Teacher: I’m going to show you some funny pictures. Have a look at this one.
Sunita: There’s a shoe in the fridge.
Teacher: Is that a good idea?
Sunita: Mm mm (shakes head)
Teacher: Why?
Sunita: Because the shoe ha ... the shoe going to be cold.
Teacher: They are aren’t they. Do you think it would be nice on a hot day?
Sunita: No
Teacher: What about this picture?
Sunita: The man is ww ... wearing a ...
Teacher: saucepan
Sunita: A saucepan.
Teacher: Why do you think he’s wearing a saucepan?
Sunita: I don’t know!
Teacher: Ok. Do you like having your haircut?
Sunita: Nods
Teacher: Would you like to have your hair cut this way?
Sunita: No!
Teacher: Why?
Sunita: Because it has .... you cut with ...
Teacher: What do you use those things for?
Sunita: For cutting trees.
Teacher: That’s it you don’t use it for cutting hair do you?
Sunita: No
Teacher: Last one.
Sunita: Aah! The programme is upside down!
Teacher: What do you think about that? Would it be fun to watch TV with an upside down picture?
Sunita: No
Teacher: Why not? You could stand on your head?
Sunita: Laughs. Turns card other way up.
Teacher: If you do that then the table’s upside down.
Sunita: Giggles
ESL Scope and Scales Moderated Evidence: Early Years Band

**Evidence for Scaling**

### SUNITA: 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  
built 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: responds to teacher’s question about pictures  
• reference: uses there, the, I, it, you; understands that, your, those  
• binding: because | 4 |
| **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. | • a shoe, the fridge, the man, a saucepan, the program, trees  
• action: cut, wearing  
• mental: know  
• relational: is, has, be  
• where: in the fridge  
• why: for cutting trees | 3 |
### Evidence for Scaling

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

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<th>Key features and examples</th>
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<tbody>
<tr>
<td><strong>Tenor:</strong> Language for interacting with others</td>
<td></td>
<td></td>
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<tr>
<td>speech functions:</td>
<td>• keyword answers, responds appropriately to most questions</td>
<td>3</td>
</tr>
<tr>
<td>• statements, questions, offers, commands</td>
<td>• feelings, attitudes: cold</td>
<td></td>
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<tr>
<td>modality:</td>
<td>• appropriate and clear, at times very expressive which adds interpersonal meaning: <em>I don’t know</em> expressed to mean ‘How should I know?’</td>
<td></td>
</tr>
<tr>
<td>• certainty: <em>think, could, can</em></td>
<td>• shakes and nods head to answer Yes or No, says ‘Aah’ or laughs in response to pictures and teacher’s comments</td>
<td></td>
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<tr>
<td>• obligation: <em>could, must</em></td>
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<tr>
<td>interpersonal meaning:</td>
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<tr>
<td>• feelings, attitudes: <em>It’s beautiful, I like you, very</em></td>
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<tr>
<td>• idioms, humour</td>
<td></td>
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<tr>
<td>• names to refer to people</td>
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<td>verbal elements:</td>
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<tr>
<td>• volume, pace, word stress, tone, pronunciation, and other sound patterns</td>
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<tr>
<td>non verbal elements:</td>
<td></td>
<td></td>
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<tr>
<td>• body language, eye contact, physical response</td>
<td></td>
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<tr>
<td><strong>Mode:</strong> Language for creating spoken and written texts</td>
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<td>tense:</td>
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<tr>
<td>• primary: <em>past, present, future</em></td>
<td>• primary</td>
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<tr>
<td>• secondary: other tenses eg <em>was sleeping, wanted to go</em></td>
<td>- <em>present: is, is wearing, has cut</em></td>
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<tr>
<td>foregrounding:</td>
<td>• secondary</td>
<td></td>
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<tr>
<td>• non-human elements: <em>The beach</em></td>
<td>- <em>accurate: don’t know</em></td>
<td></td>
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<td>• phrases of time, place: <em>At the beach, On TV</em></td>
<td>• non-human: <em>There’s, The programme</em></td>
<td></td>
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<tr>
<td>• human elements: <em>We</em></td>
<td>• human elements: <em>The man, I</em></td>
<td></td>
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<tr>
<td>• action verbs: <em>Draw</em></td>
<td>• interpersonal: <em>No, Aah</em></td>
<td></td>
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<tr>
<td>• interpersonal elements: <em>Good morning</em></td>
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<td>multimedia / multimodal:</td>
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<tr>
<td>• links between gestures, visual images, physical objects, spoken and written text</td>
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