

Task 3 Track 2 Script (Plant Life Cycle)

Title
Task 3: Describe a Topic
Purpose
This task assesses listening comprehension and oral fluency through asking students to describe a topic using sentences and academic vocabulary.
Language Functions
Describing
Proficiency Level(s)
Novice High (NH) – Intermediate Mid (IM)
Language Expectations
Phrases and sentences
Materials
1-4 pictures showing an academic topic
Length of Time
Approximately 2-3 minutes
Administration Tips
<ul style="list-style-type: none"> • Select an academic topic that is familiar to students from one of their school subjects such as science or social studies. • Select one complex picture or multiple pictures that show a process, sequence, or related elements within this topic, such as the water cycle, planting a tree, or the life cycle of a plant or animal. The picture should not contain extensive text descriptions, but labels in the target language may be appropriate. • You can script questions that are tailored to the picture(s) but make sure that complexity of the questions is balanced and parallel for each student. Each question should elicit sentence-level language rather than a list of words.

Instructions

Place the picture(s) on the table. If there are multiple pictures, place them in order.

This is a picture of the life cycle of a plant.

Alternate between the students by asking Student A to describe one picture or one part of the picture and then asking Student B to describe the next picture or part of the picture. Ask 4 questions in total that follow the sequential order of the process or cycle shown in the picture(s).

[Student A], Tell me about this part of the picture.

[Student B], Tell me about this part of the picture.

[Student A], Tell me about this part of the picture.

[Student B], Tell me about this part of the picture.

If a student responds to a question with only lists of words or short phrases, ask a follow-up question to elicit additional language.

What is happening to the plant here?

What is going on in this part of the picture?

Describe this process. What is the ____ turning into?

Transition to the next task:

Great, thank you! Now, we will go on to the next part.

Next Task

If one or both students responded to both questions with only lists of words or short phrases, go on to Wind Down.

If both students responded with sentences, go on to Task 4: Story Retelling.

