

**Stage B2****progressing towards****example 1****The student****Year Level:** 12 year old girl in primary school**Background:** Iraqi background. Came to Australia via Syria**Language:** Arabic**Schooling:** up to Year 6 in Iraq. Learnt to read and write in Arabic, but no school in Syria**The task**

The student was asked a series of questions about her background, in a one on one interview situation by an interviewer (int).

**The text shows that the student:**

participates appropriately through turn taking.

uses verb endings with some consistency

can use negation with *no* and *don't*

uses time markers but does not mark these for tense

Int: And if you feel happy, what do you do?  
 S: Playing, oh, like this.  
 Int: And if you feel sad, what do you do?  
 S: Just sitting.  
 Int: Sitting, OK. And if you feel sad in Australia?  
 S: The same thing.  
 Int: The same thing. OK. How many of your family are here in Shepparton?  
 S: Four.  
 Int: Your mum, your dad?  
 S: My brother and me.  
 Int: And your brother is?  
 S: Prep.  
 Int: In prep. Mmm. Does he like school?  
 S: No.  
 Int: Why doesn't he like school?  
 S: I don't know. He always, he said, I feel sick, I don't want to go to school.  
 Int: Mhmm.  
 S: Always he lie, and he [but my mum], she says, no he have to go to school.

is beginning to attempt more complex language

does not always use subject-verb agreement consistently

This text is an example of a student progressing towards the Standard at B2. She is continuing to extend her comprehension and use of social and classroom language. She appears more confident in social exchanges and will initiate interactions with teachers and peers. She shows increasing confidence in participating in structured mainstream whole class and small group learning activities and is able to respond to direct questions about familiar classroom topics with support from the teacher.