**Pathway A Level A1 Speaking and Listening**

**Persuasive text – Expressing preferences about animals (1)**

| **Student information**  | The student was born in Taiwan and speaks Chinese at home. They are 5 years and 2 months old and in Foundation. They came to Australia 4 months ago and are currently in their first term of a new arrivals program. |
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| **Task**  | The students have recently completed a unit of work on the beach in which they learned about sea creatures and the marine environment, as well as beach and water activities. In this task, students were asked to tell which sea animal they preferred and to explain why. The aim of the activity was to give the students the opportunity to engage in simple, short dialogues using learned vocabulary and structures with teacher and visual support. The task was completed with a small group in a familiar environment, supported by the use of concrete materials and modelling by the teacher. The teacher was assessing the student’s ability to:* participate in a short, structured interaction
* respond to simple, direct questions on a familiar topic
* create original utterances by substituting new words in modelled patterns
* use learnt topic-related vocabulary
* communicate using short, learnt phrases
* 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 | Okay, we're going to look at some sea animals now.*Oh.*Can you tell us what these sea animals are?*Shark.*A shark. What's this one?**Ouch!***Turtle.**Turtle.***A turtle.**What's this one?*Octopus**Octopus.*An octopus. What's this one?*Dolphin.**Dolphin.***Dolphin.**A dolphin.*Crab**Crab.*A crab. And the last one is a little...*Fish.**Fish.***Fish.** | * Imitate pronunciation, stress and intonation patterns [(VCEALL027)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL027)
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| 00:32 – 01:18 | Okay, this time you're going to choose an animal that you like and you can tell me why do you like that animal, okay? So I'm going to show you first. I'm going to choose one Davis, hmm. I like the fish, because it can swim quickly in the water. Davis can you chose an animal and tell me why do you like it?**I like shark.**Why do you like the shark?**Because this teeth is…**Sharp?**Yes.**Yeah, so can you say... We say it like this, "I like the shark because it has sharp teeth." Can you say that?**I like shark because he is the sharp teeth.** | * 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)
* Use non-verbal language to sustain interaction with others [(VCEALA009](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA009)
* Communicate using short, learnt phrases [(VCEALL018)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL018)
* Use a small range of grammatical patterns [(VCEALL020)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL020)
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| 01:23 – 01:58 | Excellent sentence. All right, Davis I think you've chosen the crab. Which animal do you like?**I like crab.**Why do you like the crab?**Because it is can...**Oh, because it can pinch the turtle?**Yeah.**Yeah, can you say that in a sentence? I like...**I like crab, because he is-**It can pinch the turtle.**...pinch the turtle.** | * Construct simple subject–verb–object sentences that mostly use present tense [(VCEALL019)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL019)
* Borrow key words from previous speaker [(VCEALL025)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL025)
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| 02:01 – 02:10 | Oh I don't think the turtle likes that very much, ouch! And why do you like it?**Oh my finger, my finger!**Why do you like the turtle?*It's so beautiful.* | * Initiate short utterances using a range of formulas appropriate for different purposes and functions [(VCEALL016)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL016)
* Recognise ways intonation is used to enhance meaning or distinguish statements from questions [(VCEALL029)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL029)
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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 watching and listening to what peers are doing, following the speaker, watching the teacher’s face to demonstrate attentive listening behaviour [(VCEALC001](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC001))
* Practise constructing simple subject–verb–object sentences using present tense [(VCEALL019)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL019)
* Practise simple strategies to respond to conversation breakdown, for example, using simple formulaic expressions to ask for clarification, for example, ‘What is that?’ [(VCEALA011)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA011)
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| **Pathways and transitions considerations:** A Foundation 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 Pathway A of the EAL curriculum in all language modes. |