**Pathway B Level B1 Speaking and Listening**

**Imaginative text – Storytelling**

| **Student information**  | The student was born in Iran and their home language is Persian. They had age-equivalent schooling in Iran and came to Australia 5 months ago. They are 10 years and 7 months old in Year 5. They are currently studying in a new arrivals program. |
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| **Task** | The students recently participated in an excursion to the beach as 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. Before this task, students revised vocabulary using the dioramas they had made as well as various objects brought by the teacher. The teacher modelled choosing items from the box and using them to create a narrative, using ideas suggested by the students. In the task, the students were asked to describe the setting of their story using the diorama and then create their own narrative. 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
* replicate features of a narrative text
* use a small range of descriptive language
* use sequencing vocabulary.

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 – 00:48 | Okay, so today we are learning to tell a story. And I want you to describe the setting of the story today. And, we are also going to use full sentences to tell our story. So you need to tell us the beginning of your story, the middle of your story and the end of the story.**My- My dio- diorama have a um, two colourful fish and two, uh, lit-little snail.**Mm-hmm (affirmative)*Sea snail***Sea snail, yes.** | * Use a small range of descriptive language [(VCEALL256)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL256)
* Attempt to self-correct [(VCEALL258)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL258)
* Use learnt words in speech [(VCEALL260)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL260)
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| 00:50 – 01:54 | **And (laughs) ther- there are (laughs) one di- diver and Thomas diver, um, go to the ocean and he found the, um, treasure box. And- and w- he say see a one big, um, um, giant squid and and g- giant squid said to Thomas diver, "You can't, you can't get my- (laughs) my treasure, this my treasure." And shark found the treasure box too and said to giant squid, "This is for- for- for, um, me me giant squid,"** | * Rehearse or role-play short scenarios or exchanges, for example replicating features of conversation [(VCEALC246)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC246)
* Construct short utterances that use common adjectives to describe or add emphasis [(VCEALL252)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL252)
* Use simple conjunctions (and) [(VCEALL253)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL253)
* Use comprehensible pronunciation for a range of high-frequency words learnt in class [(VCEALL262)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL262)
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| 01:55 – 02:26 | **and diver said, um, "This treasure box is, um, [foreign language]***For all.***...all." And the diver opened the box and (laughs) see a ver- um, gold coi- gold coins.**Gold coins.**And he share to er, giant squid and shark.** | * Participate in extended conversations with reliance on other speakers to scaffold, interpret, clarify or elaborate, for example, seeking help or clarification from other speakers through home language [(VCEALC243)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC243)
* Use appropriate non-verbal communication to sustain interaction with others [(VCEALA249)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA249)
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| 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:** * Rehearse short scenarios or exchanges, exchanging and responding to feedback about aspects of speech, such as phrasing, fluency, intonation, volume and pace, with group members when rehearsing [(VCEALC246)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC246)
* Extend knowledge of a range of simple conjunctions [(VCEALL253)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL253)
* Maintain consistent verb tense when describing events in the past [(VCEALL255)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL255)
* Extend range of descriptive language [(VCEALL256)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL256)
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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. |