**Pathway B Level B3 Speaking and listening**

**Imaginative text - Role-playing Peter and the Wolf (2)**

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| **Student information**  | The student was born in Australia and spent the first five years in Australia. The main language spoken at home is Greek. He completed the first two months of Foundation in Australia before moving to Cyprus where he continued learning in Greek until six months into Year 4. Since his return to Australia he has been in school for seven months, and he did not attend an English language school or centre. He is currently ten years old and in Year 4 in a primary school.  |
| **Task**  | Students have studied a range of multicultural stories and read picture books and radio scripts in learning activities such as modelled, shared and independent reading. They watched a movie of *Hansel and Gretel* and listened to a recording of *Peter and the Wolf*. Students then made puppets based on their learning. In this task students are required to describe their puppet, explain how it was made and then retell a story in groups using their puppets. The teacher was assessing the student’s ability to: * use descriptive language, prepositions, correct use of verbs and article
* follow short instructions and answer relevant questions, including understanding adverbial phrases of place and location
* use time markers and beginning use of more complex language using conjunctions, e.g. because when

The student being assessed is having a conversation with her peers. The words spoken by the student being assessed are in **bold**. The words spoken by the other students are in *italics*.  |

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| **Time**  | **Transcript** | **This sample of student work demonstrates that the student can:** |
| 0:06-1:56 | *How did you make your puppet?* **I made him with green ahh felt and, and I, and I, and I needled him, and needled him. He hands, he two hands and his head, his body and his legs, and he eyes. I put a circle, circle, little sparkly blue eyes, and he, and later his, and later I put stuff, I put one stick on his back. Later I st… got sticky tape and glue, and I did it on his back. That.***Mm, What, how your puppet looks like?***My puppet looks like Peter and he’s very smart, and he’s mm happy. And he saved the duck and w… the duck and the bird and the cat, and he going turn the hunter, or he turn big, that the story. How you, how looks like your…**  | * Use appropriate sequence markers [(VCEALL414)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL414)
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| 1:57-4:56 | **One morning Peter went outside. He saw, he saw the bird and the duck. “Why can you fly?”** *“Why can’t you swim?”* **Later they fight, they fight. Later the, the, later…***Later the wolf came along and [whispers]…***Later Grandpa come and he, he said, “Peter, get in the house,” said Grandpa. And Peter went in the house. The bird and the duck, they was keep fighting.***The wolf came along and he was running all over the duck so he can eat him, and he swallowed him.***Later Peter, he he put his head in the window, he saw the wolf and he didn’t see the duck. He saw the bird and, and later he grabbed the rope and climb up in the tree, and the wolf, it was sleeping. And later Peter, he throw the rope in the wolf tail, he throw it, the wolf tail and Peter, he, and later the wolf wake up and he saw the rope in his tail. The, put the rope round, round on the tree to be the wolf not, to the wolf not in escape. Later Grandpa, he said, he said…***“Peter, what are you doing outside? I told you it’s dangerous.”* **“I got the wolf Grandpa, I got it.” And later the hunter comes. “Oh, you’ve got the wolf Peter?” said the hunter. “Good job Peter.” And later Peter, he said, “Let’s take the wolf in there, in the zoo.” Later, later he take the wolf in the zoo.** | * Understand increasingly de-contextualised and more complex spoken language [(VCEALC405)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC405)
* Rehearse or role-play a spoken text, such as negotiating a problem or giving a short talk [(VCEALC407)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC407)
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| **Overall, this student can also:** * Respond appropriately during different classroom activities [(VCEALA408)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA408)
* Initiate and manage interaction appropriately in social and learning situations [(VCEALA409)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA409)
* Identify and use features of formal and informal spoken texts [(VCEALA410)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA410)
* Adapt speech to suit a variety of registers [(VCEALL413)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL413)
* Use basic and some complex verb forms accurately [(VCEALL416)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL416)
* Use pronunciation and a range of non-verbal features to convey meaning and enhance communication [(VCEALL422)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL422)
* Contribute information, express ideas and give reasons for opinions in group tasks or classroom discussions [(VCEALC401)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC401)
 | **Possible next steps for this student’s learning:** * Creating a character map and brainstorming longer descriptive phrases for his puppet [(VCEALL417)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL417)
* Brainstorming and practising adverbial phrases to use in retelling the story (both orally and written) [(VCEALL414)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL414)
* Creating a word list of synonyms for different verbs and practising using them orally and in writing, for example, *said, shouted, cried* [(VCEALL416)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL416)

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| This student’s performance in this task suggests that she is working within the range of Level B3 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 B3, consolidating B3 or at the B3 standard in Speaking and listening. At **beginning Level B3** students**:*** interact more confidently in an increasing range of informal social situations
* attempt to explain and express complex ideas related to their classroom learning and experiences but are still drawing on limited language resources to do so
* participate in and contribute to academic learning activities where the teacher provides suitable levels of contextual support through modelling and scaffolding of language and structures.

At **consolidating Level B3** students:* participate actively in most social situations
* engage more actively in classroom learning activities on familiar and unfamiliar topics using topic specific language but are still limited by their developing language resources in the extent to which they are able to contribute specific details or explanations of more complex ideas.

At[**Level B3 Achievement Standard**](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-b-mid-immersion/curriculum/f-10)students:* generally respond to and use the structures and features of English appropriately in an increasing variety of familiar formal and informal contexts
* demonstrate awareness of the register requirements of spoken English necessary for a variety of purposes
* understand the essential meaning of unfamiliar topics expressed in familiar spoken English, and extract specific information
* use appropriate sequence markers and consistently use most common irregular past tenses
* provide greater detail through the use of longer noun groups and adverbial phrases
* use comprehensible pronunciation, stress and intonation
* access English from a range of oral and written sources, and extend their oral skills by incorporating new vocabulary from these sources into their own repertoire
* are able to self-correct some errors, reformulate language to convey meaning more clearly, and add essential details.
 | **Pathways and transitions considerations:** Assuming that this Year 4 student is consistently demonstrating the final achievement standard in Pathway B (Level B3) in the other two language modes, he will need to demonstrate that he is also consistently working at the achievement standard in Speaking and listening in order to transition to the English curriculum. He will need to be equally capable across all three language modes to be able to meet the learning expectations in the English curriculum at the level taught to their mainstream peers, and without substantial language support. He will need to be sufficiently proficient in understanding and using the academic language across the learning areas to participate in learning activities across the Victorian curriculum. He will also need to be able to understand and use the academic English of the curriculum in subsequent years without substantial language support, when the cognitive and linguistic demands of the Victorian curriculum increases, for example in Year 5 and 6. |