**Sample Tests to Enable Students to Develop Communication Skills**

1. **Descriptive Input Task**:

*One student watches a brief 10-second video clip and then describes its contents to their partner without showing them the video.*

1. **Opinion-Based Input Task**:

*Both students are given a specific topic to discuss, encouraging them to express their personal views and engage in an exchange of ideas.*

1. **Scaffolded Input Task**:

*Both students are shown a complete model discussion utilizing already covered class material from which they are tasked to develop their own discussion with a similar theme and responses.*

1. **Descriptive Input Task**:

a. Making a Pizza Sandwich: <https://www.youtube.com/watch?v=Vj4Y1c-DSM0>

b. Riding a Jet Ski: <https://youtu.be/J1qsrBl_CR0?si=VDM_ECECOf1Uf1Oy>

c. Old Woman: <https://youtube.com/shorts/eqoPzdcx_CE?si=UtgsbiMRnT8M0-QD>

d. Man Playing with Dog: <https://youtu.be/BB49x_uMlGA?si=Fjk-Q8Eo4JQf7zK->

e. Car Wash in the rain: <https://youtu.be/geNCpS885tg?si=7pERZyfS68jdH0h0>

2. **Opinion-Based Input Task**

a. Is it necessary to learn a foreign language now we have translation apps? Give reasons.

b. In the future will AI robots take over the world? Support your opinion.

c. Should Nuclear Power Plants be abolished? Why or why not?

d. Do people spend too much time on their phones and computer screens? Give examples.

e. Should smoking be banned in all public places. Explain your reasoning.

3. **Scaffolded Input Task**

*Template:*

Student A: Problem.

Student B: Open-ended question.

Student A: Explanation.

Student B: Reflect.

Student A: Explain feeling.

Student B: Open-ended question.

Student A: Explanation

Student B: Reflect.

Student A: Appreciate.

**Example conversations**. Students then make up their own conversations based on these examples.

**Example 1:**

*Lisa*: I went to Universal Studios last weekend, I had a wonderful time with my family. I was disappointed we couldn't enter the Super Mario area, though. (**Problem)**

*Jodie*: Oh that sounds wonderful. But why couldn't you enter that area of the park? What happened? (**open-ended question**)

*Lisa:* Well, we were a little late to get to the park. By the time we arrived, the entry tickets were all gone. I was so disappointed. (**Explanation**)

*Jodie:* Oh that's unfortunate. You sound disappointed that you arrived late. (**reflection**)

*Lisa:* Yes, I had been looking forward to enjoying Super Mario for months , so you can imagine how sad I felt (**Explain feeling)**

*Jodie:* Why were you late? (**open-ended question**)

*Lisa:* There was an accident on the train track and our train was delayed by several hours (**Explanation**)

*Jodie:* I’m really sorry to hear that. Perhaps you can go again on another day (**reflection**)

*Lisa:* Yes, I guess so. Thanks for listening, I appreciate your advice. (**Appreciate**)

**Example 2:**

*John (on telephone):* Hi Peter, it’s me John. I forgot to do my homework assignment last night.

*Peter (on telephone):* How did that happen?

*John:* I went drinking with friends and fell asleep as soon as I got home.

*Peter:* That’s too bad. You must be feeling pretty rough this morning.

*John:* Yes, I have a terrible headache, and I am worried about my assignment.

*Peter:* Why don’t you call the University and tell them you have a fever?

*John:* I used that excuse last week. My teacher will never believe me.

*Peter:* Then, I think you should be honest with your teacher and tell him about last night. He

 was young once. I’m sure he’ll understand.

*John:* OK, I will. Perhaps he will let me hand it in at the end of the day. Thank you for your

 advice