

## Task 2 Script for Younger Learners (Colors and Birthdays)

<b>Title</b>
Task 2: All About You
<b>Purpose</b>
<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>
<b>Language Functions</b>
Answering questions, naming, giving simple descriptions
<b>Proficiency Level(s)</b>
Novice Mid (NM) – Intermediate Low (IL)
<b>Language Expectations</b>
Word, phrases, and short sentences using familiar vocabulary
<b>Materials</b>
A puppet and graphics with illustrations of each conversation topic
<b>Length of Time</b>
Approximately 5 minutes
<b>Administration Guidance</b>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Create graphics with illustrations to support each conversation topic and choose a puppet that is familiar or interesting to your students.</li> <li>• For each administration, select two topics that are appropriate for those students.</li> </ul>

## 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.

Esta es la Sra. Vaca. Ahora la Sra. Vaca les va a hacer algunas preguntas.

### Topic 1: Colors

[Student A], Primero, hablaremos de colores. [Use the puppet and point to graphic]

¿Cuál es tu color favorito?

¿Por qué te gusta el [color]?

¿Qué cosas son [color]?

[Student B], Ahora es tu turno.

¿Cuál es tu color favorito?

¿Por qué te gusta el [color]?

¿Qué cosas son [color]?

### Topic 2: Birthday

[Student B], Ahora, hablaremos de cumpleaños. [Use the puppet and point to graphic]

¿Cuándo es tu cumpleaños?

¿Qué te gusta hacer el día de tu cumpleaños?

¿Qué es lo mejor de tu cumpleaños?

[Student A], Ahora es tu turno.

¿Cuándo es tu cumpleaños?

¿Qué te gusta hacer el día de tu cumpleaños?

¿Qué es lo mejor de tu cumpleaños?

Transition to the next task:

Genial, gracias. Ahora, pasaremos a nuestra siguiente actividad.

## What's Next?

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.