**Pathway B Level B1 Speaking and listening**

**Informative text - Describing a firefighter**

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| **Student information** | The student is ten years and eight months old. He was born in Afghanistan and speaks Hazaragi as his home language, which is a language spoken by many Hazara people in Afghanistan. His schooling prior to coming to Australia has been limited. He attended an English language school in Pakistan for one year, and he worked full time in a range of jobs for over a year to help his family. He has been in Australia for four months and has been studying in an English language school in a Year 5 class for three and a half months. |
| **Task** | This activity is part of a unit of work on occupations. The students were asked to choose a picture of a person and describe their occupation to the class. Other students were invited to ask questions of the presenter. The students had previously learned the vocabulary related to a range of different occupations and they had read a variety of texts about different people and their work. Some students had modelled a presentation to the class about a particular occupation in previous lessons and the students had used the pictures previously so they were familiar with them.  In this task the teacher was assessing how well the students used oral language to communicate what they knew about a particular occupation and their ability to understand and respond to simple and predictable questions. The teacher also wanted to know how well the students used adjectives and learned vocabulary in their speech, and the complexity of the language they used. More specifically, the teacher was evaluating how well the students:   * used words they had previously learned in their speaking * used non-verbal language to sustain interaction with others * listened and responded to what others said * used a range of speaking skills in asking and responding to questions.   The words spoken by the student being assessed are in **bold**. The words spoken by other students are in *italics* and the teacher’s words are in normal font. |

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| **Time** | **Transcript** | | **This sample of student work demonstrates that the student can:** |
| 0:06-3:15 | Who wants to go next?  **Me.**  You want to Feda, do you? Alright, let me find your form. Yeah, okay. Alright Feda, I wonder which one Feda will choose? Ah ha, okay. Alright Feda, off you go. Listen now.  **He is a fireman, he help the people, ahh, he have a think trouser, he have a hot, helmet.**  Sure does.  **And ah, it’s called…**  Do you know the name of this thing on his face?  **Ah, is it…?**  Don’t tell. You’re not allowed to tell. I’m asking Feda.  **Mask.**  Oh yes, it does look a bit like a mask but it’s something that helps him to breathe I think, don’t you? What’s this here, going down the back of the man? What’s he breathing through there?  **Oxygen.**  Yes, you’re absolutely right. What a good word you used just then Feda.  **He have a, gloves.**  Absolutely.  **And thick boots.**  Yeah. Okay, does anybody have a question please, because I think there’s one thing that Feda hasn’t told us about this? You’ve told us lots of things, I think, one other thing he hasn’t quite told us. Oh, you want to say what it is?  **Yeah.**  Yeah.  **He put, he put, he put out the fire with the water and the foam.**  Absolutely. Wow, okay. You have a question Van? Yeah?  *The fireman go too fast or slowly, and why?*  **The fireman go fast…**  In?  **…in the fire.**  Fire, what’s it called, the name of what he drives in?  **The fire, the fireman drive the fire engine.**  Absolutely, yeah. And…?  *And why the fire go fast?*  **Ah…**  Why does the fireman go fast?  **Because the fire…**  What do we call it when something like that is happening in our community? Something that’s not good?  **The fireman and the, no, the emergency.**  Absolutely, it’s an emergency. What a great word. Well done. Okay, did anybody else have any other questions?  *No.*  Do you think Feda has told us all that he knows about a fireman? Yep, I do. Thank you Feda, well done. Thank you. | * Use appropriate social formulas [(VCEALA247)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA247) * Use learnt words in speech [(VCEALL260)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL260) * Use a range of learnt word patterns for appropriate purposes [(VCEALL254)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL254) * Interact and respond appropriately verbally and non-verbally in simple conversations with teacher or peers [(VCEALC241)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC241) * Understand the language of classroom routines [(VCEALC244)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC244) * 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) * Use appropriate non-verbal communication to sustain interaction with others [(VCEALA249)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA249) * Demonstrate active listening skills, attending to tone, intonation and body language [(VCEALC240)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC240) * Use simple conjunctions [(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) * Distinguish spoken English from other languages and respond in English [(VCEALA250)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA250) * Identify some key points of information in short spoken texts, with guidance [(VCEALC245)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC245) * Speak or listen appropriately during class interactions [(VCEALA248)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA248) * Use a small range of descriptive language [(VCEALL256)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL256) | |

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| This student’s performance in this task suggests that he is 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:**   * Using cue cards during a presentation to ensure he is using all the technical vocabulary learned [(VCEALC246)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC246) * Creating, practising and delivering a presentation about a chosen occupation [(VCEALC246)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC246) * Preparing questions for, and participating in question and answer sessions with visitors from a range of occupations [(VCEALC243)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC243) * Using consistent verb agreements for simple present tense such as *The fireman go****es***… and *He put****s*** *out the fire* [(VCEALL255)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL255) |
| **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. |