions to qualify opinions, express probability, obligation and doubt, eg may, might, should, could, 'in my opinion', 'I believe'
- use a range of SAE vocabulary appropriate to the purpose of the text, with correct spelling
- use dialogue, direct speech, reported speech, apostrophes in contractions, exclamation marks, and commas to separate clauses
- apply conventions for acknowledging sources and references
- use appropriate abbreviations when taking notes
- use subject-verb agreement in common usages and prepositions in prepositional phrases.

### Learning-how-to-learn

- discuss and note the plans for extended writing
- use different strategies for different writing tasks, eg using time lines to plan a narrative or recount
- use a range of strategies to spell words, eg visual cues, word patterns, graphophonic knowledge, context clues
- check own writing for coherence, spelling, punctuation
- take responsibility for proofreading and redrafting own writing for clarity of meaning and appropriateness of content to audience
- maintain a journal to reflect on and monitor own learning
- use a form of self-evaluation to assess work, eg checklist.

# Writing

## OUTCOMES

Learners demonstrating evidence of Level 6

- W L6.1 Communication  
write an extensive range of personal, imaginative and informational texts from across the curriculum
- W L6.2 Socio-cultural understandings  
adapt writing for audience and purpose
- W L6.3 Language structures & features  
write coherent texts demonstrating an expanded range of SAE structural features for linking ideas
- W L6.4 Learning-how-to-learn  
plan, review and redraft writing to enhance fluency, accuracy and appropriateness to purpose and audience.

## INDICATORS

Learners demonstrating evidence of Level 6 for example

### Communication

- write extended texts on a range of topics using well-known fictional and non-fictional text types, eg narratives, explanations of processes, argumentative texts, discussions of issues, essays, poetry, drama scripts
- write creative texts showing plot development and character portrayal
- incorporate language and ideas drawn from a wide range of sources
- make reference to supporting evidence from different sources in texts.

### Socio-cultural understandings

- present similar content in different ways, eg compare sports as a factual report and discussion
- identify culturally-specific patterns of written information, eg compare SAE discourse patterns with those of their first language
- sustain register use in writing
- recognise inappropriate use of register, eg use of colloquial terms in formal writing
- show awareness of social and cultural sensibilities in choice of words, eg plump/fat, man/people
- use common euphemisms and imagery, eg passed away
- plan texts with audience in mind.

### Language structures and features

- use appropriate structural features for a range of texts
- produce most texts successfully in subject areas with occasional grammatical errors
- use a range of grammatical features with some confidence, eg compound, complex sentences, tenses, noun phrases, modality and modification
- use direct and/or reported speech, including quotations, appropriately
- use a range of cohesive devices to improve fluency, eg avoids redundancy by leaving out words
- show varying control over subject-verb agreement, articles and irregular plurals
- vary writing by using a range of sentence beginnings for different purposes, eg 'In conclusion...' 'At the same time...'
- show use of a broad vocabulary appropriate to changing social contexts and academic learning.

### Learning-how-to-learn

- write a clear plan of intention on the cover sheet of an extended writing task
- use a SAE dictionary, thesaurus and/or bilingual dictionary to select a specific word
- take notes for references, citing references and quotations
- monitor own writing for irrelevant sentences, unintended meanings and errors
- redraft writing showing significant and appropriate changes and not just minor corrections, in response to feedback and self assessment.

# Writing

## OUTCOMES

Learners demonstrating evidence of Level 7

- W L7.1 Communication  
write personal, creative, informational and research texts effectively across the curriculum to fulfil literacy requirements
- W L7.2 Socio-cultural understandings  
take account of context, purpose and reader, using subtle socio-cultural references
- W L7.3 Language structures & features  
use a broad vocabulary showing control over varied styles and consistent control over imagery and most complex language structures
- W L7.4 Learning-how-to-learn  
plan, revise and refine writing to improve overall text impact.

## INDICATORS

Learners demonstrating evidence of Level 7 for example

### Communication

- write independently most texts across curriculum areas, with support for finer distinctions of intention/argument
- write creative or reflective responses to texts
- write extended informational and interpersonal texts
- sustain features of tone, mood, style and register in written texts, eg when completing an unfinished text
- support and develop a theme, eg loneliness in a poem
- summarise and synthesise information from a number of sources and use the information in a text
- write research reports
- develop argument and discussion texts with some recognition of opposing viewpoints.

### Socio-cultural understandings

- adapt text types and style to suit different contexts for individual purposes
- select appropriate forms for intended messages
- show awareness that stereotyping should be avoided in characterisation and argument
- include cultural references shared during reading activities
- use irony and humour for effect, with support for subtleties
- write about values and beliefs assumed by an author in a written text.

### Language structures and features

- write most compound and complex sentences with ease, but with some support for identifying precise intentions
- show consistent control over subject-verb agreement, comparisons, noun-pronoun agreement, articles, mass/count nouns, relative pronouns, prepositions and phrases
- use a broad vocabulary which reflects changing social contexts and specialist and technical vocabulary
- write texts using passive and active voice, complex conditionals, language of exemplification, eg 'This shows that...'
- use a variety of content-related words and phrases in a text.

### Learning-how-to-learn

- change writing plan when editing to communicate more effectively
- check writing to ensure appropriate expression through vocabulary choice, eg using a thesaurus
- edit at whole text level for coherence and focus, clarity, errors, consistency of tenses and consistency of argument
- engage the reader for creative and dramatic purposes, eg by writing provocative opening sentences, mixing tenses.

NOTE: Level 7 is the highest level for Writing in ESL

# Glossary

<b>Accent</b>	<p>Pronunciation that tells the listener something about the speaker's background. A person's pronunciation may show</p> <ul style="list-style-type: none"> <li>• whether or not the speaker is a native speaker of the language, eg 'She speaks English with a German accent.'</li> <li>• what social class the speaker belongs to, eg a lower middle class accent</li> <li>• the region or country they speaker comes from, eg an American accent.</li> </ul>
<b>Active</b>	<p>A grammatical construction in which the actor or agent of an action is placed as the subject of the verb, eg 'The boy wrote the letter.' It is contrasted with the passive, an example of which would be, 'The letter was written by the boy.'</p>
<b>Adjective</b>	<p>A word used to describe people, places and things, eg 'elegant', 'windy', 'green'.</p>
<b>Adverb/adverbial phrase</b>	<p>A word or group of words that provides information about an event, such as how, when, where and why, etc. Some adverbs are formed by adding '-ly' to the end of an adjective, eg 'slow-slowly', 'happy-happily'. Examples of other adverbs are 'outside', 'yesterday', 'alone'. Some adverbial phrases are 'out of doors', 'for a week', 'by car', 'of old age', 'very soon'.</p>
<b>Article</b>	<p>A word used with a noun that shows whether the noun refers to something definite or indefinite. English has two articles: the definite article 'the' and the indefinite article 'a' or 'an'.</p>
<b>Audience</b>	<p>The person/people to whom a written, spoken or visual text is presented.</p>
<b>Authentic</b>	<p>The degree to which language teaching materials have qualities of natural speech or writing. For example, texts taken from such sources as newspapers or magazines and tapes of natural speech taken from ordinary radio or television programs are called authentic materials. A teacher often uses controlled rather than authentic texts or tapes in an ESL classroom.</p>
<b>Bilingual</b>	<p>A person who knows and uses two languages. The word bilingual usually means a person who speaks, reads, or understands two languages equally well (a balanced bilingual), but bilingual people usually have a better knowledge of one of their languages. For example, bilingual people may</p> <ul style="list-style-type: none"> <li>• be able to read and write in only one language</li> <li>• use their languages in different situations, eg one language at home and the other at work</li> <li>• use each language for different communicative purposes, eg one language for talking about personal feelings.</li> </ul>
<b>Clause</b>	<p>One of the basic building blocks of English grammar. A clause always has a verb or verb group that identifies an action, and it usually has one or more noun groups that identify who or what is doing the action. It may also contain information about the circumstances (when, where, why, how) surrounding the action. Examples of simple clauses are 'birds eat worms', 'students learn at school.' A simple sentence is the same as a clause. Compound and complex sentences contain more than one clause.</p>

<b>Cloze exercise/activity</b>	A technique for measuring reading comprehension. In a cloze test, words are removed from a reading passage at regular intervals, leaving blanks, eg every fifth word may be removed. The reader must read the passage and try to arrive at the missing words. The reader usually chooses a word that is appropriate or acceptable in the text.
<b>Cognitive</b>	Mental processes and resources that the learner employs in language learning.
<b>Coherence/coherent</b>	The relationships that link the meanings of utterances or the sentences in spoken or written texts. These links may be based on the speakers' shared knowledge. Generally, a paragraph has coherence/is coherent if it is a series of sentences that develop a main idea, ie with a topic sentence and supporting sentences that relate to it.
<b>Cohesion</b>	The grammatical and lexical relationships between the different elements of a text. The relationship may be between different sentences, such as the relationship between 'Jenny' and 'she' in the following exchange.  A: Is Jenny coming to the party? B: Yes, she is.
<b>Complexity of sentences</b>	Sentence complexity can be affected by a range of factors including length and subordination. <ul style="list-style-type: none"> <li>• length. Note, however, that long sentences sometimes do not indicate complexity, eg when a long sentence is strung together with 'and then...and then...and then'.</li> <li>• subordination. Principal means of subordinating information include cohesion as well as relative clauses joined by words such as 'who', 'which', 'that', eg 'The Wingalong clan, who were tall and ran swiftly, were very good hunters'; 'The countries that we are concerned with here ...'.</li> </ul>
<b>Concept map</b>	A diagrammatic way of representing the relationships between the key elements or concepts of a topic. The elements are usually organised in a hierarchy from the most general to the most specific.
<b>Conjunction</b>	The grammatical function of linking clauses together, eg 'She ate her breakfast and went to work.'
<b>Direct speech</b>	The style used in writing to report what a speaker actually said, without introducing any grammatical changes. This may be contrasted with indirect speech (also called reported speech) in which the speaker's words are not reported as they were actually said but are reported, eg in the form of a 'that clause'.
<b>Discourse</b>	A general term for examples of language use, ie language produced as the result of an act of communication. Whereas grammar refers to the rules a language uses to form grammatical units such as clauses, discourse refers to larger units of language such as paragraphs, conversations, and interviews.
<b>Embedded clause</b>	The occurrence of a clause within another clause, eg 'The news (that he had got married) surprised his friends.'

**English as a Second Language Program, (ESL/ESOL program)**

A program for teaching English to speakers of other languages in English-speaking countries. ESL programs are generally based on particular language teaching methods and teach language skills (speaking, understanding, reading and writing). They may be school programs for immigrant and other non-English-speaking children, used together with bilingual education or with regular school programs.

**Environmental print**

Signs and labels within the child's familiar environment, eg STOP, Coca-Cola, labels on packets, tins and boxes.

**Expository text**

A general term to describe writing which is mainly factual, impersonal and non-narrative.

**First language**

A person's mother tongue or the language acquired first. The first language may be the dominant language.

**Fluency**

The features that give speech the qualities of being natural and normal including native-like use of pausing, rhythm, intonation, stress, rate of speaking and use of interjections and interruptions.

**Formula/formulaic language/formulaic expression**

A segment of language made up of several morphemes or words that are learned together and used as if they were a single item, eg 'How are you? My name is....' ESL students may not understand the use and meaning of all the individual words in a formula they use but may understand the function of the formula.

**Function**

The purpose for which an utterance or unit of language is used. In language teaching, language functions are often described as categories of behaviour (requests, apologies, complaints, offers, compliments).

**Genre**

A staged, culturally formulated purposeful activity in which language is used to achieve particular social goals. A genre has a distinctive staged schematic structure through which the social function of the genre is realised, eg historical recount, procedure, discussion, explanation.

**Gist**

The substance or essential part of the matter, eg the gist of an argument, the gist of what someone is saying.

**Grammar**

The structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences and utterances in the language. It usually takes into account the meanings and functions these sentences have in the overall system of the language.

**Idiom**

A form of expression peculiar to a language and having significance other than its literal one, eg 'flat out like a lizard drinking'.

**Imagery**

The mental pictures, figures or likenesses of things formed by the use of descriptive language, eg 'The long light shimmered across the water', 'His battle-scarred face with the missing left eye and the filthy, lank yellow beard'.

**Information gap activity**

An activity where certain information is known only by some of those present, and students must question and converse to exchange the missing information.

<b>Interlocutor</b>	Someone engaged in a conversation.
<b>Interlanguage</b>	The type of language produced by second language learners in the process of learning a new language.
<b>Intonation</b>	Pitch patterns, speech rhythm, degree of loudness or softness in speech. Intonation is used to carry information over and above that which is expressed by the words in a sentence.
<b>Metaphor</b>	A figure of speech in which something is described by stating another thing with which it can be compared, eg 'Her words stabbed at his heart.'
<b>Metacognitive strategies</b>	Thinking about the mental processes used in the learning process, monitoring learning while it is taking place and evaluating learning after it has occurred, eg planning ways of remembering new words encountered in conversations with native speakers.
<b>Modal</b>	Any of the auxiliary verbs indicating attitudes of the speaker or writer towards the state or event expressed by another verb, eg 'may', 'might', 'can', 'must', 'would', 'could', 'shall', 'will', 'should'.
<b>Modelled language</b>	Language provided as a model for someone learning a language to imitate.
<b>Morpheme</b>	The smallest meaningful unit in a language. A morpheme cannot be divided without altering or destroying its meaning. Words can consist of one or more morphemes. Morphemes can have grammatical functions.
<b>Mother tongue</b>	Usually a first language which is acquired at home.
<b>Nominalisation</b>	The process or result of using a noun phrase instead of a verbal construction or subordinate clause, eg 'Urbanisation is having a negative impact on the environment' instead of 'Continual land clearing to make room for growing cities is destroying wildlife and natural water systems.'
<b>Noun</b>	Refers to people (man, woman, gipsy), places (home, beach), things (brush, car). It includes abstract things (love, wisdom).
<b>Noun phrase</b>	A group of words with a noun or pronoun as the main part. The noun phrase may consist of only one word, eg 'Gina' in 'Gina arrived yesterday' or it may be long and complex, eg all the words before 'must' in 'The students who enrolled late and who have not yet filled in their cards must do so by Friday'.
<b>Open questions</b>	Questions worded in such a way as to promote an extended rather than one- or two-word response, eg 'What do you think ...?' 'How do you feel about ...?'
<b>Passive</b>	A grammatical construction in which the receiver or victim of an action is placed as the subject of the verb, eg 'The dog was run over by the car.' This construction can be contrasted with the active construction, an example of which is 'The car ran over the dog.'
<b>Phonetics</b>	The study of speech sounds.
<b>Preposition</b>	A word used with nouns, pronouns and gerunds to link them grammatically with other words. Prepositions may express such meanings as possession ('the roof of the car'), direction ('to the bank'), place ('at the corner'), time ('before lunch').

<b>Pronoun</b>	<p>A closed set of items that can be used to replace nouns or noun phrases. Types of pronouns include</p> <ul style="list-style-type: none"> <li>• personal (I, you, he, she, it, me him, them, they)</li> <li>• possessive (my, your, its, and mine, yours)</li> <li>• demonstratives (this, that)</li> <li>• interrogatives (who, which, that)</li> <li>• indefinite (anyone, someone)</li> <li>• reflexive (myself, yourself)</li> <li>• relative (who, whom)</li> <li>• universal (each, all, every).</li> </ul>
<b>Register</b>	See style
<b>SAE</b>	Acronym for Standard Australian English.
<b>Scaffolding</b>	Building up a framework by the interlocutor in structuring a conversation to enable the learner to interact using the new language, eg guided questions eliciting more than a yes/no response from the learner, prompting, clarifying and extending the learner's utterances in a joint construction of meaning. In the academic context, scaffolding can involve supporting a task by systematically staging a number of preparatory activities, eg building up a field of knowledge and vocabulary, modelling.
<b>'Silent period'</b>	A time ranging from a few days to a few months during which children learning a second language are acquiring knowledge of the language but are not yet ready to speak. They may, however, use non-verbal behaviour. It is a normal part of language learning. Some children may not go through the 'silent period'.
<b>Simile</b>	A figure of speech in which something is compared to something else by the use of a function word such as like or as unlike, eg 'as cold as ice'.
<b>Stress</b>	The pronunciation of a word or syllable with more force than the surrounding words or syllables. A stressed word or syllable is produced by using more air from the lungs.
<b>Style</b>	<p>(1) Variation in a person's speech or writing. Style usually varies from casual to formal according to such things as the situation, the person or persons addressed, the location and the topic discussed.</p> <p>(2) A consistent pattern of language use by an individual for a particular purpose (eg writing a recipe) or at a particular period (eg Dickens' style).</p>
<b>Subject-verb agreement</b>	Where the form of a verb changes according to whether the subject is singular or plural; the subject and verb 'agree' with one another. For example, in 'The bus takes ten minutes', there is an ending 's' on the verb 'takes' because the subject 'bus' is singular. In 'The cars take five minutes' there is no ending on the verb 'take' because the subject 'cars' is plural.
<b>Subvocalise</b>	A type of reading in which the reader pronounces words silently while reading, sometimes also making slight movements of the tongue, lips, and vocal cords.
<b>Tag</b>	A word, phrase, or clause added to a sentence in order to give emphasis or to form a question, eg 'They're lovely and juicy, these oranges.', 'Jill's coming tomorrow, isn't she?'

<b>Telegraphic speech</b>	Speech that tends to leave out prepositions, articles and auxiliary verbs, eg 'Me no eat apple.'
<b>Tenor</b>	The part of register that relates to the language choices we make according to our relationship to the reader or listener and the role we are taking in the encounter, eg expert, novice.
<b>Tense</b>	The relationship between the form of the verb and the time of the action or state it describes. In English, verbs may be in the past or present tense. However, the present tense form for the verb is also used in <ul style="list-style-type: none"> <li>(a) timeless expressions, eg 'The sun rises in the east.'</li> <li>(b) for future events, eg 'I leave/ am leaving next Monday.'</li> <li>(c) past events for dramatic effect, particularly in spoken language, eg 'Suddenly she collapses on the floor.'</li> </ul>
<b>Text</b>	A spoken, written or visual communication. Oral texts include conversations and songs. Written texts include labels, letters and stories. Visual texts include posters, cartoons and advertisements. A text may be considered from the point of view of its structure and/or its function. A full understanding of a text is often impossible without reference to its context.
<b>Text connectives</b>	Words that form links between sentences and other longer stretches of text. These are often called 'connectors', 'discourse markers', or 'signal words'. They perform a similar role to conjunctions but can be more freely placed at various positions within the sentence, eg 'Mary, on the other hand, skipped breakfast and went back to bed.'
<b>Tone</b>	(1) Height of pitch and change of pitch which is associated with the pronunciation of syllables or words and which affects the meaning of the word. (2) The particular language choices speakers and writers make according to the audience of their text. Tone equates to tenor in register.
<b>Topic sentence</b>	A sentence that describes the topic, purpose or main idea of a written paragraph, ie which states what the paragraph is about. A topic sentence may be the first or final sentence of a paragraph or it may be unstated or implied.
<b>Verb</b>	A word generally referring to an action or a state, eg 'He wrote a letter. She wondered what to do.'
<b>Wh- questions</b>	Questions starting with 'who', 'what', 'where', 'when' or 'how'.

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