

Task 2 Script (Colors and Pets)

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| Title |
| Task 2: All About You |
| Purpose |
| This task assesses listening comprehension and oral fluency through asking students to respond to questions on familiar topics that can be answered with single words, short phrases, or sentences. |
| Language Functions |
| Answering questions, naming, giving simple descriptions |
| Proficiency Level(s) |
| Novice Mid (NM) – Intermediate Low (IL) |
| Language Expectations |
| Word, phrases, and short sentences using familiar vocabulary |
| Materials |
| (Optional) Graphics with illustrations of each conversation topic |
| Length of Time |
| Approximately 5 minutes |
| Administration Tips |
| <ul style="list-style-type: none">• Create a pool of topics and questions that are familiar to your students. Make sure that the complexity and variety of questions is balanced and parallel across each topic.• If appropriate for the age of your students, create graphics with illustrations to support each conversation topic.• For each administration, select two topics that are appropriate for those students. |

Instructions

Place any graphics you are using on the table. Alternate between the students by asking each student the same 3 questions from one topic. Then, ask each student the same 3 questions from the second topic.

Now I am going to ask you some questions.

Topic 1: Colors

[Student A], First, let's talk about colors. [Point to graphic, if applicable]

What colors are you wearing today?

What is your favorite color?

Why do you like [color]?

[Student B], Now it's your turn.

What colors are you wearing today?

What is your favorite color?

Why do you like [color]?

Topic 2: Pets

[Student B], Now, let's talk about pets. [Point to graphic, if applicable]

Do you have a pet?

If the student says no, then ask:

Would you like to have a pet?

Why/Why not?

If the student says yes, then ask:

What kind of pet do you have?

What is your pet like?

[Student A], Now it's your turn.

Do you have a pet?

If the student says no, then ask:

Would you like to have a pet?

Why/Why not?

If the student says yes, then ask:

What kind of pet do you have?

What is your pet like?

Transition to the next task:

Great, thank you. Now, we will go on to our next activity.

Next Task

If you have selected Track 1, go on to Task 3: Describe a Scene.

If you have selected Track 2, go on to Task 3: Describe a Topic.