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AA18_25_57

Karla has planned the following strategy in order to help her students develop their oral fluency:

- First, the teacher puts the students in pairs and reminds them of vocabulary related to holidays and structures used to talk about future plans.

- Next, the teacher shows the students pictures of tourist attractions and tells them to imagine they are going to visit those places during the holidays. They will describe to their classmate what they plan to eat and do in those places.

- Afterwards, the students talk to each other while the teacher monitors. When she identifies grammar mistakes, she interrupts kindly and corrects them.

- Finally, the teacher has the students practice the pronunciation of some mispronounced words.

Given the teacher's purpose, which of the following criticisms of this sequence is appropriate?

a The teacher shouldn't have corrected the students' grammar mistakes.

b The teacher shouldn't have had the students practice the mispronounced words.

c The teacher shouldn't have reminded the students of the vocabulary related to holidays.

Carmen has planned the following teaching sequence to develop her third graders' writing skills:

- The teacher writes "Pollution is destroying our planet" and divides the board in two columns. In the first column, she writes the question "What do you know about the issue?" while in the second column, she writes "How could we solve this issue?"

- The students work in groups to answer both questions. Later, a member of each group goes to the board and writes some of the group's ideas in each column.

- After that, the teacher asks the students to look for additional information that will help them put into practice the solutions they came up with. They go to the school library and take notes of some relevant ideas.

- Then the students come back to the classroom and, in groups, they choose the best ideas to save our planet. Finally, the teacher asks them to work on a short text to present their ideas to the class.

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AA18_25_58

Based on the sequence above, which of the following teaching methods is involved in Carmen's sequence to develop writing?

a Task-Based Learning.

b Problem-Based Learning.

c Presentation-Practice-Production.

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AA18_25_59

Which of the following is **NOT** an objective developed in Carmen's lesson?

a Checking students' accuracy.

b Promoting cooperative learning.

c Developing students' speaking skills.

Ronald's students are going to listen to the recording of the following telephone conversation between two people:

> A: Hi, Dan, I didn't see you in class today. Are you still sick?
>
> B: Hi, Susan. Yes, I'm still sick. I have a fever.
>
> A: Oh! That's too bad.
>
> B: That's okay. Thanks for calling.
>
> A: No problem. I'll stop by your place later. We have a new biology assignment.

Ronald wants to take advantage of this conversation to help his students develop the listening skill *inferring meaning*. Which of the following strategies is appropriate to achieve Ronald's goal?

a Ask the students the following two questions: Who is sick? What subject do they have an assignment in?

b Have the students figure out the relationship between the speakers and the place where Dan is at the moment of speaking.

c Tell the students to listen to the recording and then discuss with a classmate what the general idea of the conversation is.

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Milena wants to help her students improve their speaking skills through a short discussion. She tells them to use the following expressions: "Speaking personally..."/ "In my view..."/ "The way I see it..."

What language function corresponds to the structures Milena wants her students to practice?

a Making complaints.

b Giving clarifications.

c Expressing opinions.

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Gabriel has noticed that when his fourth graders practice a dialogue, they focus on the language, but not on the nonverbal and paraverbal resources they can use to express ideas effectively. Before his students start practicing a dialogue about their vacation plans, Gabriel wants to give them an appropriate instruction to help them focus more on those resources.

Which of the following instructions is the **best** for his purpose?

a "Organize your ideas well and use different linking words to connect them properly. You have to follow a coherent sequence in your dialogue."

b "Try to be as fluent as possible while talking to your classmate and continue the dialogue without gaps in it. You have to practice the dialogue several times."

c "Stress the relevant phrases you want to point out in the dialogue and make pauses when necessary. You have to take into account that facial expressions matter."

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Irene would like her students to perform a roleplay, within the context of two language functions. For this purpose, she provides them with these expressions:

- What happened? How are you feeling?
- Are you ok? You look worried.
- Is everything under control?
- Before you move on, I'd like to say...
- Can I just add something here?

Which two language functions are the ones Irene would like her students to practice?

a Complimenting someone / establishing guidelines.

b Expressing concern / interrupting another speaker politely.

c Asking about other people's opinions / clarifying or arranging one's ideas.

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AA18_25_64

Anna's students are going to listen to the following conversation:

> A: I saw the movie "*The walker*" yesterday.
>
> B: Really! How did you like it?
>
> A: I loved it! The soundtrack and the special effects were amazing.
>
> B: Oh yeah! The special effects really impressed me too.

Before the students listen to the conversation, Anna gives the following instructions: "*You are going to listen to a short conversation between two friends. Listen to it once and answer: What is the subject of the conversation?*"

Which skill is the teacher trying to develop with her question?

a Listening for gist.

b Inferring attitude.

c Listening for details.

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AA18_25_65

The students have been learning how to describe things. Their teacher wants to help them reinforce their oral ability through a communicative activity in which they describe something in detail. Given this goal, which of the following strategies is **least** appropriate?

a The teacher pastes the picture of an object on the board. He tells the students they have to describe its characteristics. They observe the picture for some minutes and then the teacher calls for the students' participation.

b The teacher puts the students in groups. One student in the group picks a vocabulary card and describes the characteristics of the object in the card without saying its name. The other members of the group try to guess what the object is, and then they switch roles.

c The teacher puts the students in pairs. In each pair, student A receives the picture of a room, and student B gets the picture of the same room with some small differences. Without looking at each other's picture, the students describe what they see and try to find out the differences.

Ariana is going to teach her fifth graders how to write a formal letter. She has planned the following teaching sequence:

- First, the teacher shows the students a formal letter. Based on this sample, they analyze the format and the kind of language used in formal letters.
- Next, the teacher gives the students a letter they have to improve, using the language conventions and the format learned.
- Then the teacher tells the students to write a formal letter following the model shown at the beginning.
- The students organize their ideas and write down the letter.
- Finally, the teacher collects the letters for correction.

What teaching approach did the teacher follow?

a Process approach.

b Product approach.

c Genre approach.

Zulema wants her students to use the following expressions in a conversation: "What a bummer!", "I was so looking forward to…", "Is that it?" and "Why didn't you…?"

Which of the following language functions is Zulema trying to promote?

a Expressing wishes.

b Expressing preferences.

c Expressing disappointment.

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AA18_25_68

David wants his students to talk about real possibilities in the future using "First conditional sentences." He has planned the following activity as the first step of his lesson:

- The teacher puts the students in groups. Each group gets a set of sentences which have been split into two parts, for example: *If I don't study, / I won't pass the exam.*

- The students have to match two slips of paper to make a complete sentence. When all the groups have finished, the teacher elicits the correct sentences and writes some of them on the board.

- The teacher writes the following questions on the board: *How many clauses do you see? How does the "conditional clause" start? What tense is used in the conditional clause? What tense is used in the "main clause"? When do we use this type of sentences?*

- The students discuss their answers in their groups, then some volunteers share their ideas with the rest of the class.

- Then the students do some exercises about real possibilities in the future using conditional sentences.

- Finally, the students create their own examples.

Which approach is David trying to promote?

a Inductive.

b Deductive.

c Functional.

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AA18_25_69

Ivan wants his students to practice the following expressions in a communicative way: "Excuse me, but there seems to be a problem here", "Perhaps there was a misunderstanding but…", "Can I give you a hand?", "What can I do for you?"

Which of the following language functions are these structures **most** suitable for?

a Expressing doubt/giving advice.

b Making complaints/offering help.

c Demanding explanations/explaining.

A group of second graders will work on their reading skills using the following fact file:

FACT FILE: Say no to bullying

Bullying can happen to me or you or anyone. Millions of children around the world are bullied every year, but there are things that we can all do to help.

What is bullying? Bullying is when someone makes you feel bad or hurts you again and again. Bullying can happen at school, out of school or online. Bullying includes: Calling people mean names, laughing at people, telling lies about people, taking someone's things without permission, not letting someone play in a group, hitting people, etc.

What is cyberbullying? Cyberbullying happens online and includes: Sending mean messages, sharing photos without permission, not letting someone be part of an online group, etc.

What can you do? If someone is mean to you, tell an adult that you know and like. For example, talk to a parent or a teacher. You can block a person who sends mean messages online. Ask an adult to help you. Don't reply.

Also, say sorry if you are mean to someone. You can write a message or talk to the person. Think about how to be kind in the future. We can all help to say no to bullying.

Source: https://learnenglishkids.britishcouncil.org/en/reading-practice/say-no-bullying

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The teacher has planned to have the students read the fact file and answer the following questions:

- What kind of behavior shows that someone is bullying others?
- What can you do if you are bullied by someone?
- What should you do when you realize you were mean to someone?

Considering these questions, what is the reading skill the teacher is trying to promote?

a Contextualizing.

b Skimming.

c Scanning.