**Pathway B Level B2 Speaking and listening**

**Informative text - Constructing sentences (1)**

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| **Student information** | This student was born in Thailand and the main language spoken at home is Burmese. He is eleven years and three months old with a history of disrupted schooling. He has been in Australia for a year and eight months. Within that time, he spent seven and a half months in an English language school and the remainder of the time in a mainstream setting. He is currently in a Year 6 mainstream class and the intention is that he will spend two years at this level. |
| **Task** | The student has two sets of cards. One set contains a time marker word (e.g. yesterday) other contains verbs (e.g. walk). The student chooses one word from each pile and combines the words to form a sentence, (e.g. Yesterday was hot so I walked to the beach). The student scores two points for using past tense correctly, one for using a compound sentence and bonus points for correct use of plurals.  Students in the class are familiar with oral language activities that teach and practice the use of past tense including irregular verbs, time markers and compound sentences, concentration games and a variety of other online games.  The teacher is assessing:   * the student’s ability to correctly use some forms of the verbs (to be, to have) and verb endings with some consistency * the student’s ability to use specific time markers in speech, for example, *yesterday, last week, on the weekend* * the student’s ability to begin producing more complex language using subordination conjunctions e.g. *because, when, that*   The words spoken by the student being assessed are in **bold**. The words spoken by other students are in *italics* and the words spoken by the teacher are in normal font. |

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| **Time** | **Transcript** | | **This sample of student work demonstrates that the student can:** |
| 0:06-1:00 | Today for our speaking and listening workshop we’re going to be playing a game that involves past tense and using compound sentences, and perhaps some plurals, the things that we’ve been doing over the last couple of weeks. I’ll ask you to turn over one orange card, one yellow card, and use the words in a sentence. For example, “Last week I wished for it to rain because I had been working in my garden very hard and I wanted the plants to grow.” So I changed ‘wish’ from present tense to past tense, okay? At the end of the game when we’ve all had a turn each I will ask you for one thing that you think you did well and one thing that you think you need to improve on, a star and a wish, okay? Are there any questions? No?  *No.* |  | |
| 1:01-3:43 | Cool. Would you like to go next?  **Okay. I give, I give my grandma to go, um, shopping a short time ago.**  Well done, okay. You don’t, when you do this you don’t have to have them, the yellow one first and then the orange one. You can have the orange one first so you’ve got the time first, and then the word, if that helps, okay? Would you like to have another turn?  **Mm.**  Yeah? So, a sh…  **A short time ago I, went to the beach and I gave, I gave, mm, fruit for my father.**  Excellent, well done. You used ‘gived, gave’ past tense correctly and you tried to use a compound sentence. Well done. Your go.  **Oh, last night...**  Say it out loud so I can hear.  **Last night, book.**  Okay.  **At last night I went to the zoo, I look a tiger and koala. Um, just koala look like a, mm, just I was confused and I, my eyes, I look koala, koala look like a kangaroo, kangaroo like koala.**  Well done. Your go.  **Ask, on the weekends. Nice. I went to the Sydney on the weekend and I ask my father why we come here. Then my father say, “We just come from fun.”**  Beautiful, well done. You’ve used this as past tense, ‘ask to asked’ but ‘my father say, my father s…’  **Said.**  Well done. Excellent. | * Respond to a short sequence of instructions in a familiar context [(VCEALL340)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL340) * Describe and identify people, places and things using simple vocabulary for colour, size, place, location, time [(VCEALL333)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL333) * Use specific time and sequence markers in speech [(VCEALL334)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL334) * Use, in speech, vocabulary and structures learnt from spoken and written texts [(VCEALL341)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL341) * Initiate and maintain short, structured social interactions with increasing fluency [(VCEALC322)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC322) * Use a repertoire of common classroom and schoolyard language [(VCEALC325)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC325) * Participate appropriately in social and learning situations [(VCEALA329)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA329) * Use some grammatical rules consistently [(VCEALL335)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL335) | |

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| This student’s performance in this task suggests that he is working within the range of Level B2 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 B2, consolidating B2 or at the B2 standard in Speaking and listening.  At **beginning Level B2** students**:**   * are beginning to extend their comprehension and use of social and classroom language * are able to use simple conjunctions such as ‘and’ and ‘but’ * are able to engage in social interactions and contribute to classroom discussions using language beyond short utterances and formulas, however breakdowns in accuracy and fluency will occur as they take more risks, for example, subject–verb–object agreement is very unstable and not usually correct and students attempt to mark past time with time markers, but do not yet use past tense forms. * are still very reliant on contextual support particularly to understand academic content of lessons and classroom discussions.   At **consolidating Level B2** students:   * continue to extend their comprehension and use of social and classroom language * appear more confident in social exchanges and will initiate interactions with teachers and peers * show increasing confidence in participating in structured mainstream class and group learning activities and are able to respond to direct questions about familiar classroom topics with support from the teacher * can use endings of common verbs with some consistency, and can use ‘don’t’ for negation * sometimes demonstrate subject–verb agreement when speaking but not in every utterance * can use some common past tense verbs, but still usually mark past time with time markers rather than verb tense.   At[**Level B2 Achievement Standard**](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-b-mid-immersion/curriculum/f-10)students:   * communicate and learn English in predictable social and learning situations, understanding some de-contextualised English and expressing simple messages in basic English * negotiate simple transactions and ask and answer basic questions on familiar topics, using familiar structures * identify and describe people, places and things using simple vocabulary * describe a series of events or actions using some detail * initiate and manage interactions appropriately in a range of familiar contexts * understand instructions, recounts and explanations when supported by clear contexts * use simplified English, with varying grammatical accuracy, combining known formulas, learnt grammatical features and new vocabulary to construct new utterances * use basic time and sequence markers and simple negative forms * use verb endings with some consistency * use some of the terminology of new topics * pronounce familiar words comprehensibly * employ basic strategies to sustain and enhance communication in English. | **Possible next steps for this student’s learning:**   * Recording and listening to the constructed sentences and self-correct tenses [(VCEALL339)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL339) * Referring to a list of present and past tense verbs when constructing sentences [(VCEALL336)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL336) * Using three sets of cards with time marker words, nouns and conjunction to form sentences [(VCEALL334)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL334) * Writing the sentences and reading his own writing [(VCEALL341)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL341) |
| **Pathways and transitions considerations:**  This Year 6 student is working within the range of Level B2 in Reading and viewing. Therefore, he is not ready to transition to the English curriculum regardless of his proficiency in the other two language modes. This student will continue on Pathway B of the EAL curriculum in all language modes. |