

BOARD OF STUDIES
NEW SOUTH WALES



English K-6

**Student
Work Samples**

**Talking and Listening
Reading
Writing**

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Introduction

This support document, *English K–6 Work Samples*, has been developed to assist teachers in monitoring student progress.

The work samples in this document are used to illustrate what students know and can do in English in Early Stage 1, Stage 1, Stage 2 and Stage 3. They provide examples of what students do when they demonstrate the achievement of syllabus outcomes, and how they progress towards the achievement of syllabus outcomes.

The work samples used in this document are authentic texts collected from students in New South Wales schools and preschools. Work samples from early in each stage are included along with work samples that illustrate achievement of stage outcomes. Samples of work in both first and final draft have been included.

In addition to what students can do, the work samples also indicate areas requiring development. A ‘Where to from here?’ box has been developed for each work sample. This box includes information about the areas that the teacher will focus on to improve students’ talking, listening, reading or writing.

The work samples are annotated with indicators for the relevant outcomes. Since the indicators in the *English K–6 Syllabus* are not prescriptive statements, the indicators provided here may not always correspond to those from the syllabus. Links to outcomes from other strands are provided with most samples.

The work samples also include brief descriptions of the tasks that led to the production of the work samples. This information provides the varying contexts within which the work samples have been developed.

A CD-ROM of student work samples for English K–6 is also being published, enabling teachers to view work samples that are best represented electronically.



**Student
Work Samples:**

**Talking and
Listening**

Student Work Samples for Talking and Listening

This section contains work samples that include information about students' use of oral language for different purposes, different audiences and different situations.

It is difficult to present work samples in print form that demonstrate the range of talking and listening learning experiences in English. The transcripts in this section have been included as a representative sample only.

Spoken language may be dialogue or monologue. When speakers engage in dialogue, they do so through the use of statements, questions, commands and exclamations. These different choices for meaning enable people to interact through language. Patterns of interaction developed through such choices are exemplified throughout the transcripts.

In school contexts, teacher–student and student–student dialogue plays a crucial role in students' learning. When we read transcriptions of such dialogue, they may seem awkward and even incomplete. There are a number of reasons for this reaction, some of which will be discussed in these notes about features of spoken language. For example, when we engage in dialogue, we often use only phrases or groups of words in response to a question, as in the following excerpt (p 16):

Jesse I didn't find one in a rock pool I found one in the sea.
Teacher In the sea?
Jesse Hidden under a big rock.

This pattern of language use is exemplified in the response 'Hidden under a big rock'. The student does not say 'I found one hidden under a big rock'. The information 'I found' is given in an earlier sentence and thus can be retrieved from it.

In writing speech situations, where teacher and students know what activity or what things are being focused on in the classroom, the dialogue is at times difficult to follow, as in the following excerpt between students (p 20):

Naomi She cut up ... up ... up ... up ... Is there an 'up' over here? Up.
Sheridan There's an 'up'. I know where an 'up' ... Is 'up' on ...
Naomi No that is 'big'.
Sheridan Up ... up ... up ... is in level two.

The students seem to be referring to a chart in the classroom. This is not made explicit in the dialogue, nor is there any need for it to be. The students know what they are talking about. They share this information.

The dialogue becomes harder to follow as the exchange between the students continues:

Sheridan Is this wrong? (Naomi is correcting Sheridan's 'ate')
Naomi That's wrong. What's that supposed to be?

As readers who were not involved in the situation, we do not know the identity of 'this' or 'that'. The identity of 'this' is made clear by the teacher's comment added to the transcription. Such a text can be described as 'context dependent'. That is to say, it cannot be understood without reference to information that is only available in the context where the text was produced.

Another feature of spoken language is that there are often false starts and hesitations as speakers use language to make and communicate meaning. Hesitations are apparent in the following excerpt (p 12):

Melanie (Holding a badge wall-hanging) Well ... um ... Mum made this. I hang it in my bedroom near my bed. (lengthy pause)
Teacher What a great idea. Who collected all the badges?
Melanie Well ... um ... Mum started collecting them.

This excerpt also exhibits another feature typical of spoken language, the use of a word such as 'well'. Words such as 'well' and 'now' have an important function in spoken language. In dialogue they can signal that a response is being made to a question, as in the excerpt above. In a monologue, 'well' and 'now' signal that the speaker is moving on to the next point they wish to make. This usage is exemplified in the text, 'Tour of Tutankhamen's Tomb', (p 35).

Good morning! Welcome to Tutankhamen's tomb. I'm Ainslie your tour guide. I'm just going to tell you a few things about Tutankhamen ...

Now, I'd like to remind you to stay right behind me at all times, because there is a possibility that anyone of you can get lost in one of the corridors.

Here, the use of 'now' signals a shift from the introduction to a cautionary remark about tourist behaviour.

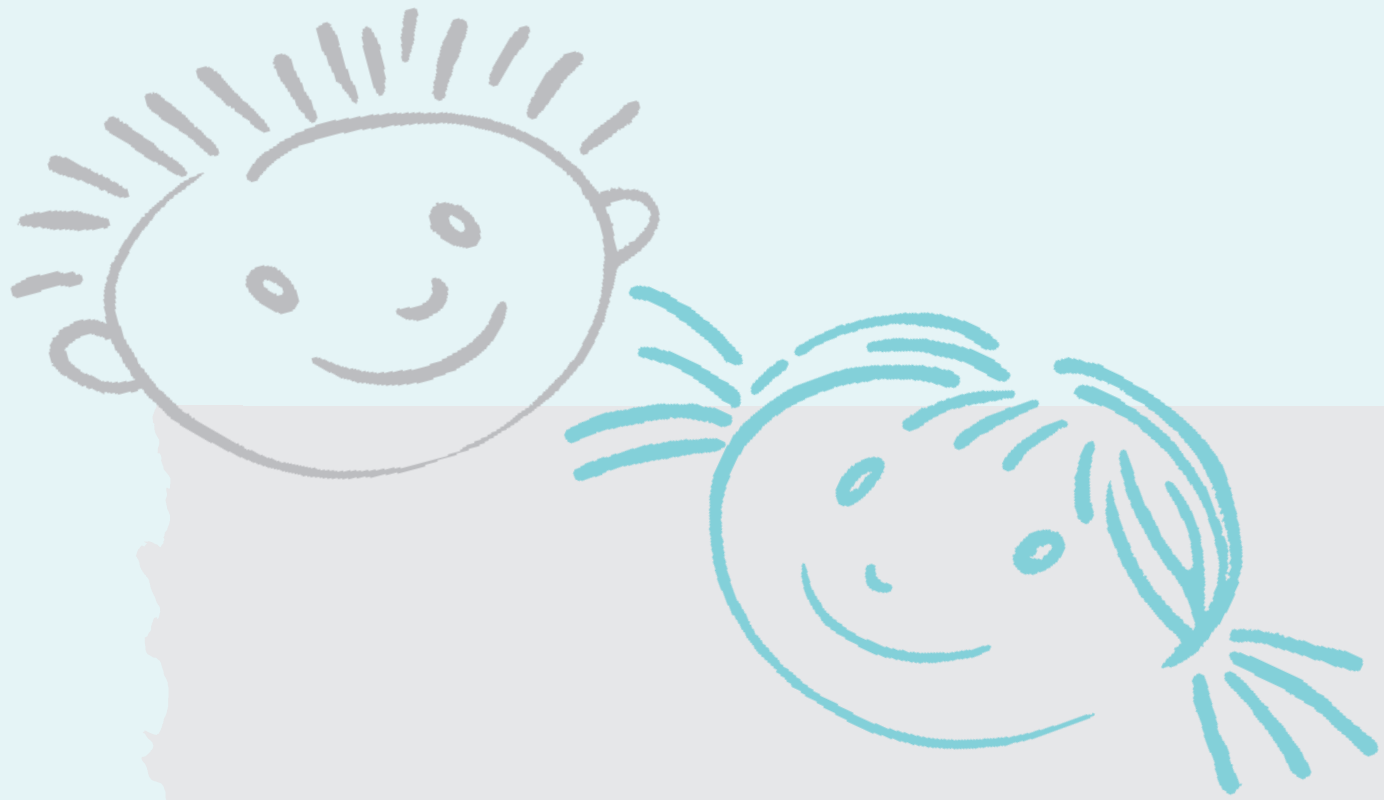
Spoken texts are often structured very differently from written ones in the way conjunctions are used to link clauses. The following excerpt exemplifies this usage (p 24):

Last Thursday we made vegetable stew and then we cut little pieces of vegetables and then we put them in the pot and then we put cold water and we put alphabet noodles in it, too, then we went out for lunch and when we came back after lunch and we ate this.

The repetition of 'and then' makes explicit that the events are linked in a time sequence, which helps the listener to follow the development of the text as it unfolds. Such a use of conjunctions is unnecessary in written texts, which have a permanent expression. When we do encounter this use in writing, we find it awkward and unnecessary, as indeed it often is. Written texts sequence events in time but the links are often left implicit.

As we can see from the monologues in the work samples, speech, in some contexts, becomes more like written language. That is to say, the text is structured so that it is 'context independent'. The reader of these transcripts does not require information from the context to understand the text. The shift from dialogue (that is context dependent) to monologue (that is context independent) involves students in using language differently. They have to name who or what they are talking about and build up descriptions of people, places and settings. They use well-structured sentences but do not link clauses with a succession of conjunctions such as 'and then'.

If teachers are sensitive to the various features of spoken language raised in these notes, they can assist students to develop their skills in both dialogue and monologue and to develop their abilities in producing context independent texts.



Talking and Listening

Early Stage 1

Outcomes

- TES1.1 Communicates with peers and known adults in informal situations and structured activities dealing briefly with familiar topics.
- TES1.2 Demonstrates basic skills of classroom and group interaction, makes brief oral presentations and listens with reasonable attentiveness.
- TES1.3 Recognises that there are different kinds of spoken texts and shows emerging awareness of school purposes and expectations for using spoken language.

Context

In previous lessons, the class has discussed the sorts of questions to ask after an oral presentation. Here, Melanie has brought in a wall-hanging to show other students as part of the class news session.

Melanie: Good morning, everyone.

Class: Good morning, Melanie.

Melanie: (Holding a badge wall-hanging) Well ... um ... Mum made this. I hang it in my bedroom near my bed. (lengthy pause)

Teacher: What a great idea. Who collected all the badges?

Melanie: Well ... um ... Mum started collecting them. (points to badges) That one comes from the Cancer Council. That one comes from the Dubbo Zoo and that one's from the Dubbo Gaol.

Teacher: Which one is your favourite?

Melanie: That one from the Dubbo Zoo. And I've got Pete and Penny on this one. (looks at the class) Any questions?

Brighdin: Where does that yellow one come from?

Melanie: From Aunty Susan, I think ... but when you put it in the fridge, it changes colour.

Teacher: Thank you, Melanie.

- TES1.1 recounts a personal or shared experience*
- TES1.1 presents news to class*
- TES1.1 understands simple procedures, eg routine, predictable classroom instructions*
- TES1.2 stays on topic and asks and responds to questions when discussing shared experiences with teacher and peers*
- TES1.2 responds to simple questions*
- TES1.2 provides answers to questions*
- TES1.2 uses correct word order when asking questions or making statements*
- TES1.2 uses relevant questions to ask for specific information*
- TES1.2 presents news items so they can be heard and understood, and with some composure*
- TES1.2 listens while others present news and asks relevant questions*
- TES1.3 demonstrates recognition that there are different spoken texts, eg 'This is a conversation', 'This is our news'*
- TES1.3 greets people differently according to the relationship*
- TES1.3 recognises different oral contexts such as morning news, assembly, group work, teacher talk*



Where to from here?

Develop a news planning chart with the students, with a framework of 'who, what, when, where and why' questions. Encourage students to refer to the chart when asking questions during news.

Outcomes

TES1.1
Communicates with peers and known adults in informal situations and structured activities dealing briefly with familiar topics.

TES1.2
Demonstrates basic skills of classroom and group interaction, makes brief oral presentations and listens with reasonable attentiveness.

TES1.3
Recognises that there are different kinds of spoken texts and shows emerging awareness of school purposes and expectations for using spoken language.

Context

As part of a Mathematics activity, the students were required to construct a ramp and discover which objects would roll and which would slide. In order to ensure effective group work, the students were allocated specific tasks. This work sample is an excerpt from the transcript of the discussion that took place during the activity.

TES1.1 comprehends teacher talk that has been adapted to needs of listeners

TES1.1 interprets a simple instruction from teacher or peer

TES1.1 recounts a personal or shared experience

TES1.1 provides rudimentary explanations

TES1.1 takes part in structured group or pair activities involving talk

TES1.2 uses correct word order when asking questions or making statements

TES1.2 provides answers to questions

TES1.2 talks and listens to others in small-group and whole-class discussions

TES1.2 participates in partner and small-group activities

TES1.3 recognises different oral contexts such as morning news, assembly, group work, teacher talk

TES1.3 talks about own role in small-group discussion

Teacher: Would you like to tell me how you built your ramp?

Mikayla: We had a toilet roll ... um ... we had blocks.

Jason: We had a piece of wood.

Sarah: We had a sign to tell us which group we were in.

Teacher: And when you came to your group you had to build a ramp. How did you build your ramp?

Sarah: We got a big log and we just put this piece of wood and slid things down.

Teacher: What were the things that rolled down?

Mikayla: The toilet roll and the car and the piece of wood.

Teacher: Were those the things that slid down the ramp?

Mikayla: No, this rolled down (pointing to toilet roll) and the others slid.

Teacher: Can you tell me something about the shape of the objects?

Jason: Some things are round and some are square.

Sarah: Because some are round, they roll, and because some are flat, they slide.

Teacher: Fantastic investigating. What clever children!



Where to from here?

Ask students to report back to the whole class. Have them classify the objects into those which rolled and those which slid and discuss their categorisations.

Outcomes

TES1.1

Communicates with peers and known adults in informal situations and structured activities dealing briefly with familiar topics.

TES1.2

Demonstrates basic skills of classroom and group interaction, makes brief oral presentations and listens with reasonable attentiveness.

Context

The teacher demonstrated how to play a barrier game and modelled questions that would provide information about how to complete the barrier game activity. This is a transcript of two students playing a barrier game.

- Stephen:** Put the house near the tree.
- Brighdin:** You mean on top of the grass ... a little bit on top of the wall?
- Stephen:** Yes. Put the sun in the sky.
- Brighdin:** You mean on the side near the gate?
- Stephen:** Sort of near the gate. Put the car on the road.
- Stephen:** Put the person on the road.
- Brighdin:** The boy or the girl?
- Stephen:** The boy.
- Brighdin:** You mean behind the car?
- Stephen:** Near the car.
- Brighdin:** OK.
- Stephen:** Put the apples on the tree.
- Stephen:** Put the ball on the road.
- Brighdin:** Done it.
- Stephen:** Put the kite in the air.
- Brighdin:** You mean on top of the sun?
- Stephen:** No, near the sun.
- Stephen:** Put the girl next to the boy.
- Brighdin:** Done it.
- Stephen:** Put the cat near the car ... no ... near the boy. (goes to teacher) We've finished!
- Teacher:** (brings the two pictures together) Let's see how they match up.
- Stephen:** No, she's wrong. The car has to be there and the ball over here. You had the house right.
- Teacher:** I think you did very well, Brighdin. You were very close.

TES1.1 carries out instructions involving one step

TES1.2 provides answers to questions

TES1.1 interprets a simple instruction from teacher or peer

TES1.2 responds to simple questions

TES1.1 understands the difference between a question and a statement

TES1.2 uses correct word order when asking questions or making statements

TES1.2 listens and follows one-step instructions

TES1.2 uses relevant questions to ask for specific information

TES1.2 participates in partner and small-group activities



Where to from here?

Model more specific language for giving directions. Develop students' use of technical vocabulary by constructing KLA-specific activities, eg use 2D shapes and model the use of vocabulary (eg 'Put the red triangle underneath the yellow circle').

Outcomes

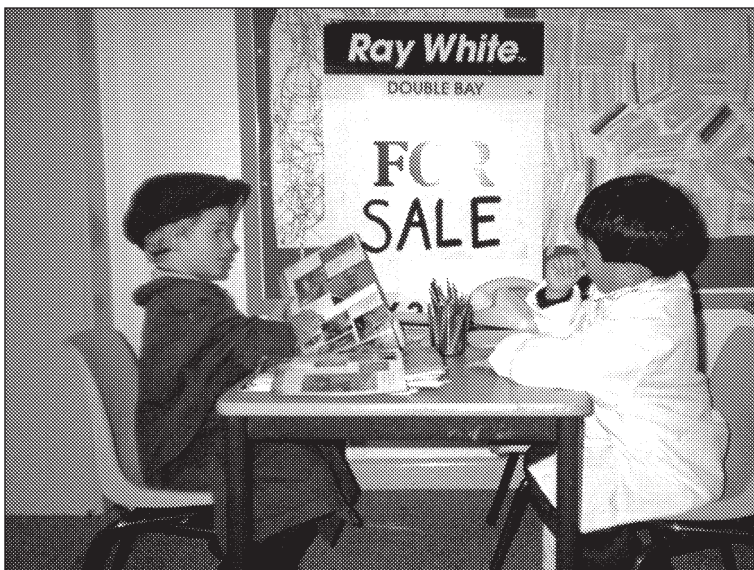
TES1.1
Communicates with peers and known adults in informal situations and structured activities dealing briefly with familiar topics.

TES1.2
Demonstrates basic skills of classroom and group interaction, makes brief oral presentations and listens with reasonable attentiveness.

TES1.3
Recognises that there are different kinds of spoken texts and shows emerging awareness of school purposes and expectations for using spoken language.

Context

The students have been involved in exploring the topic 'Homes and houses'. They have previously been to visit a real estate office and have explored the local neighbourhood for 'For Sale' signs. The class decided to set up a real estate office within the classroom. The students brainstormed what was needed in the office. They decided on desks, chairs, dress-up clothes, phones, pencils and paper, pamphlets and 'For Sale' signs. In role-play, Steven (the salesman) gave Jack a brochure and asked him to choose a house. He asked Jack how many bedrooms he wanted, how many bathrooms, and if he wanted a pool. In turn, Jack asked Steven questions about the houses (top photo). Jack then showed Steven where he wanted to live (bottom photo).



TES1.1 engages in conversation with known peers

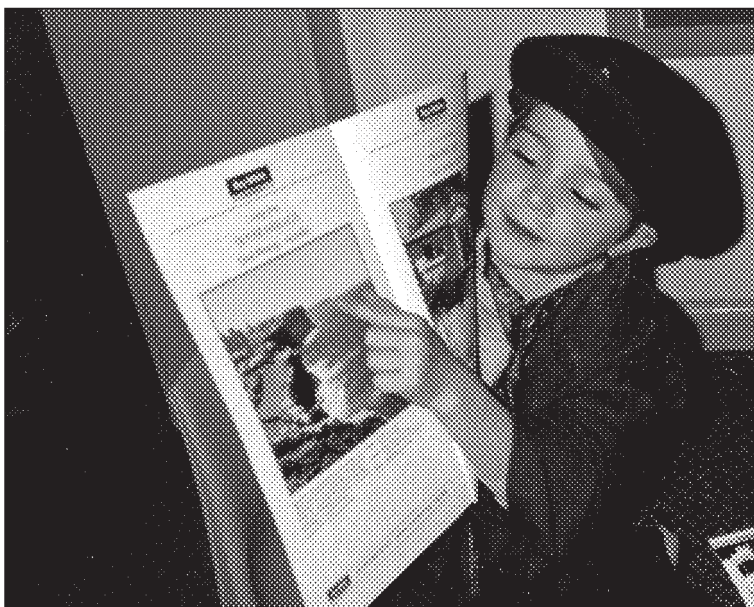
TES1.1 expresses feelings, needs, wishes, likes and dislikes

TES1.2 makes requests appropriately

TES1.2 uses appropriate body language and gestures when interacting with others

TES1.3 changes manner of speech in role-play activities

TES1.3 understands the different purposes of familiar spoken texts, eg role-plays



Links with other outcomes: Reading ES1.5

Where to from here?

Ask students to role-play this situation in front of the class. Discuss the language used, eg persuasive language, terminology. Have students design a floor plan of their ideal home.

Outcomes

TES1.1 Communicates with peers and known adults in informal situations and structured activities dealing briefly with familiar topics.

TES1.2 Demonstrates basic skills of classroom and group interaction, makes brief oral presentations and listens with reasonable attentiveness.

Context

During independent reading, this student was required to read an unseen text (selected according to an appropriate level of reading recovery). The student then discussed the text with her teacher.

TES1.1 *listens and responds to news, stories*

TES1.2 *provides answers to questions*

TES1.1 *provides rudimentary explanations*

TES1.2 *uses correct word order when asking questions or making statements*

TES1.1 *recounts a personal or shared experience*

TES1.2 *uses relevant questions to ask for specific information*

TES1.2 *demonstrates attentive listening in nonverbal ways appropriate to own culture*

Teacher *It's about the sea is it, and what do they do?*

Jesse *Look at all sorts of things in a rock pool.*

Teacher *Have you ever been to a rock pool Jesse? Did you find things like...*

Jesse *We saw a couple of leeches. But I didn't touch them. I saw some different creatures which weren't like these.*

Teacher *What other creatures did you see?*

Jesse *Well I looked in a little rock pool which had a gap under where it went into the sea as well.*

Teacher *Yes and what did you see then?*

Jesse *I saw a funny, I saw a bone sucker. One of them fish that sucks the whole sea clean. I didn't put my finger in or it would suck it up.*

Teacher *I'm glad you didn't.*

Jesse *I saw an octopus.*

Teacher *Wow! They didn't find an octopus in this rock pool did they?*

Jesse *No, excuse me?*

Teacher *Yes?*

Jesse *I didn't find one in a rock pool I found one in the sea.*

Teacher *In the sea?*

Jesse *Hidden under a big rock.*

Teacher *Right.*

Jesse *They squeeze under things. They can't they?*

Teacher *Yes they can.*

Jesse *Excuse me? What are them little things, the blue things?*

Teacher *Little stones maybe. Do rock pools have little stones in them?*

Jesse *Sometimes but they aren't blue they are red.*

Teacher *I don't know. Does it tell us in the story?*

Jesse *No it doesn't. Maybe it's part of the seaweed. It could be little roots sticking up.*

Links with other outcomes: Reading ES1.5, 1.6, 1.7

Where to from here?

Have students create a model of a rock pool, including the sea creatures described in the text. Model the use of descriptive language when discussing sea creatures and use this language as the basis for labelling the model.

Outcomes

TES1.1
Communicates with peers and known adults in informal situations and structured activities dealing briefly with familiar topics.

TES1.2
Demonstrates basic skills of classroom and group interaction, makes brief oral presentations and listens with reasonable attentiveness.

TES1.4
With teacher guidance, identifies some basic language features of familiar spoken texts.

Context

After reading *There's an Alligator Under My Bed*, James discussed it with a partner, then retold the story to his teacher.

TES1.1 *comprehends teacher talk that has been adapted to needs of listeners*

TES1.1 *talks with teacher about topics of personal interest*

TES1.1 *tells or retells simple stories*

TES1.2 *provides answers to questions*

TES1.2 *stays on topic and asks and responds to questions when discussing shared experiences with teacher and peers*

TES1.4 *attempts to match noun to pronoun*

TES1.4 *talks about characters in a text*

There's an alligator under my bed — Mercer Mayer

James: There's a alligator under my bed. (cover title)

James: There's a alligator under my bed.

James: I'm walking up on wood so he doesn't get me.

Teacher: That's a good idea.

James: And he's looking but he can't see him.

Teacher: Why is the boy so happy?

James: Because the crocodile, he's trapped him there ... and he's going back walking up the stairs.

Teacher: Where is he going?

James: To his bed ... and he's thinking about ... he's writing about ... he might write a note.

Teacher: I think you might be right, because he does look like he's thinking. What's happening now?

James: He's done the notes.

Teacher: And who are the notes for?

James: For dad ... to let him know about the crocodile.

Teacher: Why does daddy need to know about that?

James: Because he ... because he needs to know about the crocodile.

Teacher: Why does daddy need to know about the crocodile?

James: Because he ... 'cause he ... because he might eat him ... when he steps into the garage.

James: Because he needs to know if there's any trouble he has to call me ... Because daddy has to get in his car.

James: And I've got a door like that at home!

Teacher: Would you leave a note like that for your daddy?

James: But there's no crocodiles!

Teacher: I hope not! Is it a true story?

James: No, imagination.

Links with other outcomes: Reading ES1.5, 1.7

Where to from here?

Ask the students to draw pictures of the significant parts of the story, sequencing them and using speech and thought bubbles.

Outcomes

TES1.1
Communicates with peers and known adults in informal situations and structured activities dealing briefly with familiar topics.

TES1.2
Demonstrates basic skills of classroom and group interaction, makes brief oral presentations and listens with reasonable attentiveness.

Context

This student told her classmates about a two-week holiday in Fiji that she had taken with her family. She used the diary (transcribed by her parents) that she had kept as a prompt.

TES1.1 *expresses feelings, needs, wishes, likes and dislikes*

TES1.1 *presents news to class*

TES1.1 *recounts a personal or shared experience*

TES1.1 *talks to whole class about a topic of personal interest*

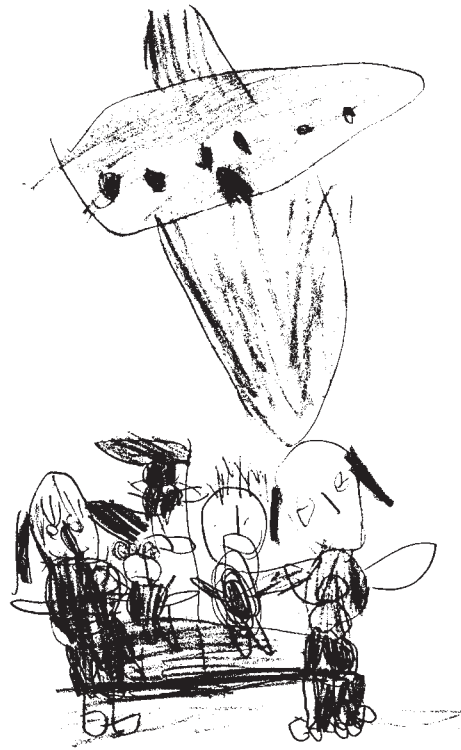
TES1.2 *presents news items so they can be heard and understood, and with some composure*

TES1.2 *talks and listens to others in small-group and whole-class discussions*

TES1.2 *uses correct word order when asking questions or making statements*

we WENT IN A
VER LITTLE PLANE
AND A BOAT
THEN WE ARRIVED to
FIJI ISLAND

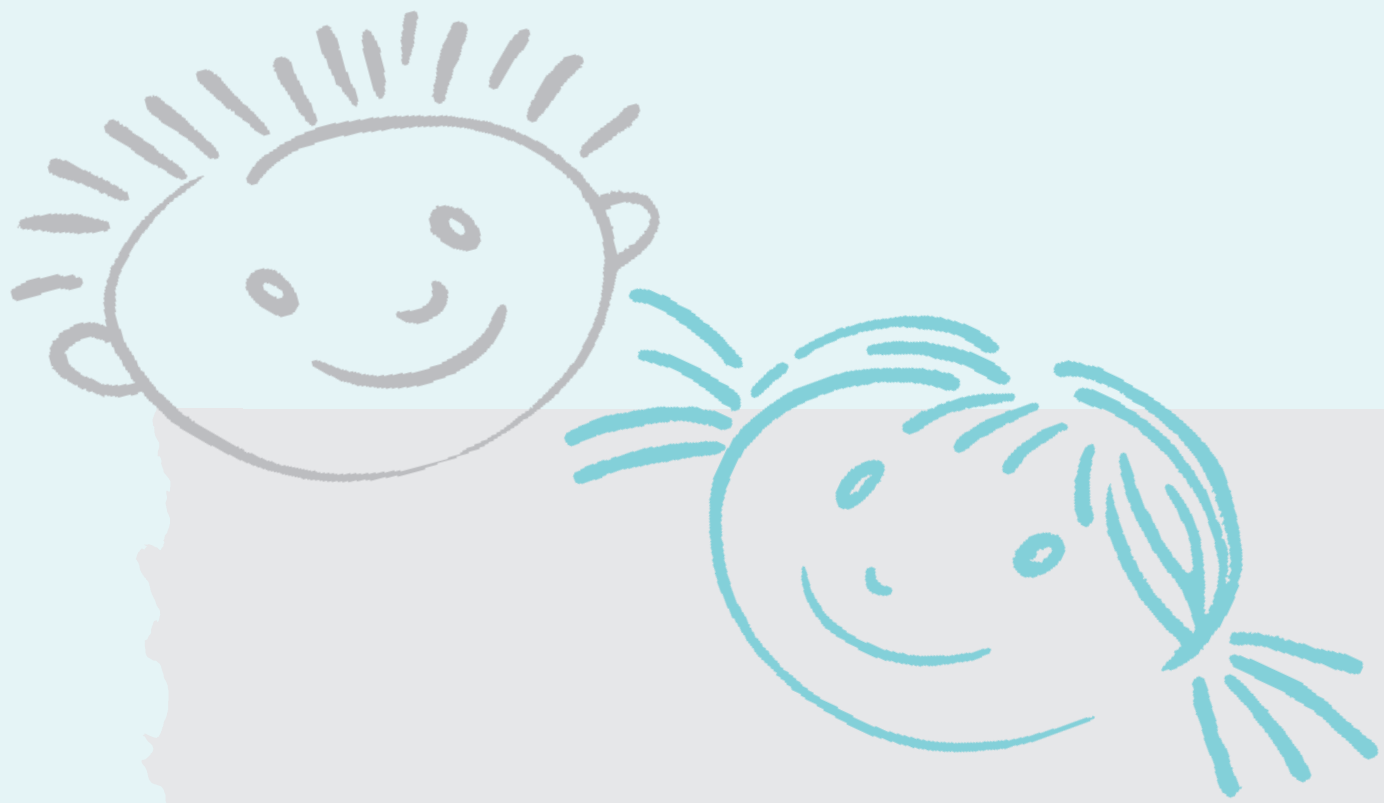
We went in a very
little plane and a boat
then we arrived to
Fiji island



Links with other outcomes: Reading ES1.5, 1.6, 1.9; Writing ES1.10

Where to from here?

Photocopy and enlarge the diary extract, with drawings, and display in the classroom. Write questions above it, eg Where did she go?.



Talking and Listening

Stage 1

Outcomes

TS1.1 Communicates with an increasing range of people for a variety of purposes on both familiar and introduced topics in spontaneous and structured classroom activities.

TS1.2 Interacts in more extended ways with less teacher intervention, makes increasingly confident oral presentations and generally listens attentively.

Context

After making a fruit salad, students worked in pairs to jointly construct a procedural recount.

<i>TS1.1 asks questions to seek clarification</i>	<i>TS1.1 listens to and follows a brief set of instructions</i>
<i>TS1.1 follows a short procedure, eg instructions for a simple task</i>	<i>TS1.1 recounts real or imagined events in logical sequence</i>
<i>TS1.1 interacts in informal conversations with peers and adults</i>	<i>TS1.2 follows instructions on how to complete an activity</i>
<i>TS1.1 is able to give simple directions</i>	<i>TS1.2 speaks clearly and conveys meaning to peers</i>

Naomi: Mrs M cut up the fruit. Did you write 'cut up the fruit', 'cut up the fruit'?

Sheridan: Mrs M cut up the ... cut ... cut up.

Naomi: Do you mind if I just write this: 'the' — can you see 'the' there?

Sheridan: The n-e-t.

Naomi: Is this all right, Mrs M?

Teacher: Beautiful. Keep going.

Naomi: She cut up the fruit. No, she mixed up the fruit. She mixed up the fruit.

Sheridan: Sh ... sh ... sh ... sh. She cut ...

Naomi: She cut up ... up ... up ... up. Is there an 'up' over here? Up.

Sheridan: There's an 'up'. I know where an 'up' ... Is 'up' on ...

Naomi: No, that is big.

Sheridan: Up ... up ... up is in level two.

Ashley: Up is in level two, Mrs M. Up and down.

Naomi: Can I borrow that?

Sheridan: I can't do number threes, number fours ... four ... four.

Sheridan: We ... (sounds) w- ate ... We ... (sounds) w-e a-t ... w-e ... We ate.

Naomi: Ate.

Sheridan: I know how to do it ... t-t

Sheridan: Is this wrong?

Naomi: That's wrong. What's that supposed to be? s-s, a-a-t. Did we do it?

Naomi: Hang on, I can fix it up. a-t ... a-t

Sheridan: Is that it: a (letter name) -t-ee?

Naomi: Is that good? Did we do it?

Sheridan: ... ee. (Sheridan finishes writing the letter 'e')

Links with other outcomes: Reading S1.5, 1.6; Writing S1.9

Where to from here?

Jointly construct a procedural recount with the class and have pairs of students write one, referring to the class text.

Outcomes

TS1.1 Communicates with an increasing range of people for a variety of purposes on both familiar and introduced topics in spontaneous and structured classroom activities.

TS1.2 Interacts in more extended ways with less teacher intervention, makes increasingly confident oral presentations and generally listens attentively.

Context

During a writing conference, Samantha and her teacher discussed the purpose and grammatical features of a written procedure while redrafting Samantha's original work.

TS1.1	<i>attends to longer stretches of teacher talk</i>	TS1.1	<i>listens to and follows a brief set of instructions</i>
TS1.1	<i>engages in group discussion to solve a problem</i>	TS1.2	<i>as a listener, usually maintains eye contact (if culturally appropriate)</i>
TS1.1	<i>follows a short procedure, eg instructions for a simple task</i>	TS1.2	<i>follows instructions on how to complete an activity</i>
TS1.1	<i>listens attentively and converses with others to share ideas or give information</i>	TS1.2	<i>listens and contributes frequently to small-group interaction</i>

Teacher: Is this piece of work an explanation or a procedure? Is this piece of writing telling you how a car works or how to drive it?

Samantha: (silence)

Teacher: When we made this piece of writing, we were trying to write a procedure, but a lot of children have written an explanation. Can you turn that into a procedure?

Samantha: Yes.

Teacher: What does a procedure have? It uses words such as 'turn', 'switch', 'add', 'mix' ... 'Put key in. Turn it'. What are the rules? Put the pieces ... roll the dice ... Go and choose a friend to help you. (Samantha chooses a friend — Teleah. Teleah joins Samantha at Mrs M's desk)

Teacher: Samantha, ask Teleah what a procedure has.

Samantha: Teleah, what is a procedure?

Teleah: It helps you to do something.

Teacher: (circles the 'bossy verbs' as the students watch) Go and ask another person to help you. (Samantha returns with Tayla) 'Park', 'get', 'pull', 'put'. Tayla, what are these?

Tayla: A bossy verb.

Teacher: Very good. What do you start with? (joint editing between students and Mrs M) Cross out words you don't need.

Samantha: Cross out 'the driver'. Cross out 'you turn'. (Samantha crosses out words)

Tayla: Cross out that. (points)

Teacher: How do you spell 'pull'? (previously spelt 'pool'. Silence) Look at the charts. Point to 'pull'. How do you spell it?

Samantha & Tayla: P-u-l

Teacher: Two els. P-u-l-l. Good. Pull the gears. Is 'the driver' a bossy verb?

Samantha: No.

Teacher: Good. What should it be?

Teleah: Drive the car. Is there a bossy 'e'? Get rid of the 's', don't need it. (Samantha corrects; writes 'reverse')

Teleah: Can't do that because you're already out of the car. (students discuss)

Teacher: What starts the front of the line?

Samantha: A capital letter.

Teacher: Good. Can you write your procedure?

Samantha: Yes.

Links with other outcomes: Writing S1.9, 1.10

Where to from here?

Ask more open-ended questions to elicit more detailed responses. Have students create a simple illustrated story map to share with a partner.

Outcomes

TS1.1
Communicates with an increasing range of people for a variety of purposes on both familiar and introduced topics in spontaneous and structured classroom activities.

Context

The students are encouraged to read a familiar text to a friend. Naomi read to a friend and then retold the story to her teacher.

TS1.1 *expresses a point of view*

TS1.1 *listens attentively and converses with others to share ideas or give information*

TS1.1 *provides a brief retelling of a familiar story*

TS1.1 *talks comfortably with a range of classmates*

Teacher: What's the book all about?
 Naomi: Grandpa, Grandpa.
 Teacher: What did he do with his little girl?
 Naomi: He goes fishing.
 Teacher: He does. Have you ever been fishing Dylan?
 Children: Yeah.
 Teacher: Did you catch anything?
 Dylan: Some fish, some crabs, some mussels.
 Teacher: Have you tried mussels to eat?
 Dylan: No.
 Teacher: Can you show me where your favourite part is in the book Dylan?
 Teacher: Did you like that story?
 Children: Yep.
 Teacher: Why did you like it?
 Dylan: Cos they caught fish.
 Teacher: Dylan and Naomi can you tell me what the story is about from the beginning to the end.
 Naomi: Grandpa, Grandpa
 Teacher: What happens in the story?
 Naomi: The little girl gets her Grandpa to go fishing and they went fishing and they got wet.

Links with other outcomes: Reading S1.5, 1.7

Where to from here?

Students could choose their own favourite part of a story and illustrate it, before presenting it to the class/group. Look at the written text and discuss whether it is supported by these illustrations.

Outcomes

TS1.1
Communicates with an increasing range of people for a variety of purposes on both familiar and introduced topics in spontaneous and structured classroom activities.

TS1.2
Interacts in more extended ways with less teacher intervention, makes increasingly confident oral presentations and generally listens attentively.

Context

Part of the focus of the talking and listening activities had been discussing and role-playing 'What makes a good listener?'. The students had listened to a guest speaker, who is an author, and, in groups, had been asked to record three points made by the author. They then came together as a class and shared their responses.

TS1.1 attends to longer stretches of teacher talk

TS1.2 listens and contributes frequently to small-group interaction

TS1.1 in a group, discusses information from a news event or classroom event

TS1.2 rephrases statements to increase their clarity

TS1.1 listens attentively and converses with others to share ideas or give information

TS1.2 is aware of how gesture and facial expression show interest or lack of interest on the part of the listener (if culturally relevant)

TS1.2 as a listener, usually maintains eye contact with speaker (if culturally appropriate)

Teacher: Tell me — what it was that she was talking to us about, our visiting author? What things was she telling us?

Student: She told us that she had to trace.

Teacher: What was she tracing for?

Student: A book.

Teacher: Right — she was doing what in the book? What was she doing in the book?

Student: She was tracing over the line and drawing some lines.

Teacher: What was she making for the book?

Student: She was putting pictures in so that the ... could look at the pictures and do some writing to that.

Teacher: Right. This visiting author — was she only the writer of the story? What else did she do for her books, Rebecca?

Student: Illustrator and she does pictures.

Teacher: Very good. So she was the illustrator and the author. How does she do her illustrations? What does she start with, Rebecca?

Student: She starts with a sketch.

(Following this class discussion, the students read, in small groups, the points that they had recorded from the presentation.)

Students: She drew and she traced and she sketched.

She draws it, she traces it, she paints it.

She does sketches and she makes mistakes and she paints after she has done everything.

She makes mistakes, she paints it, she paints it clearly.

She does sketches, she paints, she traces.

She sketches before she paints, she paints, she uses watercolours.

She paints it and she traces it and she draws it.

She traces the paper, she draws the picture, she paints the pictures.

She draws it, she colours with paint, she traces it, she takes it to her publisher.

Draws, uses water paint, uses borders.

First the ... After the process she first shows how to trace it.

Links with other outcomes: Reading S1.5

Where to from here?

Discuss what extra information students would have liked to have learnt from the presentation. Jointly construct the types of questions that would help in eliciting further information.

Outcomes

- TS1.1**
Communicates with an increasing range of people for a variety of purposes on both familiar and introduced topics in spontaneous and structured classroom activities.
- TS1.2**
Interacts in more extended ways with less teacher intervention, makes increasingly confident oral presentations and generally listens attentively.
- TS1.3**
Recognises a range of purposes and audiences for spoken language and considers how own talking and listening are adjusted in different situations.
- TS1.4**
Recognises that different types of predictable spoken texts have different organisational patterns and features.

Context

The students had previously made vegetable stew and contributed to a joint construction of a procedural recount of the event. Individually, they then presented an oral procedural recount. Some of these presentations have been included in this work sample.

<i>TS1.1</i>	<i>converses about a school topic</i>	<i>TS1.2</i>	<i>speaks clearly and conveys meaning to peers</i>
<i>TS1.1</i>	<i>listens attentively and converses with others to share ideas or give information</i>	<i>TS1.3</i>	<i>talks about the structure of some text types, eg a simple procedure, spoken information report, personal recount</i>
<i>TS1.1</i>	<i>recounts real or imagined events in logical sequence</i>	<i>TS1.4</i>	<i>plans temporal sequence in spoken recounts, eg 'first', 'next', 'finally', 'then'</i>
<i>TS1.1</i>	<i>talks comfortably with a range of classmates</i>	<i>TS1.4</i>	<i>sequences ideas in speech in logical ways</i>
<i>TS1.2</i>	<i>listens and contributes to class discussions on various topics</i>	<i>TS1.4</i>	<i>talks about using verbs in procedures, eg 'The action words that tell what to do'</i>
<i>TS1.2</i>	<i>rephrases statements to increase their clarity</i>		

Teacher: This is Michael, who is going to tell us how we made vegetable stew last week. Thank you, Michael.

Michael: Last Thursday we made vegetable stew and then we cut little pieces of vegetables and then we put them in the pot and then we put cold water and we put alphabet noodles in it, too, then we went out for lunch and when we came back after lunch and we ate this.

Teacher: Okay, thank you, Michael. Good boy. Hung, would you tell us how we made our vegetable stew?

Hung: Last Thursday we brang some vegetables to make some vegetable stew. We washed the vegetables. Some children cut the vegetables into pieces and then we went outside. We put the vegetables in the pot, then we put cold water, then we put in alphabet noodles and we waited for it to cook, then we went out for lunch. After big lunch we came back and we ate the stew.

Teacher: Thank you, Hung, that was excellent — good girl. Evo's going to tell how we made vegetable stew. Thank you, Evo.

Evo: Last Thursday we made vegetable stew. Some children went to Table 1 to cut them into pieces and after that we went to put them in the pot with cold water and it was with smoke and after big lunch we came back and ate the vegetable stew.

Teacher: What do you mean by smoke, Evo?

Evo: The steam.

Teacher: The steam. So what did the steam mean, when we saw the steam? What did that tell us?

Evo: It was nearly ready.

Teacher: Doing or action words. Who can remember some of those doing or action words we used in our vegetable stew? York, tell me one of those words.

York: Get.

Teacher: Get. Another one, Cally?

Cally: Put.

Teacher: Joel?

Joel: Stir.

Teacher: Stir.

Joel: Cook.

Teacher: Cook. David?

David: Collect.

Where to from here?

Provide students with a scaffold to assist them in developing an effective oral presentation. Discuss with students the technical terms and vocabulary to be used.

Outcomes

TS1.1
Communicates with an increasing range of people for a variety of purposes on both familiar and introduced topics in spontaneous and structured classroom activities.

TS1.2
Interacts in more extended ways with less teacher intervention, makes increasingly confident oral presentations and generally listens attentively.

TS1.3
Recognises a range of purposes and audiences for spoken language and considers how own talking and listening are adjusted in different situations.

Context

Prior to the visit of an invited speaker, who is an artist, the class discussed appropriate questioning techniques and use of language, and role-played being an attentive audience. Students brainstormed and listed questions and typed them on a word processor to refer to during the guest speaker's presentation.

TS1.1 asks questions to seek clarification

TS1.1 attends to longer stretches of teacher talk

TS1.1 greets appropriately

TS1.2 listens and contributes to class discussions on various topics

TS1.2 uses turn-taking, questioning and other behaviours related to class discussions

TS1.3 differentiates between playground language and classroom language

TS1.3 role-plays the difference between interacting with a friend and with an unfamiliar adult

TS1.3 uses a variety of greetings, introductions and farewells appropriate to the situation

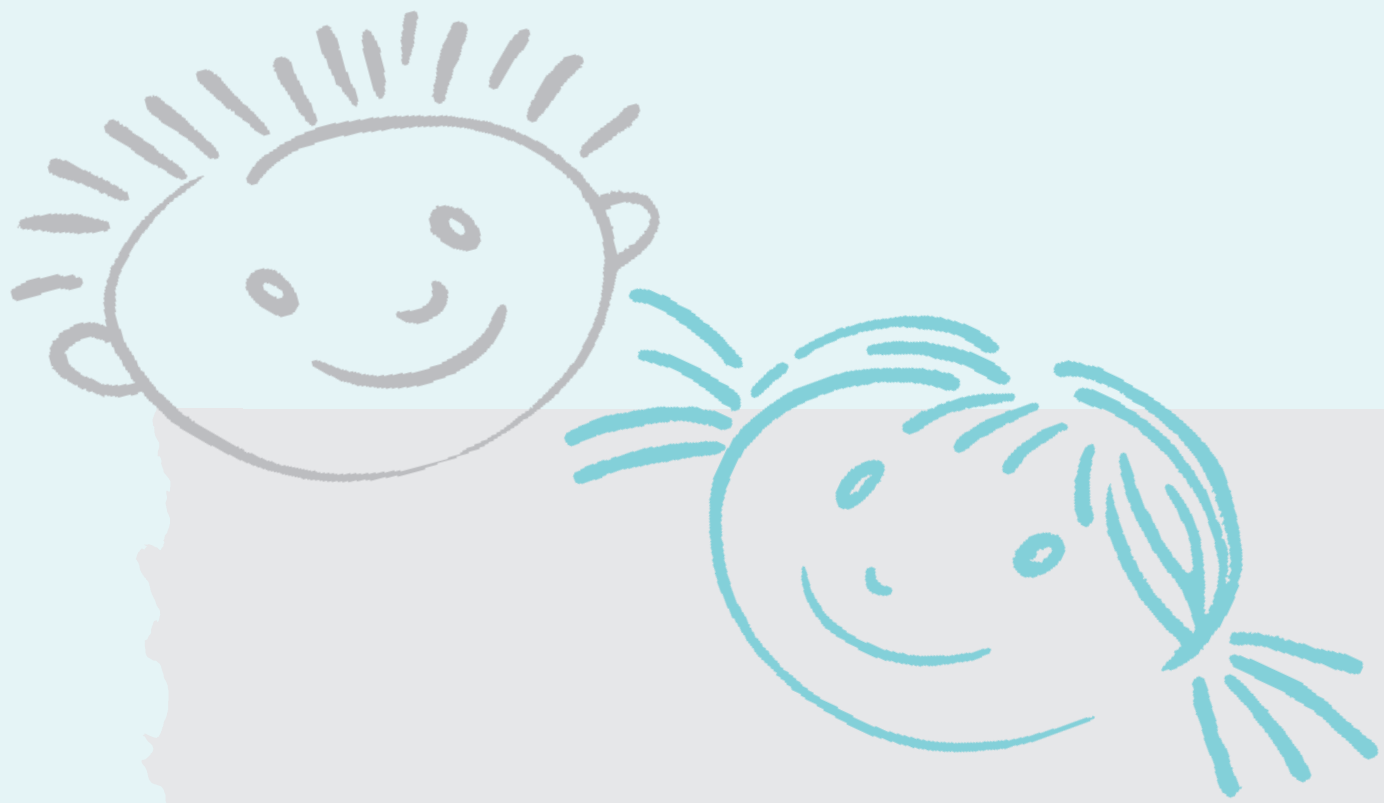
Ms McBean, welcome to class 1LM. We would like to ask you some questions.

- **What is your favourite colour?**
- **How many paintings have you done?**
- **How many days does it take to do one painting?**
- **If I asked you to draw a horse, could you do it?**
- **Have you sold any in other countries?**
- **How much do they cost?**
- **How old were you when you became a real artist?**

Links with other outcomes: Writing S1.12; Reading S1.15

Where to from here?

Discuss the artist's visit with the class, asking students to recall her answers to the questions and any other information they learned. Discuss which of the prepared questions elicited the most information. Jointly construct a recount of the visit, supported by students' drawings of the visiting artist's artwork.



Talking and Listening

Stage 2

Outcomes

TS2.1
Communicates in informal and formal classroom activities in school and social situations for an increasing range of purposes on a variety of topics across the curriculum.

TS2.2
Interacts effectively in groups and pairs, adopting a range of roles, uses a variety of media and uses various listening strategies for different situations.

TS2.3
Identifies the effect of purpose and audience on spoken texts and distinguishes between different varieties of English.

Context

In small groups, the students discussed a given topic and prepared notes for a one-minute oral presentation. The work samples are examples of the different oral text types presented in class.

TS2.1 attempts to persuade others in the class to a point of view or action, presenting a few reasons

TS2.1 elaborates on others' suggestions

TS2.1 explores responses and attitudes of others

TS2.1 expresses a point of view with justification

TS2.1 usually uses the main organisational features of spoken texts

TS2.2 adjusts speech to suit familiar situations

TS2.2 uses notes as prompts when speaking

TS2.3 understands the differences between formal and informal language

TS2.3 understands the difference between standard and nonstandard speech

TS2.3 usually selects a suitable spoken text for the purpose and audience

Scott: I'm talking about what the world would be like if there was no night. Earth would be bright on one side and blank on the other side and then it switches. People would crash cars when it's late because they can't see. Some animals might fall into a lake and drown because they can't see and other animals who are supposed to stay on the land might fall into the water and drown. It would be tragic.

Katelyn: I'm going to talk about why should the world have fun parks. I think the world should have fun parks because if there wasn't any fun parks life would be soooo boring. You would have to stay home and watch TV but most of the time there is nothing on TV. Fun parks are very fun and if there was none I don't know what I would do to have fun — that's why they are called fun parks. The parks are excellent and even if you don't want to go on the rides you can have a drink and you can stand and watch, or have a picnic. You can do almost anything at fun parks, but I usually go there for the sweets and the scary rides. That is why I think the world should have fun parks.

Adam: I'm going to talk about do computers have a positive or negative influence on our world. Yes they have a positive influence on our world because if there would be no computers in the world there would be a big revolution nowadays 'cause they help police, hospitals, fire brigades and many other areas of life.

Where to from here?

Model the delivery of effective oral presentations, emphasising the use of appropriate language. Provide students with a scaffold that would assist them in organising an oral presentation.

Outcomes

TS2.1
Communicates in informal and formal classroom activities in school and social situations for an increasing range of purposes on a variety of topics across the curriculum.

Context

The class had been listening to *Finders Keepers*. Students were required to recall events in the text and to make predictions based on previous reading. This is an edited transcript of the responses given in group guided reading discussion.

TS2.1 explores responses and attitudes of others

TS2.1 offers opinions about films or stories read aloud

TS2.1 expresses a point of view with justification

TS2.1 talks briefly to the class in a group discussion

TS2.1 listens to more diverse stories read aloud (including in own home language)

- Teacher:** Who can tell me what's happened already in the book?
- Student:** He's playing on a computer one day, on Monday, and he's found the pile of treasure and the message comes up on the screen saying you're invited to a quiz show on Channel 8 on Saturday.
- Teacher:** How did he feel when he heard this news, Chloe?
- Chloe:** Excited.
- Teacher:** Yes. Angela?
- Angela:** Astonished.
- Teacher:** He was, wasn't he? And Steve?
- Steve:** Clare loses her sunnies and blames Patrick for it.
- Teacher:** Yes, exactly. What did that tell you about what's happening in their family?
- Steve:** They're not very nice to each other. Yes, they blame each other.
- Teacher:** Does this often happen in families, do you feel?
- Students:** Yes. I do.
- Teacher:** What do you do?
- Student:** I don't really like my sister because she always blames on me. For the tap on, because my sister — because I was big brother and would always leave the tap on and blame it on me.
- Teacher:** Yes, it happens, doesn't it? And Nathan, would you like to add anything to this at the moment?
- Nathan:** No.
- Teacher:** Now we're up to the exciting part. He's been told to go into the computer room — sorry, into the computer shop — well, he hasn't been told to go to the computer shop, he's been told to watch the computers at eight o'clock. What do you think is going to happen in the next part of the story? Nathan?
- Nathan:** He gets sucked into the computer.
- Teacher:** Yes?
- Nathan:** There's a problem because on Saturday, that's when he's going to get his sneakers. And so he has to try and slip out of getting his sneakers and go on Finders Keepers.
- Teacher:** Good boy, exactly right. Pat?
- Pat:** I think he's going to — the same as Nathan, like get sucked or watch it and then later go there.

Links with other outcomes: Reading S2.5, 2.7

Where to from here?

Students should be directed to respond to questions in full sentences and to reiterate, where possible, the main idea contained within the question. Students should be encouraged to use supporting evidence from the text in their responses. Questioning in guided reading should show a balance between student and teacher talk. Consideration should be given to a variety of open-ended questions that match the individual respondents' abilities.

Outcomes

TS2.1
Communicates in informal and formal classroom activities in school and social situations for an increasing range of purposes on a variety of topics across the curriculum.

TS2.2
Interacts effectively in groups and pairs, adopting a range of roles, uses a variety of media and uses various listening strategies for different situations.

Context

After watching the video *The Big Friendly Giant*, the class discussed the structure of the movie in relation to a narrative. In discussion groups with assigned roles, the students also discussed their opinions of the film.

TS2.1 *offers opinions about films or stories read aloud*

TS2.1 *participates in class discussions with substantial student contributions*

TS2.1 *talks briefly to the class in a group discussion*

TS2.2 *acts as reporter for a group, summarising the main points of a discussion*

TS2.2 *adjusts speech to suit familiar situations*

The BFG — a narrative flow chart

Orientation

The BFG was set in England at an orphanage at night. We felt sad for the little children, it was also a bit eerie and scary. The BFG snatched Sophie and took her to his house.

Sequence of events

- | | |
|-----------|---|
| Problem 1 | Sophie didn't have any parents, so the BFG snatched her from the orphanage. She was afraid he would hit, hurt or eat her. |
| Problem 2 | Smelly Giant attacked the BFG and Sophie and he ruined the BFG's house because he could smell a human. |
| Problem 3 | Gizzard Sucker and Bone Cruncher were eating little children. |
| Problem 4 | BFG was really scared that Bone Cruncher and Gizzard Sucker would see him. |
| Problem 5 | Sophie wanted to be with the BFG forever. |

Solutions

- | | |
|------------|--|
| Solution 1 | BFG became her entire family, loving her and looking after her. |
| Solution 2 | BFG gave Snotchcumber to the giants to go away and he fixed the house. |
| Solution 3 | BFG and Sophie designed a dream for the Queen; they went to Buckingham Palace and the Queen sent her air force after the bad giants. |
| Solution 4 | The BFG hid in a bush in the palace gardens. |

Resolution

Queen held a big presentation and gave special bravery awards and told the orphans they could stay with her. The Queen gave the BFG her tallest castle. Sophie went to live with the BFG.

Links with other outcomes: Reading S2.5, 2.7

Where to from here?

Students could be directed to refer to the text for support in developing descriptions, justifying opinions about character motivation and learning written conventions such as quotation marks. A pictorial flow chart could be developed to accompany the text. Development of incidents in the text and their impact upon the reader could be graphed.

Outcomes

TS2.1
Communicates in informal and formal classroom activities in school and social situations for an increasing range of purposes on a variety of topics across the curriculum.

TS2.2
Interacts effectively in groups and pairs, adopting a range of roles, uses a variety of media and uses various listening strategies for different situations.

Context

During a unit on 'Mini beasts', the class had been investigating numerous small land and aquatic animals, discussing and recording their findings in research groups. Individually, they wrote a series of statements to lead the class to identify the mini beast in a 'Who am I?' game.

TS2.1 describes people, places and things in detail

TS2.2 adjusts speech to suit familiar situations, eg gives instructions to younger child, uses aids when presenting an information report to enhance meaning for peers

TS2.1 listens to sustained information reports on familiar and researched topics

TS2.2 engages with the audience, speaks fluently and confidently, and uses appropriate body language when presenting

Allen: Who am I?

I have two eyes and two snipper snappers.

If you bother me, I will sting you.

I have four legs on each side.

I come in a variety of colours.

I live in the desert and I like it there.

My tail is the bit that will sting you.

Who am I?

(Answer: Scorpion)

Ben: Who am I?

I am wiggly and have got small beady eyes.

I am long, about six and a half centimetres.

I suck blood.

What am I?

(Answer: Leech)

Susan: Who am I?

I have a slimy body.

If you pick me up, I will feel like sticky glue.

You will probably see me in gooey mud.

If your mum sees you after you have picked me up, you will probably be in big trouble.

I am a land mini beast.

What am I?

(Answer: Slug)

Samantha: Who am I?

I have things like paddles to help me swim fast.

I'm very small.

I have the body like the shape of a water scorpion.

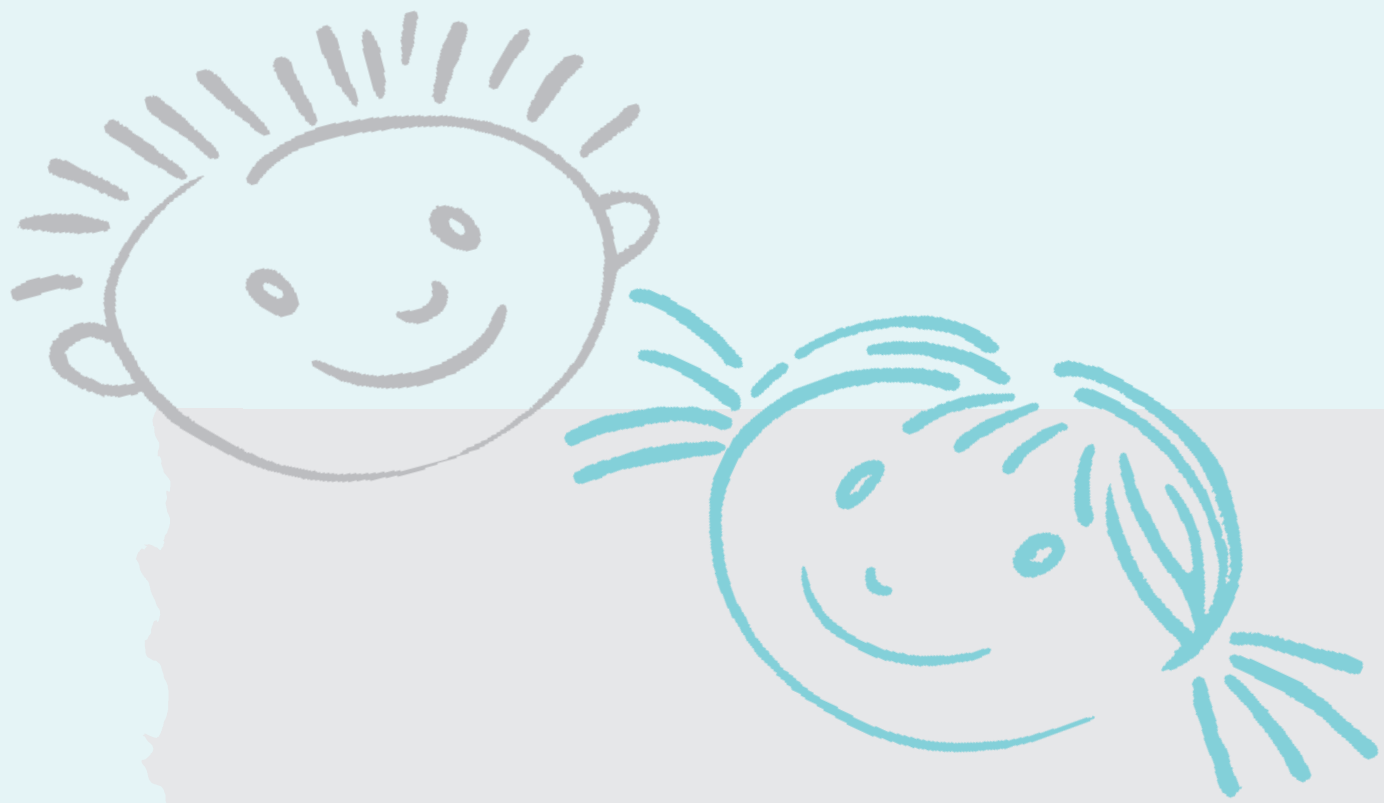
I have small black eyes.

(Answer: Backswimmer)

Links with other outcomes: Writing S2.9, 2.10

Where to from here?

Connections may be drawn between these oral descriptions and the structure of information reports, eg grouping similar pieces of information. The students should also be encouraged to consider their audience, and the inclusion of more technical terms for older readers. Students' inclusion of personal pronouns, which would appear to indicate a younger audience, should also be discussed.



Talking and Listening

Stage 3

Outcomes

- TS3.1 Communicates effectively for a range of purposes and with a variety of audiences to express well-developed, well-organised ideas dealing with more challenging topics.
- TS3.2 Interacts productively and with autonomy in pairs and groups of various sizes and composition, uses effective oral presentation skills and strategies and listens attentively.

Context

The students had been engaged in a variety of English learning experiences in the unit 'Author Study — Libby Hathorn'. The students were required to complete a dictagloss activity, using the text *Author Study — Libby Hathorn*.

- | | | | |
|-------|--|-------|--|
| TS3.1 | <i>listens to and notes key ideas and information</i> | TS3.2 | <i>engages in informal and more formal conversations with a wide range of people</i> |
| TS3.1 | <i>listens to detailed descriptions of a range of settings, people, places and objects</i> | TS3.2 | <i>listens to an oral presentation and summarises the main points</i> |
| TS3.1 | <i>listens to longer recounts, including objective and historical recounts</i> | TS3.2 | <i>uses a range of strategies in participating in small-group discussions, eg taking turns, asking questions to gain more information, adding to the group's ideas, using encouraging language</i> |
| TS3.1 | <i>recognises when an opinion is being offered as opposed to fact (as determined by the culture)</i> | | |

LIBBY HATHORN BIOGRAPHY!

Early Childhood

Libby Hathorn was born in Newcastle in 1943 and moved to Sydney when she was just 2 years old. She grew up in the eastern suburbs of Sydney. Libby was one of four children in her family. It was a happy but noisy household. Reading quietly was hard in her house because it was always noisy. One of her favourite books was Ethel Turner's *Seven Little Australians*. When Libby was five she wrote her first story and remembers the way her family encouraged her from then on.

The Making Of An Australian Author

Libby Hathorn started out working in a laboratory. Then she attended Balmain Teachers College and graduated as a teacher and a teacher librarian. Often she noticed the lack of Australian content in books. Now she writes poetry that shows Australia and Australians.

As An Author

Libby Hathorn says that in many ways it is harder to write for children than for adults because you have to express your feelings more clearly and succinctly. Libby's writing encounters friendship bullying etc. sometimes books take a few months to write however novels and also picture books can take up to a few years.

Present Life

Libby Hathorn lives in Sydney with her husband John. She has two children and they are attending university. Libby enjoys travelling around Australia and overseas. She says it sparks new ideas and settings for stories. Collecting antiques and old books is one of her hobbies. Yellow is her favourite colour she says it is full of life. Words are her play things, she loves stumbling over new words and storing them up for later use.

Links with other outcomes: Writing S3.9, 3.10, 3.11, 3.12; Reading S3.8

Where to from here?

Compare student responses to the original version of the biography. Encourage students to research the lives of other Australian authors. Jointly construct a biography of an Australian author. Encourage students to independently construct a biography of an author for a class book. Have students discuss the factors that influenced authors' choices of topics to write about. Encourage students to do their own author study. Encourage them to read a variety of titles by the same author. Compare and discuss similarities and differences in choices of characters, settings and events.

Outcomes

- TS3.1 Communicates effectively for a range of purposes and with a variety of audiences to express well-developed, well-organised ideas dealing with more challenging topics.
- TS3.2 Interacts productively and with autonomy in pairs and groups of various sizes and composition, uses effective oral presentation skills and strategies and listens attentively.

Context

As part of a unit of work on 'Ancient Egypt', several groups of students chose to focus on famous kings and queens of Egypt. Using a variety of sources such as books, CD-ROMs and TV programs, the students gathered information, which they decided to present as a 'Guided tour of the tombs'. In small groups, they role-played being tour guides (drawing on their experiences of school excursions, and deciding on appropriate language and structure). They then individually wrote their role script.

- TS3.1 *listens to and notes key ideas and information from guest speakers, recordings, documentary videos, re-enactments*
- TS3.1 *listens to longer recounts, including objective and historical recounts*
- TS3.1 *rehearses and tells a story to peers or younger children using approaches designed to engage the listener*

- TS3.2 *prepares a spoken presentation, considering the needs of a familiar audience*
- TS3.2 *rehearses and modifies a talk before presenting it to peers or the class*

Tour of Tutankhamen's tomb

By Ainslie

Good morning! Welcome to Tutankhamen's tomb. I'm Ainslie your tour guide. I'm just going to tell you a few things about Tutankhamen. Tutankhamen began ruling in 1316BC when he was 9yrs old. He ruled for nine years until his death in 1325BC. He is believed to be the youngest pharaoh to have ruled, and his tomb was discovered in 1922, by Howard Carter and Lord Caernarvon.

Now, I'd like to remind you to stay right behind me at all times, because there is a possibility that anyone of you can get lost in one of the corridors. Also remember not to touch anything and keep your helmets and torches with you at all times. Now let's enter the pyramid.

As we go along the corridor, you'll notice a series of hieroglyphics dated around 1325BC. As we move closer to the entrance to the antechamber, you'll notice a lot more hieroglyphics about Tutankhamen's life. Here is the burial procession of Tutankhamen, and it was, as you can see, a very grand procession. Here we are at the entrance. Written on the door is the mummy's curse. I'll tell you about that later. A plaster wall blocked this entrance, and it was covered with debris from another digging, but Howard Carter, and Lord Caernarvon chiselled their way into the chamber. It took them approximately four days to get through. Inside the antechamber, were trumpets thrones and even statues of the boy king himself. Tutankhamen wasn't a very important king, but he became famous in our time because most tombs had been robbed hundreds of years before, but this tomb was left exactly how it was hundreds of centuries before. As I said before the antechamber was filled with many wonderful things. It was here to fool robbers that this was what they wanted and they could leave, but these weren't the things the boy king wanted to take with him to the next life. The things which were to be taken were put in the treasury, behind other walls.

Here in the annexe were all his servants belongings of which they wished to take with them to their next life were placed. You can look around here for a while in the burial chamber over here is where the coffin and mummy were. There was a nest, consisting of nine coffins until the real one. Now, have a bit of a look round. Over here guarding the treasury is where a statue of Anubis the embalming god stood. Egyptian myth says that he was the first to make a mummy and showed everyone how to live an eternal happy afterlife. On the far wall was where the shrine was which held a box with four miniature coffins. In each of the coffins was an organ. There were four lids which were models of Tutankhamen's head and each miniature coffin came up with, liver, lungs, stomach and intestines. The superstitious side of the story is this. Egyptian workers helping Carter believed that Carter's new pet canary had something to do with the discovery. The next day the canary was dead. It was killed by a king cobra which sometimes represented Tutankhamen. Within weeks, Caernarvon was dead, due to a mosquito bite on his left cheek in exactly the same spot where Tutankhamen had a scar. At the exact moment he died, all the lights in Cairo went out for no reason. Back in England, Caernarvon's dog collapsed dead. Two more victims died within a few weeks. Two of Carter's friends died after visiting the site. But Carter still remained alive. He spent another ten years clearing the contents until he died of natural causes in 1933. A doctor in 1962 thought he had solved the mystery of the curse. He said that a deadly bacteria had been sealed into the tomb and stayed there until it was discovered. But The doctor couldn't continue his research as he died too, not long after his announcing of his theory. We'll now head back up to the top now, and if you have any questions, now is the time. Thankyou for coming on the tour today and I hope you enjoyed it.

Links with other outcomes: Writing S3.9, 3.11, 3.12; Reading S3.5

Where to from here?

Encourage students to develop role-plays and skits that are more interactive, involve more characters and use questions and answers. They could explore methods of using voice and body movements to create mood and atmosphere.

Outcomes

- TS3.1 Communicates effectively for a range of purposes and with a variety of audiences to express well-developed, well-organised ideas dealing with more challenging topics.
- TS3.2 Interacts productively and with autonomy in pairs and groups of various sizes and composition, uses effective oral presentation skills and strategies and listens attentively.

Context

The students were asked to present information on a famous explorer to a class of younger students. After using a variety of information sources, some students chose to organise their information into a monologue. They discussed and practised effective presentation strategies and use of language in order to engage their audience.

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| TS3.1 | <i>listens to and notes key ideas and information from guest speakers, recordings, documentary videos, re-enactments</i> | TS3.2 | <i>prepares a spoken presentation, considering the needs of a familiar audience</i> |
| TS3.1 | <i>listens to detailed descriptions of a range of settings, people, places and objects</i> | TS3.2 | <i>rehearses and modifies a talk before presenting it to peers or the class</i> |
| TS3.1 | <i>listens to longer recounts, including objective and historical recounts</i> | TS3.2 | <i>uses gesture, posture, facial expression, tone of voice and pace of speech to engage the interest of an audience (as culturally appropriate)</i> |
| TS3.1 | <i>rehearses and tells a story to peers or younger children using approaches designed to engage the listener</i> | | |

Explorer Talk-Charles Sturt

Hello Everybody! I am the great explorer Charles Sturt, great enemy of the very bad tempered Thomas Mitchell. I suppose that you all would like to learn about my exploring, Ay! Very well then. I shall tell you. Well, it all happened in the years 1828-1851. My first journey took place in 1828 & 1829. To by my assistant on this journey, I chose the Australian-born explorer Hamilton Hume. Hume and another explorer, William Hovell had already discovered an overland route to Port Phillip so it was a little bit easier for me. He did give me a lot of help. Hume and myself made a small army of two soldiers and eight convicts that really helped us a lot. We set out to try and to trace the Macquarie River. We took with us 8 riding horses, seven pack horses, two draft bullocks, eight pack bullocks, stores, and a boat ridged up on a carriage. but if my memory serves me right, I do remember that we had a few problems. Our party was often forced to carry the boat over thick logs and through tall tangled reeds, because there was a small lack of water in the river. After a while of exploring, we reached the Bogan River. But on February 2nd, 1829, we came upon a river that I thought of as a "noble river". I remember that we were quite disappointed when we found out that it was salt water. I called it the Darling River after the great Governor Darling. After this journey, I left Sydney in November 1829 to explore the Lachlan- Murrumbidgee river system that had already been discovered by another explorer called Oxley. He was much better tempered than Mitchell. I split the expedition and seven of the men continued from this point. Submerged and fallen rocks greatly endangered their progress but on January 14 1830, their boat entered a "broad and noble river". This second waterway was the Darling. Though fatigued, the party still continued downstream and they ended up going in to a large lake. I thought that I would call the lake Alexandrina, after Princess Alexandrina Victoria who soon later became Queen Victoria. Well, look at the time. I guess I won't be able to tell you the rest of this one. I'll quickly tell you about some other journeys. I explored the barrier Ranges that are near a site at Broken Hill. I named a desert The Sturt Desert. I also made other discoveries that you can read about in books. Well that's my story and I hoped you liked listening to it. Thank You.

Links with other outcomes: Writing S3.9, 3.11, 3.12; Reading S3.5

Where to from here?

Encourage students to select visual aids and props to enhance their oral presentations for a different audience. Have students produce their own video, encouraging them to revisit their script to ensure that all information is used.

Outcomes

TS3.1
Communicates effectively for a range of purposes and with a variety of audiences to express well-developed, well-organised ideas dealing with more challenging topics.

TS3.2
Interacts productively and with autonomy in pairs and groups of various sizes and composition, uses effective oral presentation skills and strategies and listens strategically.

TS3.4
Evaluates the organisational patterns of some more challenging spoken texts and some characteristic language features.

Context

Throughout the year, the students had been involved in debating. They were familiar with the structure of debates and had discussed and practised the effective delivery of arguments in terms of voice and body language. Students jointly participated in the construction of an argument, but prepared their arguments for 'Childhood is the best time of your life' individually.

TS3.1 *gives considered reasons for opinions and listens to those of others*

TS3.1 *listens to a short presentation or argument and responds by challenging or commenting on a point made*

TS3.1 *listens to a sustained argument and identifies supporting evidence*

TS3.1 *participates in a class debate on a local issue*

TS3.1 *recognises when an opinion is being offered as opposed to fact (as determined by the culture)*

TS3.1 *takes part in a variety of team-speaking situations*

TS3.2 *speaks with clarity and uses appropriate intonation, volume and pauses when presenting*

TS3.2 *uses gesture, posture, facial expression, tone of voice and pace of speech to engage the interest of an audience (as culturally appropriate)*

TS3.4 *outlines the stages of a formal debate, with the different roles of each speaker*

Childhood is the Best time of your life

You would all be out of your mind if you thought that childhood was the best time of your life. For one, children can not make any decisions of their own. You also have to go to school. As an adult, you can make decisions for yourself and can't be bossed around by anyone.

Children do not enjoy not being allowed to make decisions. Children also have very scheduled days. There are specific bedtimes, wake up times, dinner times and you have to go to afternoon lessons etc. You have no choices about your own time.

Adults can own houses and cars, and really own a lot of the children's things as well!

As an adult, you don't have to do big exams, like the OC test, selective schools test, scholarship and placement tests, SC, and the HSC. There are a lot of suicide attempts during the HSC which is very horrible for the child's friends and relatives.

I definitely think that adults have a better time in life than children.

Links with other outcomes: Writing S3.9, 3.11, 3.12

Where to from here?

Draw students' attention to the grammatical features of an exposition. Ask them to identify these features in this spoken text. Discuss whether this is an effective spoken text. Jointly construct an opposing argument, eg 'Childhood is the worst time of your life'. Focus on the structure and grammar of exposition.

Outcomes

- TS3.1 Communicates effectively for a range of purposes and with a variety of audiences to express well-developed, well-organised ideas dealing with more challenging topics.
- TS3.2 Interacts productively and with autonomy in pairs and groups of various sizes and composition, uses effective oral presentation skills and strategies and listens attentively.

Context

The students were involved in a unit of work on 'Ancient Egypt', with a focus on the way of life of the different social classes. After researching aspects of daily life from a variety of sources, including books, CD-ROMs and a TV documentary, the students were required to present their information as a monologue. Students initially worked in pairs, researching and drafting the monologue, then wrote a monologue individually, which they presented to the class.

- TS3.1 *listens to and notes key ideas and information from guest speakers, recordings, documentary videos, re-enactments*
- TS3.1 *listens to longer recounts, including objective and historical recounts*
- TS3.1 *rehearses and tells a story to peers or younger children using approaches designed to engage the listener*
- TS3.2 *prepares a spoken presentation, considering the needs of a familiar audience*
- TS3.2 *rehearses and modifies a talk before presenting it to peers or the class*

CLEOPATRA

'Oh finally I have reached the afterlife! I knew I would get here one way or another, after all, I am the most powerful person in all of Ancient Egypt. I love power, power, power, power! I indulge absolutely in it.'

'Completely unlike those farmers and slaves I can do anything I like to them, murder them, move their farmland, promote them, you see being powerful is really very important. Of course it's all to tiring for me to worry about that sort of thing by myself. Oh no! My royal viziers and high priests do all of that sort of thing for me. Oh ha ha ha ha ha! Just thinking back on how those slaves spent their days toiling in the hot sand, in the burning hot sun, building tombs and coffins for myself and other royal people is really quite amusing.'

'Hmmm well a normal day for me would be doing whatever I liked really, eating, socializing, sleeping.... Yes it was all fun. Those slaves! They work so hard, only to be poisoned when their masters die, so they can come and serve us in the afterlife. They don't even have proper graves! A shallow pit in the ground or a coffin if they are lucky.'

'And the farmers! Well famine is not a problem for me, because all the best crops from each farm come to me, I will never go hungry! Where as if the crop turn out for the season is poor the farmers and their families on the farm will starve!'

'But boy can those peasants complain! I admit, I do have a far more enjoyable lifestyle than they do, but really, who else is as beautiful, charming and sociable as me?'

My name is Alexander and I live in Egypt. I was born into a peasant family in 1250 BC. My family is very poor and all of the pleasures in our life involve occasional rests in the hottest part of the day. All me and my family eat the vegetables and other crops we grow on our farm and the occasional rodent, small animal or bird that we find dead or just alive on our field. I work from the minute the sun comes out in the morning until the sun goes down in the evening. Scribes and other higher paid people watch over me to make sure that I don't slack off which is a bit unfair if you ask me because they get heaps of money for such little work. When there are floods and I can't work you would think that I would have time to have a big long rest at home but NO - That means that I have to work on pyramids for the kings and pharaohs. Not that they are bad people or anything. In the new plantation season, I plough the field and my wife walks behind me and scatters the seeds. When the crops begin to grow the surveyors and scribes inspect the size of the plantation and see how much of the crops have to be given up as tax. When it is time to harvest I pick most of the crops and my wife walks behind me and picks the stuff that I miss. Enough about my work. I have a small house. It has a large room with a door out to the street and one very small room behind that. Then I have a staircase going up to the bedroom in the roof. It is made of dried out mud brick. I don't wear many clothes because of the dreaded heat in Egypt. I wear a short kilt and a cloak. I wish that I was a king or a pharaoh so that I could live in a big house and have servants and eat lots of nice foods.

Links with other outcomes: Writing S3.9, 3.11, 3.12; Reading S3.5

Where to from here?

Encourage students to modify their monologues to suit a different audience, eg a younger audience or an audience of Egyptologists, or change the monologue into Readers Theatre.