**MALITA: ORAL PERSONAL RECOUNT (INTERVIEW)**

Teacher: Now, what have you been doing on the weekends? Have you done anything fun lately?  
Malita: Yes.

Teacher: Would you like to tell me about something that you did?  
Malita: I went … Kaihla went to my house and I went to the shops with my Mum. My Mum buy some strawberies for me.

Teacher: Some stationery?  
Malita: Strawberry.  
Teacher: What’s that? Strawbery?  
Malita: Yep.  
Teacher: Okay. Strawberries. Strawberries that you eat. The little red ones, is that what you mean?  
Malita: Yep.  
Teacher: Sorry, I didn’t understand. Strawberries. Yummy, they’re good aren’t they? Do you have cream on them?  
Malita: Yep. And she buy some yoghurt and I went to the pet shop to look at some animals and I go home back and Kaihla sleeps over at my house on Friday.

Teacher: Was that fun?  
Malita: Yes.  
Teacher: That’s good. Kaihla told me that you went with her to her uncle’s birthday party.  
Malita: Yep, it was fun.  
Teacher: Was that your cousin or your brother? Who was that? Kaihla’s uncle, is he your uncle too?  
Malita: No  
Teacher: Just Kaihla’s.  
Malita: Yep.  
Teacher: Okay. What did you do there?  
Malita: I play with Kaihla and my other friend and I eat cake and fish and lots of food. And I danced.

Teacher: Did you? Do you like dancing?  
Malita: Yes.  
Teacher: Was there a clown there?  
Malita: No.  
Teacher: No? Kaihla told me there were clowns. Was there a jumping castle, or something you could jump on?  
Malita: Yes.  
Teacher: Was that a big clown?  
Malita: That’s a castle, a jumping castle.  
Teacher: A castle, okay.  
Malita: And I went to the beach with my Mum and I had a swim.

Teacher: Oh, beautiful. Was the water nice?  
Malita: Yep. I look at the little fishes and I didn’t catch them.  
Teacher: No, they’re too fast, aren’t they? But Selika told me that she went to the beach and she got bitten by a crab. Did that happen to you?  
Malita: No.  
Teacher: No, you’re lucky.  
Malita: I see crabs and I touch it. It was dead.  
Teacher: Oh, it won’t bite you if it’s dead, will it? It sounds like you’ve been doing lots of fun things, going to parties and going shopping and going to the beach. That’s excellent. I think that’s probably enough for now.
## Evidence for Scaling

### MALITA: ORAL PERSONAL RECOUNT (INTERVIEW)

<table>
<thead>
<tr>
<th>Language</th>
<th>Key features and examples</th>
<th>Examples of evidence demonstrated by student</th>
<th>Scale</th>
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</thead>
<tbody>
<tr>
<td><strong>Genre:</strong> Language for achieving different purposes</td>
<td>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, Next, Then joins clauses to expand information: • linking conjunctions: and, then, but, or, so • binding conjunctions: because, after, when, so / so that</td>
<td>• conducted in a one to one with teacher, requires teacher questioning to clarify and extend information provided, vocabulary used in responses often taken from teacher's question • short sequence of events in response to teacher's questions • ask and answer: responds to teacher's question about the weekend</td>
<td>3 / 4</td>
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<tr>
<td><strong>Field:</strong> Language for expressing ideas and experiences</td>
<td>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, &quot;I am going home.&quot; • reported: She said she was going home.</td>
<td>• my house, my mum, some strawberries, some yoghurt, the pet shop, some animals, my other friend, lots of food, a jumping castle, a swim, the beach, the little fishes</td>
<td>3 / 4</td>
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<td></td>
<td>• a swim</td>
<td>• action: went, buy (bought), play (played), eat (ate), danced, see (saw), touch (touched) • relational: was • phrasal verbs: sleeps (slept) over, to look at</td>
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## ESL Scope and Scales Moderated Evidence: Early Years Band

### Evidence for Scaling

**MALITA: ORAL PERSONAL RECOUNT (INTERVIEW)**

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<td><strong>Tenor:</strong> Language for interacting with others</td>
<td>speech functions: • statements, questions, offers, commands</td>
<td>• responds appropriately to most questions in single words Yes, Yep, No and statements expressed in mostly incomplete and inaccurate simple and compound sentences</td>
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<td>modality: • certainty: think, could, can • obligation: could, must</td>
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<td>interpersonal meaning: • feelings, attitudes: It’s beautiful, I like you, very • idioms, humour • names to refer to people</td>
<td>• feelings, attitudes: fun. • names: my Mum, Kaihia</td>
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<td>verbal elements: • volume, pace, word stress, tone, pronunciation, and other sound patterns</td>
<td>• appropriate and clear</td>
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<td>non verbal elements: • body language, eye contact, physical response</td>
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<td><strong>Mode:</strong> Language for creating spoken and written texts</td>
<td>tenses: • primary: past, present, future • secondary: other tenses eg was sleeping, wanted to go</td>
<td>• primary • past: went, was, danced, had • present instead of past: buy, go, sleeps over, play, eat, look at, see, touch</td>
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<td></td>
<td>• non-human elements: The beach</td>
<td>• secondary • accurate: didn’t catch</td>
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<td>• phrases of time, place: At the beach, On TV</td>
<td>• non-human: That’s, It</td>
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<td>• human elements: We</td>
<td>• human: I, My mum</td>
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<td>• action verbs: Draw</td>
<td>• interpersonal: Yes, Yep, No</td>
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<tr>
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<td>• interpersonal elements: Good morning</td>
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<td>multimedia / multimodal: • links between gestures, visual images, physical objects, spoken and written text</td>
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