

	Communication	Cultural conventions of language use	Linguistic structures and features				Strategies	EAL curriculum levels		
			Text structure	Grammatical features	Vocabulary	Phonology		A2/B1/C1	B2/C2	B3/C3
4	<ul style="list-style-type: none"> <li>Extended comprehensive explanation of the cycle using academic and everyday terminology</li> <li>Independent autonomous description, reference to diagram, including details of processes with limited scaffolding</li> </ul>	<ul style="list-style-type: none"> <li>Engages in discussing the topic with academic language and terminology</li> <li>Eye contact in more conversational part of the interaction</li> </ul>	<ul style="list-style-type: none"> <li>Description of the cycle including description of parts and processes of cycle</li> <li>Responds to teacher questions to give further detail about stages and processes</li> </ul>	<ul style="list-style-type: none"> <li>Consistent use of simple present</li> <li>Use of a range of adverbials <i>and then, after that</i> to indicate sequence</li> </ul>	<ul style="list-style-type: none"> <li>Range of technical terms radiates, <i>transpires, evaporates</i></li> <li>Mixes technical and everyday terminology, <i>can't stay, precipitation, rain,</i></li> </ul>	<ul style="list-style-type: none"> <li>Clearly intelligible</li> <li>May have some L1 influence on accent</li> </ul>	<ul style="list-style-type: none"> <li>Looks at diagram to structure description</li> </ul>			
3	<ul style="list-style-type: none"> <li>Includes longer explanation of the whole cycle</li> <li>Some explanation of factors that drive changes and processes</li> <li>Some teacher scaffolding to elicit details of the cycle</li> </ul>	<ul style="list-style-type: none"> <li>Engages in the task of providing an explanation in academic style</li> <li>Eye contact and facial expressions in more conversational part of the interaction</li> <li>Explicit interaction and acknowledgement of conversational partner when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>General description of the cycle</li> <li>Responses to teacher prompts and questions to describe specific parts of the cycle</li> </ul>	<ul style="list-style-type: none"> <li>Use of present simple tenses</li> <li>Uses some adverbials to sequence <i>then, after that</i></li> </ul>	<ul style="list-style-type: none"> <li>Noticeable use of technical terminology (nouns and verbs) e.g. <i>evaporation, condenses, condensation</i></li> <li>Uses some everyday language <i>hotter, full of</i></li> </ul>	<ul style="list-style-type: none"> <li>Intelligible, moderate influence of L1 phonology</li> </ul>	<ul style="list-style-type: none"> <li>Explicit statement of uncertainty <i>Not sure about that</i></li> <li>Refers to examples when unable to explain meaning <i>like Alaska or Egypt</i></li> <li>Uses everyday language when doesn't know technical terms <i>goes up for transpires or evaporates</i></li> </ul>			
2	<ul style="list-style-type: none"> <li>Basic description, with attempt to name the concept of a cycle</li> <li>Attempt to explain whole cycle</li> <li>Extensive scaffolding by teacher</li> </ul>	<ul style="list-style-type: none"> <li>Engages in the task of explaining the diagram(s)</li> <li>Eye contact at significant points end of turn and questions</li> </ul>	<ul style="list-style-type: none"> <li>Responds to teacher's prompts and questions</li> <li>Short utterances for different parts of cycle</li> </ul>	<ul style="list-style-type: none"> <li>Simple present to describe cycle</li> <li>Present continuous to describe pictures and diagrams</li> <li>A few subject-verb errors</li> <li>And used for linking ideas</li> </ul>	<ul style="list-style-type: none"> <li>Some topic specific terminology <i>clouds, rain, ocean</i></li> <li>Some everyday terms <i>warm</i></li> </ul>	<ul style="list-style-type: none"> <li>Intelligible with some sound and stress errors influenced by L1 e.g. <i>condensed</i></li> </ul>	<ul style="list-style-type: none"> <li>Uses pictures as point of reference, including pointing to relevant parts of diagram</li> <li>Explicit statement of inability to express ideas <i>I don't know how to say, I don't know</i></li> </ul>			
1	<ul style="list-style-type: none"> <li>Basic description of nature and stages of a cycle</li> <li>Names stages of the cycle, with short explanations of stages</li> <li>Heavily dependent on scaffolding by teacher</li> </ul>	<ul style="list-style-type: none"> <li>Nods in acknowledgement and understanding of teacher's explanations</li> <li>Uses everyday language more than academic style</li> <li>Understands the need to frame the explanation as a cycle that repeats</li> </ul>	<ul style="list-style-type: none"> <li>Responds to teacher's prompts and questions</li> <li>Naming and brief explanations</li> </ul>	<ul style="list-style-type: none"> <li>Short utterances, joined with <i>and</i></li> <li>Noticeable inconsistent subject-verb agreement errors, third person singular s</li> <li>Use of simple present, sometime simple past</li> <li>Use of present continuous to describe pictures (inconsistent) <i>it's rain, it's hatching</i></li> </ul>	<ul style="list-style-type: none"> <li>Use of everyday terminology <i>This one go up, Keep on going</i></li> <li>Ordinal numbers, <i>first, second</i></li> <li><i>Because</i> for reasons, cause and effect</li> </ul>	<ul style="list-style-type: none"> <li>Intelligible, but some sounds not clearly produced and difficult to identify</li> </ul>	<ul style="list-style-type: none"> <li>Points to what is being referred to</li> <li>Uses gestures to indicate cycle when doesn't know the words</li> </ul>			