# Learner worksheet – How are you today?

A

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_

Speaking to a classmate in English class

**Write the answer**:

**Are you student A or Student B?**  Write it here: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Say hello to your classmate**

**Ask his or her name.** Write it here: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Ask these questions. Say all the words in the question**. Write the answers. We’ll do the first one together.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Questions**  | **Write the answer** | **What’s the next question? For level 2** |
|  | How are you today? |  |  |
|  | Do you live alone or with family? |  |  |
|  | Have you got a mobile phone and a phone at home?  |  |  |
|  | Do you live in a house or a flat? |  |  |
|  | Did you watch television last night? |  |  |
|  | Have you ever been to Sydney? |  |  |
|  | What’s your favourite food?  |  |  |

* Listen to your partner ask questions. If you don’t understand, say,: “**Can you repeat that, please**? Say your answers.
* Say thank you, and **‘See you later**,’ to your partner
* Now you’ve asked questions and the answers are written down, your teacher will listen to you both, talking again. Ask the questions and say your answers again. Close your folder this time.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B

Date: \_\_\_\_\_\_\_\_\_\_\_\_

Speaking to a classmate in English class

Write the answer:

* **Are you student A or Student B?**  Write it here: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* **Say hello to your classmate**
* **Ask his or her name.** Write it here: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* **Ask these questions. Say all the words in the question**. Write the answers. We’ll do the first one together.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Questions**  | **Write the answer** | **What’s the next question? For level 2** |
|  | How are you today? |  |  |
| 1.
 | How long have you lived at your home? |  |  |
| 1.
 | Can you ride a bicycle?  |  |  |
| 1.
 | Is your home big or small? |  |  |
| 1.
 | Did you read a book last week? |  |  |
| 1.
 | Have you ever been to Adelaide? |  |  |
| 1.
 | Who cooked your dinner last night?  |  |  |

* Listen to your partner ask Questions. If you don’t understand, say,: “**Can you repeat that, please**? Say your answers.
* Say thank you, and **‘See you later**,’ to your partner
* Now you’ve asked questions and the answers are written down, your teacher will listen to you both, talking again. Ask the questions and say your answers again. Close your folder this time.

## Focus is

An example of how our regular classroom activities – at Level 1 or 2 – can be turned into assessment materials.

# Australian Core Skills Framework (ACSF): Skill indicator and level

|  |  |  |  |
| --- | --- | --- | --- |
|  **Oral Communication** | Level 1 | Gives or elicits basic information in a short, simple spoken text | 1.07 |
|  |  | Lists for basic information in short, simple oral texts | 1.08 |
|  | Level 2 |  Uses everyday language to provide information or maintain a conversation in familiar spoken contexts | 2.07 |
|  |  | Listens for relevant information in oral texts across familiar contexts | 2.08 |
| **Support:** Level 1 | Works alongside an expert/mentor where prompting and advice can be provided |
| Level 2 | May work with an expert/mentor where support is available if requested.  |

Anything to be aware of, with this activity?

* We know that adult, ESL learners, when surveyed, ask for more opportunities to practise speaking in class. And we also know that, sometimes, teachers get caught up in the cycle of modelling good speaking and pronunciation to the point where the lesson is almost over before the learners have started speaking (this writer is guilty of ‘facilitating’ such lessons…). These activates are designed to get the learners to learn **about** speaking, while demonstrating speaking.
* Because at Levels 1 & 2 of the ACSF, full support and mentoring are (respectively) *provided* or *available*- this activity is designed for repeated, formative development and demonstration.
* Teachers could use these questions and answers – and add many, many others of their own devising- as a warmer, to get speaking and listening happening first up:
* Cut the questions up and pull them out of a bag- each learner has to ask one question of another, or their teacher, before they are allowed to sit down: or cut up the questions and make a matching task to link responses.
* Or drop the questions into a game-board format and get some oral practice happening toward the end of a long class.
* If the target Level for some of your learners is ACSF 2, spend some time focusing on- ‘*What’s the next question*?’ See if the learner, can write another question to maintain the oral communication – and then practise saying it and –later- producing another question or comment independently.
* If your learners are all below ACSF 1, remove the grey-column on the right-hand side, at least for the first few tries.
* If you’re working in the SEE program, remember you can write summaries for individual dates on different dates, using the same basic material which the learner has demonstrated. At the time of writing, this is acceptable to the Independent Verifier.
* Note that the SEE Verifiers usually ask for a transcript, so a short transcript is incorporated into the answer sheet. In the sample answers, the transcripts include the Q & A ‘conversation’ activity and a transcript of a discussion about an earlier conversation. Include a transcript of whatever oral text will produce the best outcome.
* There’s also a sample ‘write-up’ of the learners’ demonstrations which indicates one indicator achieved, not two. Sometimes we hope for a ‘full’ assessment but don’t get it; this sample shows, hopefully, that we make use of what we have, especially in the SEE program.
* NB – if the tiny font is making your writing-up difficult, re-size the land-scape pages – copy, paste to a new document and then go to PAGE LAYOUT. Among the Page Set Up options you can choose size and make these pages a roomy A3.

# List of questions and possible answers

For cutting up or dropping into a game board of for matching exercise

|  |  |
| --- | --- |
| **QUESTIONS** | **SAMPLE ANSWERS**  |
| How long have you lived at your home? | I lived there about 11 months – nearly one year. |  |
| Can you ride a bicycle?  | Yes I can – I ride to school every day. | No, I cannot ride a bike |
| Is your home big or small? | My home is very small. | My home is a little bit big. |
| Did you read a book last week? | No I didn’t read a book. | Yes – we went to the library with our teacher and she show me the books. |
| Have you ever been to Adelaide? | Yes I have been to Adelaide – my niece lives there. | No I never went to Adelaide |
| Do you live alone or with family? | I live with my wife. | Yes, I live just on my own. |
| Have you got a mobile phone and a phone at home?  | Yes we have the phone at home and here is my mobile.  | I have just my mobile. |
| Do you live in a house or a flat? | I live in a house. | I live in a flat. |
| Do you speak English every day? | I speak English at school- Monday to Thursday. | I speak English every day- on the weekend I practice with my phone app. |
| Did you watch television last night? | Yes I watch the television channel in my language. | No – TV is difficult for me – I don’t understand the English. |
| Have you ever been to Sydney? | No, I don’t know Sydney. | Yes, I went there to visit friends one time. |
| Did you go shopping yesterday? | Yes, I went to the market. | No, I didn’t go shopping. |
| How long does it take for you to get home from class? | It takes me about ten minutes to ride my bike home.  | It takes me about 30 minutes to walk home. |
| What’s your favourite food?  | My favourite food is rice. | My favourite food is all food. |
| Where is the library in this school? | The Library is in Building 3. | Sorry I didn’t see the Library before.  |
| Where is the computer classroom? | It’s next to the student lounge- you can see the Computers sign. | It’s in Building 9. You can see the Computers sign |
| What’s your postcode? | My postcode is \_\_\_\_\_\_\_\_\_\_. | Sorry, I don’t know the postcode. |
| Do you like warm weather or cool weather? | I like warm weather – hot also is good. | I prefer cool weather. |

## **Blank assessment summary sheet**

## Links to ACSF 1 Oral Communication

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## **Date: \_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ACSF indicators | Focus areas  | Performance features included |  Transcript, including examples of greetings, polite language, specific questions asked and answered, gestures | Links of oral text to specific outcomes  |
| 1.07 | 1. Range and context
2. Audience and purpose
3. Grammar
4. Vocabulary
5. Pronunciation and fluency
6. Non-verbal communication
 | 1. Highly familiar, short, explicit
2. Asks simple questions and makes statements with reasonable effectiveness
3. Basic structures, very limited tenses
4. Uses a small bank of words and phrases
5. Variable pronunciation, long pauses
6. Relies on non-verbal supports
 |  |  |
| 1.08 | 1. Range and context
2. Audience and purpose
3. Structure and grammar
4. Comprehension
5. Vocabulary
6. Rhythm, stress and intonation
7. Non-verbal communication
 | 1. Understands short, explicit exchanges, relies on context, prior knowledge, personal exp.
2. Identifies specific info in immediate environment
3. Basic structures, limited tenses
4. Comprehends simple questions, indicates need for repetition
5. Comprehends a small bank of words, maybe formulaic/survival
6. Requests repetition, needs slow, clear speech
7. Relies on gesture, facial expressions
 |  |

Comments on performance and support needed:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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## **Blank assessment summary sheet 2**

## Links to ACSF 2 Oral Communication

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## **Date: \_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ACSF Indicators | Focus areas  | Performance FeaturesIncluded |  Transcript, including examples of greetings, polite language, specific questions asked and answered, gestures | Links of oral text to specific outcomes  |
| 2.07 | Range and contextAudience and purposeRegisterCohesion and structureGrammarVocabularyPronunciation and fluencyNon-verbal communication | Demonstrates language for different purposesRecognises key, relevant information recognizes that word choices may varyBegins to recognise formal and informalMakes connections …when speaking; uses simple questions and instructions Refines skills, uses adjectives uses simple verbs in longer sentencesExtends key vocabularyMostly intelligible, speaks slowlyRelies on facial gestures to clarify or confirm |  |  |
| 2.08 | Range and contextAudience and purposeStructure and grammarComprehensionVocabularyRhythm, stress and intonationNon-verbal communication | Comprehends limited range of contexts. Connects own experienceBegins to recognise different registersFollows longer utterances, which are more complex; needs predictable structure Comprehends responds to, asks key information; asks for clarificationRecognises vocab related to self and othersRecognizes changes in stress and intonationInterprets facial expressions, gestures to confirm meaning.  |  |

Comments on performance and support needed:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Sample assessment summary sheet 1

## Links to ACSF 1 Oral Communication

Name: ***Sa***

## **Date this summary was written: \_\_\_\_\_\_\_\_\_\_\_\_**

Assessor’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evidence for demonstration of 1.07, 1.08

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ACSFindicators | Focus areas  | Performance features included | Transcript, including examples of greetings, polite language, specific questions asked and answered, gestures | Links of oral text to specific outcomes  |
| 1.07 | 1. **Range and context**
2. **Audience and purpose**
3. **Grammar**
4. **Vocabulary**
5. **Pronunciation and fluency**
6. **Non-verbal communication**
 | 1. Highly familiar, short, explicit
2. Asks simple questions and makes statements with reasonable effectiveness
3. Basic structures, very limited tenses
4. Uses a small bank of words and phrases
5. Variable pronunciation, long pauses
6. Relies on non-verbal supports
 | **Sa Hello, how are you?** **Mor: I am good. An you?****Sa: I am well. T’anks** **Mor: Where is the library, please?** **Sa: I did not know about the library…. I do not know about the library….(repeated correct tense). Sorry I not help.****Mor: hos did you get here today?****Sa; I ride my bike – bikike…? Bicicle? Bike? I ride my bike to...o get here (smile to show understanding of pronunciation issue)****Sa: Thank you for talk with me, my friend!****(smile and wave)** | * **With highly specific and familiar topics, Sa is able to complete this task ( g & H)**
* **He uses very , very limited tenses, but self corrects with expert support (I)**
* **Variable pronunciation (but improving) and medium-length pauses a feature.**
 |
| 1.08 | 1. Range and context
2. Audience and purpose
3. Structure and grammar
4. Comprehension
5. Vocabulary
6. Rhythm, stress and intonation
7. Non-verbal communication
 | 1. Understands short, explicit exchanges, relies on context, prior knowledge, personal exp.
2. Identifies specific info in immediate environment
3. Basic structures, limited tenses
4. Comprehends simple questions, indicates need for repetition
5. Comprehends a small bank of words, maybe formulaic/survival
6. Requests repetition, needs slow, clear speech
7. Relies on gesture, facial expressions
 | * **Needs repetition. Has learned the formula, “Can you repeat, please?” with *reasonable* clarity.**
* **Relies on slow speech, usually – but getting better with classmates’ variable speech and rate of utterances. ( h & M0**
* **Better when talking about immediate issues (how do you come to school?) rather than issues he isn’t sure about ( has only been here three months, hasn’t visited other cities).(I, ji, k)**
* **Sa’s written answers are included as evidence of listening.**
 |

 Comments on performance and support needed:

|  |
| --- |
| Sa’s skills in stating and answering predictable questions has improved during the six weeks of classes. He still relies on support –such as help with tenses, but almost always corrects and restates when supported. He relies on facial gestures for both aspects of oral communication – to show humour, understanding, and support of classmates. Slow but steady gains have been made and he is much more confident. He is now initiating greetings I the morning, rather than waving hello. He handled the ‘closed folder’ activity with confidence and humour.  |

## **Sample assessment summary sheet 2**

## Links to ACSF 2 Oral Communication

Name: ***Mirvit***

## **Date this summary was written: \_\_\_\_\_\_\_\_\_\_\_\_**

Assessor’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evidence for demonstration of 2.07, 2.08

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ACSF indicators | Focus areas  | Performance features included |  Transcript, including examples of greetings, polite language, specific questions asked and answered, gestures | Links of oral text to specific outcomes  |
| 2.07 | 1. Range and context
2. Audience and purpose
3. Register
4. Cohesion and structure
5. Grammar
6. Vocabulary
7. Pronunciation and fluency
8. Non-verbal communication
 | 1. Demonstrates language for different purposes
2. Recoginses key, relevant information recognizes that word choices may vary
3. Begins to recocgnise formal and informal
4. Makes connections …when speaking; uses simple questions and instructions
5. Refines skills, uses adjectives uses simple verbs in longer sentences
6. Extends key vocabulary
7. Mostly intelligible, speaks slowly
8. Relies on facial gestures to clarify or confirm
 | **Post class-mate A/B discussion with assessor****A: Mirvit, who did you talk to?****M: I talk with my friend Harun, using English. He didn’t to go Sydney…I tell him about when I go to see my sister and her baby.** **A: was it difficult, asking these questions and writing answers in English?** **M: not so so…not very.. because we every day we speak, like you tell us, teacher…Is hard, of course, is always the difficult but we tried. We tried every day. I am want to speak better, must try.** **A: it’s good to hear you say – ‘I want to speak better’, Mirvit’****M: yes teacher (picking up on cue ) -‘ I want to speak better****(mutual smile, show confirmation of the modelling’.** | **Most of the performance features were demonstrated today, with the exception of e- Mirvit’s transcript shows that she struggles with parts of speech with longer utterances****But evidence of a-d, f- h in question and answer writing-session and then the second, ‘free’ conversation.**  |
| 2.08 | 1. Range and context
2. Audience and purpose
3. Structure and grammar
4. Comprehension
5. Vocabulary
6. Rhythm, stress and intonation
7. Non-verbal communication
 | 1. Comprehends limited range of contexts. Connects own experience
2. Begins to recognise different registers
3. Follows longer utterances, which are more complex; needs predictable structure
4. Comprehends responds to, asks key information; asks for clarification
5. Recognises vocab related to self and others
6. Recognizes changes in stress and intonation
7. Interprets facial expressions, gestures to confirm meaning.
 | **Over several weeks of practice, Mirvit has been able to expand her range and context (, from talking only to her teachers or to her Arabic-speaking classmates (in L1) ( a, m).****She now speaks on familiar topics like getting to and from school, locational questions about the central, etc.****She has learned to state clearly and slowly- ‘Sorry? Can you repeat, please?” to aid her own understanding (k)****In the exchange transcribed she recognised my change in stress, when I re-modelled her phase, “I am want to speak better” to remove the superfluous ‘am’ ( n & O).**  |

 Comments on performance and support needed:

## **Sample assessment summary sheet 3**

## Links to ACSF 2 Oral Communication

Name: ***Rehan***

## **Date this summary was written: \_\_\_\_\_\_\_\_\_\_\_\_**

Assessor’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evidence for demonstration of 2.08

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ACSF indicators | Focus areas  | Performance features included |  Transcript, including examples of greetings, polite language, specific questions asked and answered, gestures |  Examples of greetings, polite language, specific questions asked and answered, gestures |
| 2.07 | 1. Range and context
2. Audience and purpose
3. Register
4. Cohesion and structure
5. Grammar
6. Vocabulary
7. Pronunciation and fluency
8. Non-verbal communication
 | 1. Demonstrates language for different purposes
2. Recoginses key, relevant information recognizes that word choices may vary
3. Begins to recocgnise formal and informal
4. Makes connections …when speaking; uses simple questions and instructions
5. Refines skills, uses adjectives uses simple verbs in longer sentences
6. Extends key vocabulary
7. Mostly intelligible, speaks slowly
8. Relies on facial gestures to clarify or confirm
 | Linda, good morning Reham. How are you?Reham. I am good- thanks to – thank you.Reham: Where you live- living?Linda: I live in Logan. Where do you live?Reham: I also Logan. Yes.Linda: Do you live alone or with family?Reham: Alone – not . my husband. I live and my husband. Linda: Can you ride a bicycle?Rehan: (laugh) no. not. I never- gesture to skirt. And you? Can?Linda – when I was young child yes. Now. I think. Not.Both laugh |  **2.07** N/A not fully demonstrated yet – although she is beginning to extend vocabulary and to practise intelligible utterances with more confidence.  |
| 2.08 | 1. Range and context
2. Audience and purpose
3. Structure and grammar
4. Comprehension
5. Vocabulary
6. Rhythm, stress and intonation
7. Non-verbal communication
 | 1. Comprehends limited range of contexts. Connects own experience
2. Begins to recognise different registers
3. Follows longer utterances, which are more complex; needs predictable structure
4. Comprehends responds to, asks key information; asks for clarification
5. Recognises vocab related to self and others
6. Recognizes changes in stress and intonation
7. Interprets facial expressions, gestures to confirm meaning.
 | 2.08 The written work and transcript demonstrate she is more confident with listening – she asks for repetition or expresses uncertainty – mainly by gesture, but has learned to repeat the phrase, ‘Can you repeat that, please’ ( a, c, d, e, )She is able to interpret facial gestures and recognise intonation - responding to the doubt in her interlocutor’s voice over the bike-riding; as she wears a long skirt and full veil. (f, g) |

Comments on performance and support needed: Reham has not yet demonstrated a gain in **speaking**, up to exit ACSF 2. She requires a great deal of support, still, to encourage in o speaking beyond single words – in this task she painstakingly wrote answers to the questions but didn’t’ say them first. However, her **listening skills** have increased and she displays an ability to understand and respond to class mates and her teachers.