**Pathway A Level A1 Speaking and listening**

**Informative text - Recount of supermarket excursion**

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| **Student information**  | This student is six years and ten months old. He was born in Vietnam and his home language is Vietnamese. He has been in Australia for five months attending an English language school in a Year 1 class. He has age equivalent schooling in Vietnam for about two years. He has limited exposure to English.  |
| **Task**  | The students visited the local supermarket and were asked to give a spoken recount of the excursion. The aim of the activity was to give the students the opportunity to communicate a recent personal experience, using basic English structures and strategies, with teacher and visual support. The excursion was part of a longer unit of work on Food in which students learned about different types of food. They regularly give simple recounts of their weekend activities or school excursions. The task is being completed one-on-one in a familiar environment, supported by photos taken on the excursion, and where necessary, prompts from the teacher. The teacher was assessing:* the student’s ability to communicate and expand on basic information when prompted, supported, and given some time
* the student’s ability to participate in a short, structured interaction
* the student’s ability to expand on information when prompted and supported by the teacher and visuals
* the student’s use of learned formulas
* the student’s ability to use grammatical patterns to create new meanings, for example, *played, goed*
* the student’s ability to comprehend and respond to questions
* the student’s ability to produce intelligible pronunciation.

The words spoken by the student being assessed are in **bold**.  |

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| **Time**  | **Transcript** | **This sample of student work demonstrates that the student can:** |
| 0:06-3:30 | Levi, can you tell me where did we go yesterday?**We go supermarket.**We went to the supermarket?**Yeah.**How did we get to the supermarket? **We go in the supermarket.**Yes, we went to the supermarket. Did we drive to the supermarket?**No.**Did we fly to the supermarket?**No.**How did we get there?**We walk…**We walked.**…in the supermarket.**We walked to the supermarket. What did we do when we got to the supermarket?**Mmm. We go in the Safeway.**We went into Safeway?**Yeah.**And what did we see at Safeway?**Sausage and hotdog.**We saw sausages and hotdogs. What else?**And mm, we see, ah, mm, the steak.**We saw some steak, yes. What else did we see?**Mm, then we see um, pumpkin and we see ah, corn and we see ah, mm…**Did we see some fruit?**Yeah.**What fruits did we see?**Mm, apple.**We saw apples. What else?**And banana, and rockmelon.**We saw rockmelon. What did we do next Levi?**We go in the big room vegetable.**We went in the big room with the vegetables?**Yeah.**Do you remember what the big room was called?**Yeah.**What was it called?**Mm, in mm…**You have one at your house where you put all your food. It’s very cold.**Yeah.**What’s it called?**Mm…**It starts with a ‘Ffff’. Is it the fridge?**Yeah.**Yes, we went in the fridge. Was it hot in the fridge?**No.** What was it like in the fridge?**Cold.**It was cold. Then what did we do Levi? **We take a lolly.**And what did we do with our lolly? **Then we scanned the lolly.**We scanned the lolly, and then what did we do?**Then we walk in the school.**We walked back to school?**Yeah.**Did you have fun at Safeway?**Yeah.**What did you like the best? **Mm, pumpkin.**You liked seeing the pumpkin?**Yeah.** Well done Levi. Good boy. | * Communicate using short, learnt phrases [(VCEALL018)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL018)
* Demonstrate variable placement of common adjectives to describe or add emphasis [(VCEALL023)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL023)
* Understand when a response is required and attempt to respond using either known words or non-verbal language [(VCEALA008)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA008)
* Demonstrate attentive listening behaviour [(VCEALC001](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC001))
* Respond simply to questions and prompts [(VCEALC002)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC002)
* Negotiate simple social or learning activities [(VCEALC003)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC003)
* Understand a simple spoken text [(VCEALC005)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC005)
* Use non-verbal language to sustain interaction with others [(VCEALA009](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA009))
* Use intelligible pronunciation but with many pauses and hesitations [(VCEALL028)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL028)
* Construct simple subject–verb–object sentences that mostly use present tense [(VCEALL019)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL019)
* Use a small range of grammatical patterns [(VCEALL020)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL020)
* Engage in simple, short dialogues and initiate short utterances using a range of formulas appropriate for different purposes and functions [(VCEALL016)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL016)
* Recognise and use words from lexical sets related to immediate communicative need, interest or experience [(VCEALL026)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL026)
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| This student’s performance in this task suggests that he is working within the range of Level A1 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 A1, consolidating A1 or at the A1 standard in Speaking and listening. At **beginning Level A1** students:* have very little or no oral English and do not respond meaningfully to English

**and/or*** may spontaneously repeat words or phrases without understanding their meaning

**and/or*** will join in activities, watching and copying what other students do in the classroom but may not speak

**and/or*** may not speak in the classroom except to same language peers.

At **consolidating Level A1** students**:*** 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
* through their first language experiences, understand that different forms of language are used in different situations and contexts
* begin to adapt their limited, emerging English language resources to respond to new communicative and functional demands
* recognise the importance of non-verbal communication
* begin to become familiar with patterns in the sounds, intonation, rhythm, grammar and meaning of English.

At [**Level A1 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 basic English in routine, familiar, social and classroom situations
* follow and give simple instructions, exchange basic personal information, and negotiate well-known, predictable activities and contexts
* begin to modify their responses and manner of interaction to match the responses of others and the context
* use simple learnt formulas and patterns, and they create original utterances by substituting words. Their utterances are characterised by a short, simplified structure, simple subject–verb–object construction and overgeneralisation of rules.
* use some basic communication and learning strategies to participate in and sustain interactions in English
* recognise that intonation carries meaning, and they listen for key words and for repetition of words and phrases
* use comprehensible pronunciation, stress and intonation
* use classroom resources such as picture cards or other visual texts to help them communicate.
 | **Possible next steps for students at this level:** * Understanding and using plural nouns [(VCEALL023)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL023)
* Understanding and using simple past tense verbs [(VCEALL020)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL020)
* Expanding on basic information during conversations [(VCEALC002)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC002)
* Responding to open-ended questions [(VCEVALC002)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC002)
* Practising pronunciation of challenging sounds, for example, supermarket, sausages [(VCEALL028)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL028)
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| **Pathways and transitions considerations:** A Year 1 student working within the range of Level A1 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 A of the EAL curriculum in all language modes. |