Teacher: I just want to show you some funny cards. Have a look at this one.
Phuong: What's that?
Teacher: You tell me. What's he got on his head? Is that a hat?
Phuong: *(Shakes head)*
Teacher: No, it's not is it? What's it for?
Phuong: Cooking.
Teacher: Yes, it is. Why do you think he has that on his head?
Phuong: … hat.
Teacher: He thinks it's a hat? Okay. Do you like to have your hair cut?
Phuong: *(Nods)*
Teacher: You've just had your hair cut, didn't you? Did you get your hair cut like this?
Can you tell me what's happening there? Mum's cutting the hair.
What's she using? Are they the right thing for cutting hair?
Is that what you get your hair cut with?
Phuong: *(Shakes head)*
Teacher: No? What are they for?
Phuong: Cutting the grass.
Teacher: That's right. Isn't that silly? The hair cut would be horrible, wouldn't it?
Do you like to watch television?
Phuong: *(Nods)*
Teacher: You do? Do you like this television? What do you think of that?
Phuong: Upside down.
Teacher: It is upside down, isn't it? Do you watch that one?
Phuong: *(Shakes head)*
Teacher: Why not? You could stand on your head. Okay. Last one.
What do you think of this one?
Phuong: *(Points to shoes in fridge)*
Teacher: Where?
Phuong: There.
Teacher: In where? What's that called, do you know?
Phuong: *(No response)*
Teacher: It's called the fridge.
Phuong: Fridge.
Teacher: Shoes in the fridge. Is that where you keep your shoes at home?
Phuong: No.
Teacher: No? Where do you keep your shoes?
Phuong: … room.
Teacher: In your bedroom? …in the cupboard? …outside? …on the verandah?
Phuong: Yes.
Teacher: Do you take them off before you go inside the house?
Phuong: Yes.
Teacher: Lots of people do that. Keeps your house nice and clean, doesn't it? Yes. Okay.
**Evidence for Scaling**

**PHOUNG: ORAL PERSONAL RESPONSE (INTERVIEW)**

<table>
<thead>
<tr>
<th>Language</th>
<th>Key features and examples</th>
<th>Examples of evidence demonstrated by student</th>
<th>Scale</th>
</tr>
</thead>
</table>
| Genre: Language for achieving different purposes | level of scaffolding schematic structure organises the text:  
- conjunctions: First, Next, Then  
- phrases of time, place: Yesterday, At church  
- topic words: Snakes, Food  
- action verbs (procedures): Cut  
- initiate and close interactions: gestures, formulaic expressions  
- ask and answer questions  
- participate in song, rhyme, chorus, reading builds cohesion:  
- reference items: my, they, him, this, there, the  
- vocabulary patterns:  
  - synonyms / antonyms  
  - words that go together: catch cold  
  - composition (whole-part): elephant - trunk, tusks, ears, tail, skin  
- conjunctions to join sentences: First, Then, Next joins clauses to expand information:  
- linking conjunctions: and, then, but, or, so  
- binding conjunctions: because, after, when, so / so that | • responses are scaffolded by teacher questions and visual stimuli in a one to one setting  
• ask and answer: asks one question and responds to teacher’s question about pictures  
• reference: uses the, there, that; understands: this one, that, you, your, they, that one | 2 |
| Field: Language for expressing ideas and experiences | noun groups:  
- numbers, describers, classifiers, qualifiers: David, television, a book, a little boy, a mountain bike, the man in the shop, the three pictures on the wall  
comparatives:  
- funnier, slower, more beautiful, best  
nominalisations:  
- turn, chance, height  
verbs:  
- action: run, throw, cry  
- mental (sensing): know, think  
- saying: said  
- relational: are, became, has  
- verbal groups: wants to play, tried pushing  
- phrasal verbs: look it up circumstances and clauses:  
- when: on Sunday, when we arrived  
- where: at the beach  
- how: slowly, by car  
- with whom / what: with my sister, with my dog  
- why: to play, because it is late, if you are late  
technical vocabulary:  
- battery, rotate, sunset  
direct and reported speech:  
- direct: She said, “I am going home.”  
- reported: She said she was going home. | • hat, the grass, fridge, room  
• where: (in the) room  
• why: (for) cooking, (for) cutting the grass | 2 |
## Evidence for Scaling

**PHOUNG: ORAL PERSONAL RESPONSE (INTERVIEW)**

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<td><strong>Tenor:</strong> Language for interacting with others</td>
<td><strong>speech functions:</strong></td>
<td>• statements, questions, offers, commands</td>
<td>2</td>
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<tr>
<td></td>
<td><strong>modality:</strong></td>
<td>• certainty: think, could, can</td>
<td></td>
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<td></td>
<td>• obligation: could, must</td>
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<td></td>
<td><strong>interpersonal meaning:</strong></td>
<td>• feelings, attitudes: It’s beautiful, I like you, very</td>
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<td></td>
<td>• idioms, humour</td>
<td>• very softly spoken with fairly clear pronunciation</td>
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<td></td>
<td>• names to refer to people</td>
<td>• nods or shakes head for most ‘Yes’ or ‘No’ answers and points to picture for one response</td>
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<td></td>
<td><strong>verbal elements:</strong></td>
<td>• volume, pace, word stress, tone, pronunciation, and other sound patterns</td>
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<td></td>
<td><strong>non verbal elements:</strong></td>
<td>• body language, eye contact, physical response</td>
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<tr>
<td><strong>Mode:</strong> Language for creating spoken and written texts</td>
<td><strong>foregrounding:</strong></td>
<td>• non-human elements: The beach</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>• phrases of time, place: At the beach, On TV</td>
<td>• as teacher’s questions are required to heavily structure and scaffold text and student responses are limited, it is not appropriate to comment on foregrounding</td>
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<td>• human elements: We</td>
<td>• no verbs are used</td>
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<td></td>
<td>• action verbs: Draw</td>
<td>• often relies on gesture and visual image to make response</td>
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<td>• interpersonal elements: Good morning</td>
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<td><strong>tense:</strong></td>
<td>• primary: past, present, future</td>
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<td>• secondary: other tenses eg was sleeping, wanted to go</td>
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<td><strong>multimedia / multimodal:</strong></td>
<td>• links between gestures, visual images, physical objects, spoken and written text</td>
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