Stage B1

Standard

example 2

The student Year Level: Year 3 Background: born in Japan Language: Japanese Schooling: equivalent schooling in Japan but not succeeding well at his level. 3 terms in an English Language School. Silent for the first term.

The text shows that the student:

The task

The student was asked to talk about a recent visit to the Aquarium with the class. This was at the end of the school year, in November

can use a limited range of sequence markers uses his limited range of vocabulary to express shades of meaning by using repetition	First I go to Nemo and creatures. Lionfish, sea snake and queen fish very, very big. Grandfather fish eighteen. Jellyfish very, very big. This jelly fish this big [shows with his hands] and poison very long [shows tentacles with his hands]. Shark, great white shark is bery [very] fast and after come diver and give dead fish shark. And <u>stingray</u> very big, too big, very knife tail. <u>He</u> say small mouth.	uses some topic-specific language still uses pronunciation influenced by his first language does not have
		full control of the referencing system can use stress to assist in meaning making

This text is an example of a student progressing at the Standard at B1. He can participate actively in most social situations. He engages more actively in classroom learning activities on familiar and unfamiliar topics using topic specific language but is still limited by his developing language resources in the extent to which he is able to contribute specific details or explanations of more complex ideas. In this sample, his use of topic specific language might lead an assessor to rate him more highly than B1, but he as yet has only limited control over the English grammatical system.