

Task 5 Script

Title
Task 5: School Rules
Purpose
This task assesses listening comprehension and oral fluency through asking students to express an opinion and provide reasons to support their opinion.
Language Functions
Expressing and supporting an opinion
Proficiency Level(s)
Advanced Low (AL) – Advanced High (AH)
Language Expectations
Paragraph-level discourse with extended, organized, and detailed language
Materials
Printed text of the three rules, which may include graphics that illustrate the rules
Length of Time
Approximately 5-7 minutes
Administration Tips
<ul style="list-style-type: none">• Create a pool of rules that are interesting and relevant to your students.• Print a page with the text of each rule, numbered in order, to help students when selecting the rule to discuss.• If appropriate for the age of your students, include illustrations or simple labels in the target language to support each rule.• For each administration, select three rules that are appropriate for those students.• Students are allowed to choose the same rule to talk about.

Instructions

Place the page of rules on the table so that students can read it.

Imagine that our school is going to make some new rules. We are thinking about three new rules. I want you to pick one of the rules and tell me what you think. Here are the three rules: [Point to each rule as you read it.]

1. Uniforms must be worn in school
2. All students must eat the school lunch
3. No phones are allowed in school

[Student A], which rule do you want to talk about?

Okay, [repeat or summarize selected rule].

Do you think we should have this rule in our school/class? Why/why not?

Tell me all the reasons you can think of.

[Student B], which rule do you want to talk about?

Okay, [repeat or summarize selected rule].

Do you think we should have this rule in our school/class? Why/Why not?

Tell me all the reasons you can think of.

If a student responds to a question with single sentences or less, ask follow-up questions to elicit additional language.

What do you think about this rule?

Do you think it is a good rule or a bad rule? Why?

Do you think other students would like this rule? Why/Why not?

If a student responds easily but does not meet language expectations for the task, ask follow-up questions to elicit paragraph-level speech.

Do you think other students will follow this rule?

What other rules do you think our school/class should have?

Transition to the next task:

Thank you for telling me what you think about these rules! Now, we will go on to the last part.

Next Task

Go on to Wind Down.