**Pathway A Level A1 Speaking and Listening**

**Imaginative text – Creating a new verse for A Sailor Went to Sea**

| **Student information**  | The student was born in China where they had age-equivalent schooling. Their home language is Chinese. They came to Australia 9 months ago and are currently studying in a new arrivals program. They are 7 years and 8 months old and in Year 2. |
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| **Task**  | The students have learned the song, A Sailor Went to Sea, in class and were asked to create new verses. The aim of the activity was to give the students the opportunity to create their own new text based on a model, using learned vocabulary and structures, with teacher and visual support. The song was learned as part of a longer unit of work on The Beach in which students learned about sea creatures and the marine environment, as well as beach and water activities. The task was completed with a small group in a familiar environment, supported by the use of visuals and puppets, and scaffolding by the teacher. The teacher was assessing the student’s ability to:* participate in simple and familiar songs
* create original utterances by substituting new words in learnt patterns
* use learnt topic-related vocabulary
* participate in a short, structured interaction
* imitate pronunciation, stress and intonation patterns

The words spoken by the student being assessed are in **bold**.  |

| **Time**  | **Transcript** | **This sample of student work demonstrates that the student can:** |
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| 00:05 – 00:31 | So the sailor, he went to sea. Hmm, what did he see when he went to sea?*Sea.*He saw the sea, that's all he saw, wasn't it? He saw (singing) the bottom of the deep blue sea, sea, sea.*Sea, sea, sea.**Sea, sea, sea.*He didn't see very much.*(laughs)* | * Demonstrate attentive listening behaviour [(VCEALC001](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC001))
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| 00:31 – 01:05 | I wonder what else you could see, if you went to sea and you're looking at the water.*Fish.*Oh, maybe you could see a fish in the water. What about you Jim, if you're looking out to sea?**See a shark.**A shark.*Also a shark.*I beg your pardon?*Jellyfish.*I beg your pardon Leena?*Jellyfish.*A jellyfish, maybe.**See- See a big, really, really big octopus.**Maybe.*Octopus.* | * Respond simply to questions and prompts [(VCEALC002)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC002)
* Communicate using short, learnt phrases [(VCEALL018)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL018)
* Use non-verbal language to sustain interaction with others (eye contact, smiling) [(VCEALA009](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA009))
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| 01:06 – 01:28 | I see an octopus in the deep, deep sea, hmm. Let's have a look, we've got some puppets. Let's make our own song.*Octopus**Ooh.***(laughs)**Wow, Jim, can you put on the octopus. Wow, look at all the legs moving!**(laughs)**Can the octopus swim in the sea?*Yeah.**Yes.***Yeah.** | * Recognise simple questions and instructions through intonation and context [(VCEALL017)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL017)
* Understand when a response is required and attempt to respond using either known words or non-verbal language [(VCEALA008)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA008)
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| 01:29 – 02:01 | Okay. So let's have a think how we can make up a new song about the octopus. Have a listen to me. (singing) A sailor went to sea, sea, sea to see what he could see, see, see, but all that he could see, see, see was an octopus swimming in the sea, sea, sea.*(singing) A sailor went to sea, sea, sea to see what he could see, see, see, but all that he could see, see, see was an octopus swimming in the sea, sea, sea.**(singing) A sailor went to sea, sea, sea to see what he could see, see, see, but all that he could see, see, see was an octopus swimming in the sea, sea, sea.***(singing) A sailor went to sea, sea, sea to see what he could see, see, see, but all that he could see, see, see was an octopus swimming in the sea, sea, sea** | * Participate in simple and familiar songs, rhymes and chants [(VCEALC007)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC007)
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| 02:03 – 02:34 | Fantastic. We could change the word sailor. We could say-*Fish.*Jim.*A sailor went to-*Jim went to sea, sea, sea.*(laughs)**(laughs)*Oh, let's try it. Okay? Ready Jim? (singing) Jim went to … to see what he could … but all that he could … was an octopus swimming …*(singing) Jim went to sea, sea, sea to see what he could see, see, see, but all that he could see, see, see was an octopus swimming in the sea, sea, sea.**(singing) Jim went to sea sea, sea, to see what he could see, see, see, but all that he could see, see, see was an octopus swimming in the sea, sea, sea.***(singing) Jim went to sea, sea, sea to see what he could see, see, see, but all that he could see, see, see was an octopus swimming in the sea, sea, sea.** | * Imitate pronunciation, stress and intonation patterns [(VCEALL027)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL027)
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| 02:38 – 02:53 | I'm going to give you another puppet. I want you to think about, hmmm…*Dolphin.*What would your puppet be doing in the water? A shark Jim.**I in shark.***(laughs)*And a penguin.*Penguin.***Penguin?** | * Borrow key words from previous speaker [(VCEALL025)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL025)
* Use intelligible pronunciation but with many pauses and hesitations (imitating and rehearsing pronunciation) [(VCEALL028)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL028)
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| 02:54 – 03:22 | Here you are Hannah. Mm, now I wonder what are your animals doing in the sea? What about your shark Jim, what's your shark doing?**Um, eat people.**Oh, eating people in the sea, sea, sea?**(singing) A sailor went to sea, sea, sea to see what he could see, see, see, but all that it could see, see, see was a shark eats fish in sea, sea, sea.** | * Construct simple subject–verb–object sentences that mostly use present tense [(VCEALL019)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL019)
* Communicate using short, learnt phrases (creating original utterances by substituting new words in learnt patterns or formulas) [(VCEALL018)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL018)
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| This student’s performance in this task suggests that they are working within the range of Level A1 in Speaking and Listening. The assessing teacher will need to consider a range of student samples in order to determine whether this student is at the beginning of A1, consolidating A1 or at the A1 standard in Speaking and Listening. At **beginning Level A1** students:* have very little or no oral English and do not respond meaningfully to English

**and/or*** may spontaneously repeat words or phrases without understanding their meaning

**and/or*** will join in activities, watching and copying what other students do in the classroom but may not speak

**and/or*** may not speak in the classroom except to same language peers.

At **consolidating Level A1** students**:*** begin to understand that communication with teachers and peers needs to be conducted in English
* begin to learn the very basic oral English needed to manage learning in an English-speaking classroom
* through their first language experiences, understand that different forms of language are used in different situations and contexts
* begin to adapt their limited, emerging English language resources to respond to new communicative and functional demands
* recognise the importance of non-verbal communication
* begin to become familiar with patterns in the sounds, intonation, rhythm, grammar and meaning of English.

At [**Level A1 Achievement Standard**](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-a-early-immersion/curriculum/f-10) students:* communicate in basic English in routine, familiar, social and classroom situations
* follow and give simple instructions, exchange basic personal information, and negotiate well-known, predictable activities and contexts
* begin to modify their responses and manner of interaction to match the responses of others and the context
* use simple learnt formulas and patterns, and they create original utterances by substituting words. Their utterances are characterised by a short, simplified structure, simple subject–verb–object construction and overgeneralisation of rules.
* use some basic communication and learning strategies to participate in and sustain interactions in English
* recognise that intonation carries meaning, and they listen for key words and for repetition of words and phrases
* use comprehensible pronunciation, stress and intonation
* use classroom resources such as picture cards or other visual texts to help them communicate.
 | **Possible next steps for students at this level:** * Practise listening to longer texts with visual support, such as instructions for and a demonstration of a game or art activity [(VCEALC005)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC005)
* Continue to practise acceptable social formulas and gestures to interact appropriately in context [(VCEALA010)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA010)
* Continue to engage in simple, short dialogues and practise initiating short utterances using a range of formulas appropriate for different purposes and functions [(VCEALL016)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL016)
* Practise construction of simple subject–verb–object sentences using present tense [(VCEALL019)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL019)
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| **Pathways and transitions considerations:** A Year 2 student working within the range of Level A1 in any one language mode is not ready to transition to the English curriculum regardless of their proficiency in the other two language modes. This student will continue on the EAL curriculum in all language modes. |