**Key features of ESL Scale 7**

| GENRE | Outcome 7.1  
Communicates in a range of social situations and a narrow range of educational genres, and reflects on these in an elementary way. |
| Text in Context | \- begins to reflect on the purposes, structure and common features of a range of elementary genres  
\- participates with some confidence in casual conversation about familiar topics with familiar people  
\- constructs with some confidence oral and written examples of elementary genres having a number of stages or a series of events  
\- reads longer, more complex illustrated sequential explanations and begins to write and draw brief examples with confidence  
\- constructs brief oral and written arguments  
\- organises the meanings in short, simple paragraphs  
\- writes simple, repetitive poems based less on modelled language |
| Language | \- identifies a wide range of discriminating features of elementary features, such as action verbs in narratives and reports  
\- identifies and uses a limited range of significant linguistic features that organise a text  
\- expands information using linking conjunctions - and, but, or, so and then; binding conjunctions – if, when, after  
\- understands and uses a range of reference items accurately most of the time in spoken texts and reads reference items accurately in longer texts |
| FIELD | Outcome 7.2  
Understands and uses common vocabulary that constructs everyday, non-technical fields and has a tentative control of a narrow range of technical fields. |
| Text in Context | \- communicates confidently with peers in informal contexts about a range of personally relevant topics  
\- demonstrates a limited understanding of vocabulary that develops their knowledge beyond personal and school experiences  
\- begins to use a narrow range of technical vocabulary constructing a range of educational fields  
\- demonstrates understanding of more than one meaning of a wide range of familiar words  
\- uses English student dictionaries and begins to use a thesaurus |
| Language | \- uses a range of vocabulary expressing actions, participants within noun groups and phrases giving circumstances  
\- constructs noun groups using a narrow range of describers ( new man) classifiers (new security man) and short prepositional phrases as qualifiers  
\- uses a wide range of comparatives of regular two syllable adjectives ending in y , a small range of three syllable examples and irregular examples  
\- uses a small range of common technical vocabulary  
\- understands and uses a narrow range of common nominalisations  
\- uses with some accuracy, simple direct and reported speech  
\- understands the idea of acronyms such as Qantas |
| TENOR | Outcome 7.3  
Participates with some measure of confidence and critical awareness in a small range of familiar contexts, using a small range of grammatical structures accurately. |
| Text in Context | \- begins to take on the role of welcoming, introducing and thanking speakers and reads aloud simple, formal language  
\- chooses and uses accurately a small range of basic ways of expressing questions, offers and commands  
\- understands and uses a range of language elements that express modality appropriately in a narrow range of formal and informal situations  
\- begins to use a strictly limited range of idioms with some confidence  
\- demonstrates with increased confidence a critical awareness of variation according to context. |
| Language | \- experiments with how meanings are varied by changing intonation, meaning and volume when reading aloud  
\- uses a range of yes/no questions and wh-questions (Who did you go on the boat with?) with some accuracy  
\- chooses with some accuracy elementary expressions of modality such as could, may perhaps |

- begins to understand how vocabulary choice is linked to context, such as abdomen, stomach, tummy, belly
- chooses a strictly limited range of colloquial and idiomatic language
- plays with the language in a small range of ways for humorous effect
- uses a small range of evaluative vocabulary to express feelings and attitudes

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<tr>
<th>MODE:</th>
<th>Outcome 7.4</th>
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<td>Identifies and compares in elementary ways the features of spoken, written and visual texts and constructs a small range of short written and visual texts that unfold coherently through their simplicity.</td>
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<tr>
<th>Text in Context</th>
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<td>- identifies what is placed at the front or foregrounded in a genre and begins to use foregrounding independently and appropriately in a limited way</td>
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<td>- communicates appropriately some of the time using another medium such as a telephone</td>
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<td>- identifies and discusses in elementary ways the meanings made in a range of multimodal texts, discussing for example the links between illustrations and verbal texts</td>
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<td>- begins to use phrases of time at the beginning of recounts, actions at the beginning of procedures and personal pronouns in practical reports</td>
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<td>- demonstrates understanding of spoken language being presented in texts as quoted or reported speech</td>
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<td>- shows control of primary tenses and past tense of the most common irregular verbs</td>
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<td>- spells accurately most words learned in the classroom and uses a range of strategies such as visual pattern and word lists</td>
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<td>- demonstrates understanding of the common punctuation marks</td>
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