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 to describe to an interviewer (Int) a number of pictures. An interpreter (Ips) was available to help with translations. The two pictures described show some children playing on a big wheel, and a woman talking with a tailor. This is the same student as in SL Standard, example 1, three months later.

The text shows that the student:

- can answer simple questions about self and school
- is able to use pronouns she and he (an S1 feature)
- can produce short, simple utterances including non-standard forms (here she omits 'to be')
- transfers some simple language structures to other contexts (but this can result in error)

Int Can you describe those pictures or tell me anything you can about them?
S She's in a [inaudible]
Int Mhmm
S They play. They kids ...
S and they scared
Int Yep. And what about you? Would you be scared?
S of course [asks for interpretation]
Ips They're funny. They laugh
Int Oh, so they're scared and they laugh.
S Mhmm. Iraqi woman. Islam. He ask the, she, he ask her and make it dress for her

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, including non-standard forms. She understands simple questions and responds to them. She understands and uses basic grammatical patterns as well as non-standard forms. She uses her limited repertoire with varying accuracy to respond to questions and express simple ideas. She asks for clarification in her first language.