**Domain:**
Oral social interaction

**Benchmark:**
Ask and answer simple questions about familiar topics and everyday situations

**Description:**
In this task, the teacher conducts an informal conversation with each pupil individually. The teacher asks the pupil questions about him or herself and about various topics. A list of suggested questions is provided on the next page.

**Rationale for choice of topic:**
Children like to talk about themselves. Their world is based on their personal lives and specific interests. During the first few years of EFL learning, great emphasis is placed on oral language learning.

An informal conversation is a good way for the teacher to assess the pupil’s oral skills and to learn more about the individual pupil. The pupil will have an opportunity, in a non-threatening situation and without peer pressure, to express him or herself in English to an interested and willing listener.

**Suggestions for implementation (prior to and/or during):**
Devote a small part of each lesson to one or two individual conversations while the rest of the class works independently. Create a comfortable atmosphere in which the pupil feels free to speak. Encourage the pupil to expand on anything that interests him or her. You may want to invite the pupils to ask their own questions. The goal of the conversation is to get individual pupils to use as much spoken English as they can. You may tape the conversations to make evaluation easier.

**Suggested time allotment:**
Each conversation should last about five minutes. The conversations can be carried out over a period of several lessons, depending on how many pupils there are in the class and how many interviews the teacher is able to conduct in one lesson.

**Prerequisites:**
- Ability to ask and answer questions orally
- Knowledge of basic vocabulary about familiar and personal topics
- Understanding of basic sentence structure and word order in oral expression
- Knowledge of pronouns
Note: There is no pupil’s booklet for this task.

This task should be conducted as a flowing conversation. It should focus on whatever topic/s the pupil seems interested in and/or able to discuss.

Try not to ask yes/no questions. Lead the pupil, but do not give him or her the answers. The conversation should last no longer than five minutes.

The following are some examples of questions you might use as conversation starters:

• Tell me about someone you like.
• What do you like to study at school?
• What do you like to do after school? (e.g., games, “chugim,” sports)
• What did you do this week?
• What do you like (or dislike) about English lessons?
• Is there anything you want to talk about or tell me?
• What is your favorite room in your home and why?
• What is your favorite time of day?
• What is your favorite song and why?
• What is your favorite day of the week and why?
• What is your favorite book and why?
• What is your favorite month? Why?
• What birthday present do you want to get?
• What is something that makes you feel sad?
• What is something that really makes you angry?
• What things do you think are beautiful?
• What do you like most about yourself?
• What do you like to do in your free time?
• What kind of animal do you like and why?
• What three words describe you?
• What three things are most important in your life?
• What color makes you happy? Why?
• What has been the most fun activity at school this year?
• How do you feel when it’s your birthday? Why?
• Describe your favorite toy or game. Why do you like it best?
• Who do you talk to when you have a problem?
• Do you want to be famous? Why or why not?

Optional: Give the pupil the opportunity to ask you questions.
## Getting to Know You

<table>
<thead>
<tr>
<th>Points</th>
<th>Understanding</th>
<th>Performance</th>
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| 5      | ♦ Understood most of the questions  
♦ Answered most of the questions appropriately | ♦ Some degree of fluency, with few hesitations  
♦ Only English was used  
♦ Speech was clear and easy to understand  
♦ Skillful use of basic language (word order, verb forms)  
♦ Vocabulary was varied |
| 4      |               |             |
| 3      | ♦ Understood some of the questions  
♦ Answered some of the questions appropriately | ♦ Speech was hesitant  
♦ English was used most of the time  
♦ Speech was somewhat clear and understandable  
♦ Adequate use of basic language (word order, verb forms)  
♦ Vocabulary was basic |
| 2      |               |             |
| 1      | ♦ Did not understand the questions  
♦ Did not answer the questions appropriately | ♦ Found it difficult to speak at all  
♦ First language was used often  
♦ Speech was unclear and difficult to understand  
♦ Limited use of basic language (word order, verb forms)  
♦ Vocabulary was limited |