

Task 2 Script for Younger Learners (Colors and Birthdays)

Title
Task 2: All About You
Purpose
<p>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.</p> <p>This alternate template for Task 2 is designed to engage younger learners (PreK-2) by using additional visuals and a puppet to ask questions.</p>
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
A puppet and 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. • Create graphics with illustrations to support each conversation topic and choose a puppet that is familiar or interesting to your students. • For each administration, select two topics that are appropriate for those students.

Instructions

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

This is Mr. Parrot. Now Mr. Parrot is going to ask you some questions.

Topic 1: Colors

[Student A], First, let's talk about colors. [Use the puppet and point to graphic]

What is your favorite color?

Why do you like [color]?

What things are [color]?

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

What is your favorite color?

Why do you like [color]?

What things are [color]?

Topic 2: Birthday

[Student B], Now, let's talk about birthdays. [Use the puppet and point to graphic]

When is your birthday?

What do you like to do on your birthday?

What is the best thing about your birthday?

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

When is your birthday?

What do you like to do on your birthday?

What is the best thing about your birthday?

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 Process.