**Pathway A Level A1 Speaking and Listening**

**Persuasive text – Expressing preferences about animals (2)**

| **Student information**  | The student has recently arrived in Australia and is in their first term in a lower Primary class at an English language school. They speak Chinese at home.  |
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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 – 00:32 | 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?**Turtle.**A turtle. What's this one?**Octopus.**An octopus. What's this one?**Dolphin.**A dolphin.**Crab.**A crab. And the last one is a little…**Fish.** | * Demonstrate attentive listening behaviour [(VCEALC001](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC001))
* 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)
* Distinguish English from other languages [(VCEALA012)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA012)
* Recognise and use words from lexical sets related to school-specific word sets [(VCEALL026)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL026)
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| 00:32 – 01:51 | Okay. This time you are 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. I like the fish because it can swim quickly in the water. And Andy, can you choose an animal that you like? The fish, dolphin, crab, turtle, octopus, or shark?**Octopus.**Octopus. Why do you like the octopus? What does it have? How many legs does the octopus have**?****Eight.**Eight. Do you like the octopus because it has eight legs?**Yes.**Yeah. So, we can say, I like the octopus because it has eight legs.**I like octopus because... octopus eight legs.**Has eight legs. Well done.  | * Respond simply to questions and prompts [(VCEALC002)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC002)
* Understand a simple spoken text - listening to a text with visual support and answering specific questions [(VCEALC005)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC005)
* Beginning to use acceptable social formulas and gestures to interact appropriately in context - demonstrating a range of appropriate gestures including nodding, shaking head, raising hand [(VCEALA010)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA010)
* Imitate pronunciation, stress and intonation patterns used by the teacher [(VCEALL027)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL027)
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| 01:51 – 02:38 | Andy, can you choose another animal that you like?**Turtle.**Can you tell me why you like the turtle? What can the turtle do in the water? What can it do in the water? What does it do?**Swim.**Yeah, swim. I like the turtle because it can swim in the water.**I like turtle because... swim in the water.**Excellent. Well done. | * Recognise simple questions and instructions through intonation and context [(VCEALL017)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL017)
* Beginning to communicate using short, learnt phrases [(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 questioning to check meaning so as to clarify or confirm - using simple formulaic expressions to make requests or ask questions, for example ‘What is that?’ [(VCEALC004)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC004)
* Engage in simple, short dialogues in a variety of situations to build capacity to initiate short utterances using a range of formulas appropriate for different purposes and functions [(VCEALL016)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL016)
* Practise constructing simple subject–verb–object sentences using present tense [(VCEALL019)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL019)
* Continue to practise pronunciation by imitating language used by the teacher [(VCEALL027)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL027)
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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. |