

Task 2 Script for Younger Learners (Routines and Books)

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: Routines

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

What time do you wake up in the morning?

What is the first thing you do after you wake up?

What do you like to do after school?

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

What time do you wake up in the morning?

What is the first thing you do after you wake up?

What do you like to do after school?

Topic 2: Books

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

What kinds of books do you like?

What is your favorite book?

Why is [book] your favorite?

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

What kinds of books do you like?

What is your favorite book?

Why is [book] your favorite?

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.