**Pathway B Level B1 Speaking and listening**

**Informative text - Describing a police officer**

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| **Student information** | The student was born in Afghanistan and speaks Hazaragi as his home language, which is a language spoken by many Hazara people in Afghanistan. He also speaks Farsi and Dari. He attended one year of school in Afghanistan and a further three years in Iran before coming to Australia. He has been in Australia for four months and has been studying in an English language school in a Year 5 class for four months. The student has two brothers and two sisters who all attend the English language school. |
| **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:** |
| 0:06-7:47 | Right, off you go.  **This is a police officer. He have a black tie and blue, blue shirt and cap, and black and shh pants and black shoes. And he catch the criminals.**  Yep, sure does.  **Mmm. He have a, starts…**  Yes.  **He has a guns.**  Mm, maybe. Yeah, he might have to carry that just in case he needs it, doesn’t he? Okay he helps to catch the criminals, what else does he do? You should know Feda because it happened to you yesterday, didn’t it?  *Yeah.*  Mm.  *I know.*  Maybe something that he does in the street, Alireza? What does he do maybe on the roads or…?  **Fighting?**  Oh, you mean if people are fighting? What does he do? What does the policeman do?  **Catch the…**  The good people or the bad people?  **Bad people.**  The bad people, okay. What does he drive in?  Oh…I asked the question, sorry it should have been you. Feda?  *Where he work?*  **In the office, police office.**  Does he? Okay, that’s interesting. Does he work anywhere else, Alireza?  **The…**  Think about where you’ve seen the police. Van, you’ve got a question?  *In the station.*  Ah, you’re talking about the police station. Okay, alright. Has anybody else got a question to ask Alireza? It has to be a question. Ali?  *Oh, why he stop the good people or bad?*  **Ah, you mean who does he stop, the good people or the bad? Yeah, who does he stop?**  *Bad people.*  Absolutely, yeah. A question Van?  *Mm…*  No, think, think.  *If you need health you got, you go to the hopital or somewhere.*  **Ah…**  What will you do if you need help?  **I ah, I…**  Tell me.  **I’m … Ahh…**  Yeah? What are you going to do?  **Ring the police and…**  That’s right, so what’s the next questions Van?  *Zero, zero, zero.*  Oh, you’ve told the answer. You had to ask the question, you had to say, “What would you, what number would you ring?” What number Ali?  **Three zero.**  That’s right, okay. Okay, one more question. Yeah?  *And who, if you hear the emergency what do you say?*  Mm.  **I need help? Mm.**  Come quickly?  **Yeah.**  Because you don’t want them to be slow, do you, if it really is an emergency? You want them to come quickly. Okay, alright.  *But they’re here.*  Oh yeah…  *They’re here.*  …yeah, good question. What is that? I think you did say before Ali, but you need to listen. I think you did. What, what is it?  **Cap.**  Okay, yeah. Do you know the name of what this is Alireza?  **Ah…**  It’s, and what is it for? Why does he wear this on his cap?  **Ah, because people see the police…**  Yes.  **…yeah.**  And? And, and they know, what do they know? As soon as they see this and they see this that he’s wearing, what do they know?  **He police, he has [overtalking]…**  And he will…  **Police.**  And he will.  **Ah…**  You said the word.  **Emergen…**  Help them in an emergency, okay. Alright, one more question.  *Well all…*  Yes?  *Why he have a gun?*  Oh, yeah why does he have a gun? That’s a good question.  **Because ah, criminals… Ah…**  It’s a hard one, mm. Yeah? What do you think Tom?  *It, because there’s some bad children it’s no reason the police, police lock, come, is up then let people listen.*  No, not for children I wouldn’t think, but maybe if there were very bad adults. But they really only have them for really, really bad emergencies, okay? In Australia police don’t use their guns. They just have them if they need them. Yeah?  *Why he have his stick in here? In, this stick, yeah…*  *[overtalking]*  Oh, you think he’s carrying a stick, do you?  *Yeah.*  Down the side?  *Yeah.*  Oh, okay. What do you think?  *I want to, can I answer?*  Mm, alright. Well see if Alireza can answer. Ali, do you know why he might carry a stick? Ali Rahimi thinks he’s got a stick there.  **Yeah, because is no lost.**  Because what?  **Mm, lost.**  Not sure?  **Yeah.**  Okay, anybody help? Feda, what did you think?  *Miss, he have a hand, handscuff.*  Handcuffs?  *Yeah.*  Ah, where, can you see them somewhere there? Maybe not, but he does use those, doesn’t he?  *Yeah, he ah…*  Yeah, okay.  *Maybe it’s a…*  *Backside.*  *Backside, yeah, yeah.*  Maybe, maybe, maybe in his back pocket, do you think?  *Yeah.*  Okay, alright any other questions?  *No question.*  No, no, no. Question? No? Okay well thank you Alireza. | * 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, including playing games such as celebrity heads or Guess Who? [(VCEALC246)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC246) * Preparing simple questions to ask his classmates during their presentations [(VCEALC243)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC243) [(VCEALA248)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA248) |
| **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. |