



72 Sophia has planned to give her students a communicative *post-reading* task. Given the teacher's goal, which activity is **least** appropriate for her purpose?

- a** The teacher tells the students to choose their favorite character and draw it on a piece of paper. Then the teacher asks some volunteers to come to the front and describe the drawings.
- b** The teacher asks the students to work in pairs to create a conversation between the fox and the crow. They write the conversation, practice it for some minutes and present it in front of the class.
- c** The teacher groups the students and tells them to change some details of the story in order to make a new version of it. The students discuss, put their ideas together and narrate the new version of the fable to the class.

73 Graciela wants her students to use the following expressions in an oral presentation on "How to prepare a popular dish of your community."

- The first thing to do is...
- Then you will...
- Be careful not to...

Which of the following language functions are those expressions suitable for?

- a** Contrasting ideas.
- b** Giving instructions.
- c** Showing preferences.



- 30** 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.”

- 32** Martha’s students have been talking about “Eating healthy food” during the past few sessions. She wants her students to reinforce their speaking skills through a role play of a given situation.

Given Martha’s goal, which of the following contexts is **least** appropriate?

- a** Student A is the doctor and student B is the patient. The patient wants to lose weight and the doctor gives him advice on what food to eat to achieve his goal.
- b** Student A is the chef of a TV show and student B is his assistant. The chef gives instructions for the preparation of a dish and the assistant follows his instructions.
- c** Student A is the cook of a high school and student B is the nutritionist. They have to create a balanced menu for the week which will be posted on the school bulletin board.



37 Franco's second graders have been practicing describing family relationships. He shows the students a picture of a family tree and tells them to describe the family relationships orally, using possessive nouns. The students practice in pairs, and then the teacher calls on volunteers. During the practice, one student comes up with the following example: "Homer is Lisa father."

Aware of the situation, Franco wants to use an appropriate technique to correct the student's mistake on the spot. Given Franco's goal, which of the following actions is **most** appropriate?

- ☐ a Indicate the mistake by saying "that's not quite right." Then ask another student to say the correct form.
- ☐ b Echo the student's sentence emphasizing the mistake to draw the learner's attention to it. Then ask the student to say the sentence again.
- ☐ c Ignore the student's mistake and let him finish. Then when all the students finish participating, remind them the use of the apostrophe to indicate possession.

39 Martin wants to help his students improve their speaking skills. Before starting a speaking practice, he provides them with the following expressions: "I wouldn't be surprised if..." / "Knowing him, he'll..." / "I bet..."

Considering the expressions provided, which is the language function that Martin wants his students to practice?

- ☐ a Making guesses.
- ☐ b Making complaints.
- ☐ c Making generalizations.



40 During last class, Lorena's students worked on the topic "Environmental problems." Now, she wants to help her students develop their speaking skills through a *free activity*. According to the teacher's goal, which of the following strategies is it **more** appropriate to carry out?

- a** The teacher groups the students and asks each group to choose an environmental problem. The students reflect on the problem and propose solutions for it. Each group presents their proposals to the rest of the class.
- b** The teacher provides the students with a dialogue between two friends talking about environmental problems. The teacher pairs up the students and assigns each student a role. The students practice the dialogue for some minutes.
- c** The teacher writes the following questions on the board: "Which environmental problem is affecting our country nowadays?" and "Have the authorities adopted environmental policies to solve that problem?" The students exchange their answers in pairs.

Read the following situation and answer questions 51 and 52.

Humberto's students are going to take part of a speaking session on the topic "My favorite superhero."

51 First, Humberto does the following activities:

- Humberto tells the students the name of his favorite superhero and mentions some information about him.
- Next, he invites some students to share with the class some information about their favorite superhero.

Which of the following steps is involved in the activities presented by the teacher?

- a** Follow-up.
- b** Warm-up.
- c** Wrap-up.



52 After having worked on different activities on the topic “My favorite superhero,” Humberto wants his students to practice their *speaking fluency*. Which of the following activities is it **more** appropriate to carry out?

- a** The teacher writes the following prompts on the board: “My favorite superhero is...”, “He/She can...”, “He/She is able to...”, “He/She is a ... person.” He asks the students to work individually to complete the prompts with the powers and qualities of their favorite superhero. Next, the teacher groups the students and asks them to share their ideas.
- b** The teacher tells the students to write some sentences describing the powers and qualities of their favorite superhero in their notebooks. Then the teacher pairs up the students. He asks them to exchange ideas about their superheroes using the sentences they have written down.
- c** The teacher asks the students to think of the powers and qualities of their favorite superhero for about some minutes. Then he tells them to stand up and share that information with at least five different classmates. He encourages the students to report their findings.

53 Esteban’s students are going to have a round table discussion in groups. He will provide them with the following expressions to be used during the discussion.

- What do you reckon about...?
- We can’t deny that...
- Where do you stand on...?
- Without doubt...

Which of the following language functions is **NOT** involved in the expressions provided?

- a** Distrusting information.
- b** Expressing certainty.
- c** Inquiring someone.