

Stage B3**Standard****example 1****The student****Year Level:** Year 5**Background:** born in Saudi Arabia**Language:** Arabic**Schooling:** Age equivalent schooling before arriving in Australia, then attending an English language school**The task**

The student was asked to talk about a recent visit to the Aquarium with the class. This task was set towards the end of the school year, in November, after approximately two terms in the English language school. This is the same student as in B1 (speaking and listening) progressing towards, example 1, six months later.

The text shows that the student:

can retell what has been learned from a classroom text (excursion)

can relate a series of events in a time sequence giving details involving where, when, who and what

gives relevant and appropriate detail

On Friday, we went to the M... station. We went to the city. We have our lunch.

After that, we went inside the Aquarium.

A teacher called K... took us inside the Aquarium.

We saw stingray, sharks, turtles and starfish and octopus.

When we finish seeing the aquarium we went to the city station.

uses appropriate sequence markers

uses most common irregular past tenses

speaks with some lapses in tense usage

can use a variety of registers in speech – this example reflects written-like language

This text is an example of a student working at Stage B3. He generally responds to and uses the structures and features of English appropriately in an increasing variety of familiar formal and informal contexts. He demonstrates awareness of the register requirements of spoken English necessary for different purposes. He uses appropriate sequence markers and consistently uses some common, irregular past tense forms, e.g. went, took. He provides greater detail through the use of adverbial phrases, e.g. to the city, on Friday, inside the aquarium. He uses comprehensible pronunciation, stress and intonation. He can include essential details.