

**Stage SL****Standard****example 1****The student****Year Level:** 16 year old.**Background:** Kuwait -> Iraq -> Jordan -> Australia**Language:** Arabic**Schooling:** interrupted. Has never been to school before.**The task**

A one-to-one interview, where the student was asked a series of questions about herself. An interpreter (Ips) was available to help with translations. This task – describe your day, had been modelled by the interviewer (Int).

**The text shows that the student:**

can produce  
short, simple  
utterances  
including non-  
standard forms

can answer  
simple  
questions  
about self and  
school

Int Now you tell me about your day  
S Day?  
Int Yep  
S I? .. I watch TV.  
Int Mhmm  
S And I er I clean a house, house, house, and er I help my mum, cooking  
Int Mhmm  
S And I play my brother and sisters  
Int Yep. ... What do you play with your brothers and sisters?  
S eh, eh, play Arabic [speaks in Arabic] Anything  
Int OK. OK. You can explain it in Arabic

transfers some  
simple language  
structures to  
other contexts  
(but this can  
result in error)

This student, at Stage SL, communicates simply but effectively in English in a limited range of familiar social and classroom contexts. She communicates using short, simple utterances which reflect her limited English repertoire. She understands and uses basic subject-verb-object grammatical patterns. She uses her limited repertoire with varying accuracy to ask and respond to questions.