

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