**Pathway B Level B1 Speaking and Listening**

**Persuasive text – Discussing Beach Safety Rules**

| **Student information** | The student was born in Pakistan and had age-equivalent schooling there. Their home language is Pashto. They are 10 years and 4 months old and in Year 5. They came to Australia one year ago, and are currently in a new arrivals program. |
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| **Task** | The students recently participated in an excursion to the beach. In preparation, students learned about dangers that might be present in the beach environment and discussed ways that they could stay safe. The excursion was part of a wider unit of work on The Beach, in which they learned about sea creatures and the marine environment as well as beach and water activities. Students have also learned about modal verbs and practised these in their beach safety discussions. Before this task, students revised modal verbs and the rules they followed on their excursion. In this task, the students used a picture prompt to identify and describe dangers and possible consequences, and were asked to give advice to the characters to tell them how they should behave safely. The task was completed with a small group in a familiar environment.  The teacher was assessing the student’s ability to:   * use learnt topic-specific vocabulary in their speaking * use learnt modal verbs in their speaking * use non-verbal language to sustain interaction with others * listen and respond to others * replicate features of instructional interactions.   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 – 00:34 | First, can you tell me about the picture and what you can see?  **I can see one lifeguard. It have a camera, look to the people, someone can no go underwater and no die.**  Yeah-  **It's-**  ... can you see anyone-  **It's-**  ... going-  **It's no-**  ... under the water?  **Its looks after people. Thing looks ... oh, this one. It's hand up.**  Hmm. What does it mean when your hand is up?  **It's mean, uh, help me.**  Hmm. Yes. | * Responding with short or sometimes more extended responses, including answering questions, adding to other speakers’ points or giving personal opinions [(VCEALC243)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC243) | |
| 00:35 – 01:10 | **Um, I can see the, hmm ... the one boy and hmm, not this one. One, uh, one girl is, uh, uh, jumping, sw-, jumping under the water. Under the beach.**  *I see the one people is very hot.*  One person is very hot?  *Yes. I, I think he sleepy and, uh, and, uh, and, uh, hmm.*  And what did he forget to do?  **Uh, the, this boy forgot to put sunscreen on.**  Hmm.  **And hat and glasses, sunglasses.** | * Participate in extended conversations with reliance on other speakers to scaffold, interpret, clarify or elaborate [(VCEALC243)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC243) * Speak or listen appropriately during class interactions [(VCEALA248)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA248) * Attempt to self-correct [(VCEALL258)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL258) | |
| 01:12 – 01:36 | Which one is the strongest word here?  **Must.**  *Must.*  Must.  **Yes, must.**  Another strong one we can use is have to.  **Oh, I know-**  *Have to.*  Have to (laughs). That's right. Have to.  *Have to.*  Which one is not so strong?  *Uh ...*  **Uh, should?**  Yeah.  **Should.**  Should. So it's not as strong as must. | * Use a range of learnt word patterns for appropriate purposes [(VCEALL254)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL254) | |
| 01:37 – 01:55 | Can you see these people are playing on the-  *Oh-*  ... cliff?  **Yes.**  *Oh, yes.*  This is very dangerous, isn't it?  *Yes.*  **Yes.**  Because they are so close to the-  **To the, to the- beach, to fall down.**  *Yes.*  That's right. So, I would tell these people, "You must not play next to the edge of the cliff, because you might fall into the water." | * Participate in extended conversations with reliance on other speakers to scaffold, interpret, clarify or elaborate (rewording to clarify) [(VCEALC243)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC243) | |
| 01:58 – 02:23 | So can you have a look at the picture and tell me some other important advice that you would give to the people.  **We must to swim between the flags.**  And can you tell me why? Because?  **Because the you, didn't swim between the flags, it dan-, it danger for you a-and then you, its water can become and pull you up, up, you can be die.** | * Rehearse or role-play short scenarios or exchanges [(VCEALC246)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC246) * Use simple conjunctions [(VCEALL253)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL253) | |
| 02:35 – 02:53 | What about, um, this girl here? In the rip? Do you remember-  **Yes.**  ... what we should do if you are in a rip?  **If you are ... hand up? Hand up, uh-**  So, can you tell her?  **Because you need to hand up and shouted, "Help, help," the lifeguard can be come and, uh, help you.** | * Use comprehensible pronunciation for a range of high-frequency words learnt in class [(VCEALL262)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL262) | |
| 03:01 – 03:11 | Okay. Aiman one more. Can you tell me-  **Hmm.**  ... about one more person.  **…oh, the-, this, this three people are playing the ball. It can be very dangerous. The-, this boy can close to the, down to the water, because you, you don't, don't play here. You must, uh, play, like, close to, like, sand, because it's danger for him. If he's play here, then it can be, it's close to the edge, can be hurt and come down to the water.**  Hmm, very unsafe. | * Construct short utterances that use common adjectives to describe or add emphasis [(VCEALL252)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL252) * Beginning to use the most basic forms of modality [(VCEALL257)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL257) * Use learnt words in speech [(VCEALL260)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL260) * Attempt to self-correct (rephrasing sentences) [(VCEALL258)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL258) | |

| This student’s performance in this task suggests that they are working within the range of Level B1 in Speaking and Listening. The assessing teacher will need to consider a range of writing samples in order to determine whether this student is at the beginning of B1, consolidating B1 or at the B1 standard in Speaking and Listening.  At **beginning Level B1** students**:**   * are settling into situations where English is the dominant language * 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 * begin to adapt their limited, emerging English language resources to respond to new communicative and functional demands * begin to become familiar with patterns in the sounds, intonation, rhythm, grammar and meaning of English * recognise the importance of non-verbal communication * understand that different forms of language and levels of politeness are used in different situations and contexts through their home language experiences.   At **consolidating Level B1** students:   * learn through English, well supported by context * communicate simply but effectively in familiar, basic social and classroom contexts, using simple formulaic and creative structures * contribute relatively complex ideas through simple English, and use simple English to respond to the ideas of others * students’ English is characterised by varying grammatical accuracy, a short ‘telegraphic’ structure, simple subject–verb–object construction and overgeneralisation of rules * use common adjectives to describe or add emphasis * use repetitive grammar patterns copied from stories, songs, rhymes or the media * demonstrate comprehensible pronunciation, stress and intonation that shows the influence of home language pronunciation * use some basic communication strategies, asking for repetition, and questioning to check understanding, clarify or confirm * use some basic strategies to initiate and sustain simple conversations in English, restating, repeating or re-pronouncing as appropriate.   At[**Level B1 Achievement Standard**](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-b-mid-immersion/curriculum/f-10#level=BL)students:   * communicate verbally and non-verbally in routine social and classroom situations, understanding controlled English that is supported by its immediate context * use formulas, well-rehearsed and common sentence patterns, and short, simple utterances to contribute relatively complex ideas, usually concerning concrete subject matter * follow simple instructions, answer predictable questions, make basic requests and express needs simply * show initial understanding that English changes according to context and audience, and modify their use of English in response to a range of familiar classroom and social purposes * use appropriate social formulas and non-verbal language * produce utterances characterised by varying grammatical accuracy * use common adjectives and adverbs to describe or add emphasis * use basic communication strategies, asking for repetition, and questioning to clarify and confirm understanding * restate simply, repeat or re-pronounce when necessary. | **Possible next steps for this student’s learning:**   * Continue to practise language structures through rehearsing or role-playing short scenarios or exchanges [(VCEALC246)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC246) * Practise maintaining consistent tense [(VCEALL255)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL255) * Practise the correct personal pronouns to refer to people and things [(VCEALL256)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL256) * Continue to practise the most basic forms of modality [(VCEALL257)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL257) |
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| **Pathways and transitions considerations:**  A Year 5 student working within the range of Level B1 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 B of the EAL curriculum in all language modes. |