### Key features of ESL Scale 4

| GENRE: | Outcome 4.1  
Interacts in predominantly routine exchanges and constructs a limited range of texts. |
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| **Text in Context** | • understands for several basic genres that they have different purposes  
• understands main ideas and characters in a short illustrated story read aloud  
• participates in short predictable spoken exchanges relying less on memorised segments  
• reads a small range of texts and collaboratively constructs very brief examples: very basic procedures, reports, descriptions, texts found in advertising and on packaging  
• organises the meanings in brief written texts in a logical order |
| **Language** | • demonstrates understanding of the organisation and discriminating features of several basic genres: procedures, descriptive reports  
• constructs components of several basic genres with less dependence on scaffolding:  
  - spoken exchanges involving three or four turns  
  - procedures, reports  
• expands information using and, but  
• uses small range of reference items: possessive pronouns, third person pronouns and demonstrative pronouns |

| FIELD: | Outcome 4.2  
Understands and uses a very narrow range of vocabulary constructing personally relevant fields, and uses isolated examples of technical vocabulary. |
| --- | --- |
| **Text in Context** | • uses vocabulary for topics such as transport and amenities  
• uses vocabulary that is mainly common sense and everyday but begins to use some technical vocabulary for personally relevant topics  
• demonstrates understanding of technical vocabulary when constructing a very narrow range of educational topics |
| **Language** | • uses small range of phrases of time and location and understands a slightly wider range  
• expands vocabulary by exploring numbers (eight), descriptors (very pretty, good-looking), classifiers (oil heater), prepositions (on, under, in)  
• demonstrates understanding of technical and non technical vocabulary constructing a narrow range of educational fields |

| TENOR: | Outcome 4.3  
Participates appropriately in a limited range of familiar, highly supportive contexts, using a limited range of basic grammatical structures with some accuracy. |
| --- | --- |
| **Text in Context** | • chooses narrow range of ways of expressing statements, questions, offers, commands, using predominantly modelled examples when communicating independently  
• follows instructions with less dependence on non-verbal elements and begins to give commands  
• begins to experiment with new expressions in familiar, supportive contexts |
| **Language** | • uses a small range of basic grammatical items: articles (a, an, the), auxiliaries (do, does, is, was), prepositions (out, under), adverbs (so, much)  
• good understanding of typical intonation patterns of basic statements, questions and offers  
• understands a small range of yes / no questions and uses a narrow range  
• responds to commands with uncommon vocabulary  
• chooses a small range of socially appropriate formulaic expressions and begins to use colloquial forms  
• uses a narrow range of evaluative language |

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<thead>
<tr>
<th>MODE:</th>
<th>Outcome 4.4</th>
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<tbody>
<tr>
<td></td>
<td>Constructs a limited range of spoken texts located in the immediate context, reads a limited range of texts and begins to shape a strictly limited range of written texts.</td>
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#### Text in Context
- participates confidently and appropriately in face to face interactions
- chooses with increasing confidence to use more language relative to the number of actions, illustrations
- reads with some success a small range of texts constructing basic technical topics
- begins to write and draw a small range of basic examples of texts on technical fields
- writes very brief examples of everyday texts

#### Language
- reads along with simple text read aloud
- chooses repetitive beginnings of sentences
- demonstrates some control of primary tenses and their formation for common regular verbs but a strictly limited control of secondary tenses
- spells accurately most common monosyllabic words and spells others based on own pronunciation
- experiments with punctuation

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