

Task 3 Track 1 Template

Title
Task 3: Describe a Scene
Purpose
This task assesses listening comprehension and oral fluency through asking students to follow and give basic commands and describe a scene using sentences.
Language Functions
Identifying, giving commands, describing
Proficiency Level(s)
Novice High (NH) – Intermediate Mid (IM)
Language Expectations
Phrases and sentences
Materials
Picture of a scene and multiple images of objects or people that fit in the scene
Length of Time
Approximately 5-7 minutes
Administration Tips
<ul style="list-style-type: none"> • Select a location that is familiar to students. This could be a home, classroom, or school. • Create or select an image of this scene and a series of objects or people that can be moved around within the scene. • The objects/people should be small and can be manipulatives or pictures, and you may have multiple of the same objects/people.

Instructions

Place the image of the scene on the table and put the objects or people into the scene.

This is a [location]. You can see different [objects/people] in the [location].

Part 1: Following Commands

Alternate between the students by asking each student a question in turn. Script 4 question in total.

[Student A], Point to [object/person].

[Student B], Point to [object/person].

[Student A], Put the [object/person] in the [room/specific space in the location].

[Student B], Put the [object/person] in the [room/specific space in the location].

Part 2: Giving Commands

Ask each student to be the teacher and give 3 commands to the other student.

Now you are going to take turns being the teacher! When you are the teacher, you will say where to put [objects/people] in the [location].

[Student B], now you are the teacher. Tell [Student A] where to put something in the [location]. *[Optional model]* For example, you could say: Put the [chair] in the [kitchen].

Tell [Student A] where to put something else in the [location].

Great, tell [Student A] where to put one more thing.

[Student A], now it's your turn to be the teacher. Tell [Student B] where to put something in the [location]. *[Optional model]* For example, you could say: Put the [chair] in the [kitchen].

Tell [Student B] where to put something else in the [location].

Great, tell [Student B] where to put one more thing.

Part 3: Describing

Place or move objects/people into two rooms or specific spaces in the scene where they should be. Ask Student A questions about one room/space in the scene and then ask Student B the same questions about a different room/space.

[Student A], What is happening in this [room/space]?

What do you think [person/object] is doing?

[Student B], What is happening in this [room/space]?
What do you think [person/object] is doing?

Place or move objects/people into an unusual or silly place in two different parts of the scene. Ask each student a question in turn about the silly situations you have created.

[Student B], Is something funny or strange [in this room/space/here]?
What can you do to make it better?

[Student A], Is something funny or strange [in this room/space/here]?
What can you do to make it better?

Transition to the next task and put away materials:

Great! Can you help me clean up? Now, we will go on to the last part.

If needed, help the students gather the materials and put them to the side.

Next Task

Go on to Wind Down.