**Pathway A Level A2 Speaking and Listening**

**Persuasive text- Using modality in speech**

| **Student information** | This student is 6 years and 5 months old and is in Grade 1. They were born in Australia but spoke mainly Vietnamese at home before starting school a year and a half ago. They spent much of their first school year in lockdowns due to COVID. They speak Vietnamese at home. |
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| **Task** | Students have been studying Australian animals, habitats and environment in their class Inquiry unit. In EAL, they have been discussing the needs of different animals, and practising using modal verbs to describe why an animal needs to live in its habitat. In this task, students revise the animal habitats, before giving advice about protecting animal habitats. The teacher is assessing the student’s ability to understand and use modality.  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 | Let's make a decision. Where should the turtle go? Because a turtle either goes in the fresh water or the salty water. Sophie, where do you think the turtle should go?  **Uh, I think in the fresh water.**  In the fresh water, okay. Why should he go in the fresh water?  **Because… so he can swim in the fresh water.**  Mm-hmm.  **There we go.** | * Understand key information in a short spoken or multimodal text - understanding common sentence structures that make connections between ideas [(VCEALC087)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC087) * Understand phrases describing place or location - using common prepositions (such as ‘in’, ‘on’, ‘at’) [(VCEALL105)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL105) | |
| 00:31 – 01:39 | Now why did you decide to put him in the tree? That's good.  **Because he eat leaves.**  So in the tree he might eat leaves? **Mm-hmm.**  Mm-hmm?  **And he can fly.**  **To another tree.**  He can fly from one tree to another tree? Yeah, what else might he eat? He might eat worms.  **He might eat...**  Can you think of any other little animals he might like to eat?  **Bugs.**  He might like to eat bugs, yeah.  **Uh, like, he might like to eat… ants?**  He might like to eat ants, they're very little. He might like to eat little mice or little lizards.  **Oh.** | * Respond appropriately in a range of common social and classroom situations - borrowing key topic words and question structures to help formulate responses [(VCEALC084)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC084) * Initiate and maintain simple conversations with others - borrowing words from questions asked [(VCEALA091)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA091) * Regularly use correct personal and possessive pronouns [(VCEALL106)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL106) | |
|  | Okay. So Ken and Sophie, look at this picture.  **You should not put pollution in the river because the platypus or the crocodile will die.**  Yeah. So you shouldn't put pollution into the river because the animals that live there might die. Good. | * Respond appropriately in a range of common social and classroom situations - responding with short extended responses including answering questions [(VCEALC084)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC084) | |
| 01:39 – 02:17 | Okay, well let's look at another picture.  **Don't-**  What would you just say to someone  **Don't let-**  If they were letting their cat outside?  **At night.**  **Don't let your cat outside because your cat might eat the possums and the birds**.  Yeah. So what should cat owners do?  **Cats**  What would you say to the cat owners? What should they do? You should…  **You should not let your cat because it might run away.** | * Use a small range of common verb forms accurately - beginning to use basic modal verbs, such as ‘want to’, ‘have to’, ‘should’ [(VCEALL103)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL103) * Use words learnt from a range of classroom and social contexts - using a range of words related to familiar topics [(VCEALL108)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL108) * Repeat or modify a sentence or phrase, modelling rhythm, intonation and pronunciation on the speech of others [(VCEALL109)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL109) | |
| 02:17 – 03:18 | What would you say to someone if they're throwing their rubbish on the beach.  **Oh, they will do…**  **Do not put rubbish in the beach**  **On the beach.**  Because…  **On the beach.**  **The animals think it's food.**  So, if the animals think it's food, what will happen Ken?  **He, they will eat the rubbish.**  And what happens?  **And they will get sick. And the rubbish will get into the sea and the sea animal will eat it.**  Mm. Is that right, Sophie? So um, so what should people do instead of putting their rubbish on the beach?  **Just clean the rubbish.**  Okay. So you talk to the people who are doing that.  **Don't put rubbish on the beach because it will kill animals in the sea and on the sand.** | * Demonstrate active listening and follow speech - displaying appropriate body language while listening, including body orientation, eye contact, facial expression, nodding or shaking head [(VCEALC083)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC083) | |
| 03:18 – 03:50 | Mm hm. What would you say to them, Sophie?  **Do not let rubbish in the beach because they might go in the ssss… water and the sand and then, um, then they eat it. They think, they eat, they think it's food, but they eat it and then they be sick and then they die.** | * Combine known formulas, structures and other vocabulary to communicate [(VCEALL100)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL100) | |
| 03:50 – 04:48 | Okay. What would you say if someone was building, if this was a grassland for…  **Kangaroos.**  And someone…for kangaroos maybe. And some people came along and said, "Let's build a whole lot of houses here." What would you say to those people?  **No, no,**  What would you say to those people?  **Do not…Do not let your, do not do so much house because you mu- the kanga can't hop, or jump.**  So tell me again what you would say to the people who say, "Let's go over here and build some houses."  **No.**  **Do not…**  **Do not.**  **Do not build house because the other animals cannot do what they can do.**  What they need to do. Yeah, what they need to do to survive. Yeah.  **Yeah, and they can't find their food.**  They wouldn't be able to find their food if it was turned into housing. | * Construct a small range of sentence forms [(VCEALL101)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL101) * Apply some grammatical rules but may overgeneralise (much/many) [(VCEALL102)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL102) * Express simple negation correctly - expressing simple negation using common auxiliary verbs in full and contracted forms, such as ‘can’t/cannot’ [(VCEALL104)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL104) | |

| This student’s performance in this task suggests that they are working within the range of Level A2 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 A2, consolidating A2 or at the A2 standard in Speaking and Listening.  At **beginning Level A2,** students:   * communicate effectively in English, using simple sentences and learned formulae * use comprehensible pronunciation, stress and intonation * can use some appropriate terms when requested, relying on non-verbals to indicate level of politeness in other pragmatic events * can join in well-rehearsed and well-known songs, by following peers and/or teacher * take part in everyday activities and routines, relying heavily on a supportive teacher or peer.   At **consolidating Level A2,** students**:**   * can participate in routine exchanges like greetings and simple classroom routines without great difficulty * can generate own language beyond formulae and two-word utterances * will use approximations of structures as they test hypotheses * find discussions between teacher and learners at fluent speaker speed still too difficult for them to participate in.   At [**Level A2 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 an expanding range of predictable social and learning situations * express ideas and identify key points of information in classroom discussions about familiar topics, and in new topics when they are well supported by visual material, an appropriate pace of delivery, and discussion that links their prior knowledge to the new context * follow a short sequence of instructions related to classroom procedures and learning activities * negotiate familiar social and learning situations, using English appropriate to the situation * adjust their speech choices in response to audience and topic * combine known conversational formulas and vocabulary, including some from texts read in class, and apply some grammatical rules to make original utterances of varying grammatical accuracy * sustain communication by negotiating turn-taking and by using strategies such as asking a speaker to repeat or to speak slowly or asking what a word means. | **Possible next steps for this student’s learning:**   * Continue to participate in classroom discussions about familiar topics or new topics that are well supported by visual material and/or scaffolding provided by the teacher, building ability to negotiate learning situations using language appropriate to the situation [(VCEALC085)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC085) * Continue to practise constructing compound sentences using ‘because’ and ‘so’ [(VCEALL101)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL101) * Explicitly teach use of much/many [(VCEALL102)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL102) * Continue to practise the use of modal verbs to increase independence [(VCEALL103)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL103) |
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| **Pathways and transitions considerations**   * A student who has achieved the A2 standard consistently in all three language modes may be able to transition to the English curriculum if they are: * capable of meeting the learning expectations in the English curriculum at the level taught to their peers, and without substantial language support * sufficiently proficient in understanding and using academic language to participate in learning activities across the curriculum * capable of understanding and using the academic English of the curriculum in subsequent years without substantial language support, when the cognitive and linguistic demands of the curriculum increase. * At the end of Year 2, students who are working within the A2 range transition to Pathway B in Year 3. Students who have achieved the A2 standard may transition to Pathway B or the English curriculum, depending on what is developmentally appropriate for the individual learner. |