

**Stage B2                      beginning                      example 1**

**The student**  
**Year Level:** 11 year old boy who had just moved to his second primary school  
**Background:** Iraqi, but born in Iran; in Australia 19 months, 9 of them in a detention centre.  
**Language:** Arabic  
**Schooling:** Learned to read and write in Farsi (L2). Cannot read or write in Arabic.

**The task**  
 The student was asked a series of questions about his background, in a one on one interview situation with an adult (Int).

**The text shows that the student:**

<p>uses technically specific vocabulary, but on a presumably heavily routine topic.</p> <p>tries to deal with sophisticated concepts</p> <p>repeats another speaker's words</p>	<p>Int: If you could choose to live in Iraq or live in Australia, where would you choose to live?</p> <p>S: Mm, Australia is [living], in Australia, yeh?</p> <p>Int: Mhmm. why do you want to live in Australia?</p> <p>S: Mm because, the things is good, the mm, the [to interpreter]</p> <p>Ips: Medicine.</p> <p>S: The medicine is good. Yep.</p> <p>Ips: Because you are diabetic. Yeh.</p> <p>S: Yeh. Yeh, I have diabetic.</p> <p>Int: Aah. OK. How do you control your diabetes?</p> <p>S: With an injection. Yes.</p> <p>Int: An injection.</p> <p>S: Yes.</p> <p>Int: How often?</p> <p>S: How often, eh, morning and night.</p>	<p>is not stable on subject-verb agreement</p> <p>uses some sentences that have subject-verb-object, but most responses are fragments</p> <p>is able to use some conjunctions</p>
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This text is an example of a student beginning to work towards the standard at B2. He is improving his comprehension of English and use of social and classroom language. Some of his responses include a 'subject-verb-object' structure, while others are fragments. Subject-verb agreement is not consistent. He is able to engage in a social interaction using language beyond short utterances and formulas, however breakdowns in accuracy and fluency occur as he takes more risks.