

SOLUCIONARIO: DESARROLLO DE EXAMEN

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AA18_25_50

Ronnie's students have been practicing describing physical appearances. In order for his students to develop their writing skills, he will ask them to compare two famous singers. He has designed the following activity:

- Show the students pictures of two famous singers and invite the students to describe them. Write their ideas on the board.
- Write a couple of sentences in comparative form using the ideas from the board: "Zendaya is taller than Selena Gomez", "Selena Gomez is more beautiful than Zendaya."
- Paste pictures of other famous singers on the board and have the students write some comparisons following the teacher's model.
- Next, tell the students to write a short paragraph comparing two of their favorite singers.
- Collect the papers once the students finish.

In the sequence above, what teaching method is Ronnie using?

- a Task-Based Learning.
- b ~~Total-Physical~~ Response.
- c Presentation-Practice-Production.

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Mario's students are going to read the article "Dealing with stress." Mario wants to help them develop their skimming skills. Given Mario's goal, which of the following strategies is appropriate?

- a The teacher tells the students to do a quick reading of the article. Then the students work in pairs in order to discuss what the general idea of the article is. ✓
- b The teacher writes some questions about stress on the board. He tells the students to read the article and look for the information to answer those questions.
- c The teacher asks the students to read the article and circle the words they don't understand. Then they try to deduce the meaning of those words from their context.

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Fiorella wants to help her students develop their listening skills. She has planned the following sequence:

- The students listen to the audio of a conversation. The teacher pauses the recording every few sentences.
- After the teacher pauses the audio, the students say what information the speakers might say next.

Which listening skill does the teacher want her students to develop?

- a Listening for gist.
- b Predicting content. ✓
- c Detecting connectors.

Emerson will get his students involved in writing by having them email a contemporary writer they admire. He has designed the following sequence:

- The teacher asks for the students' favorite young adult contemporary books and takes notes on the board.
- After that, the teacher asks the students to do some research on the writer of their favorite book. They go to the computer lab to make a brief search on the web.
- Later, the teacher tells them that they are going to write an email to their favorite young adult contemporary writer to comment on his/her work.
- In their notebooks, they list the comments they would like to send. Using their lists, the students write an email draft while the teacher monitors the activity helping out when necessary.
- Then the teacher pairs up the students and asks them to share the comments they wrote. They analyze the language included in their drafts.
- Finally, the students look for the author's contact information and send him/her the final version of their email.

In the teaching sequence above, what is the teaching method applied?

- a Task-Based Learning.
- ~~b Presentation Practice Production.~~
- c Content-Based Lea

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Timoteo's students are going to work on the language function "Speculating and expressing future possibility" using conditionals. Considering his purpose, which type of conditional does he have to ask them to use?

- a First conditional. ✓
- b Second conditional.
- c Third conditional.

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Yolanda wants to help her students improve their speaking skills. Before starting a speaking practice, she provides them with the following expressions: "That's exactly how I feel" / "That's so true" / "You're absolutely right" / "You have a point there."

Considering the expressions provided, which is the language function that Yolanda wants her students to practice?

- a Making suggestions.
- b Persuading someone.
- c Expressing agreements. ✓

Ernesto's students have been practicing "Relating past events" lately. Now, the teacher wants to promote this language function through a meaningful speaking activity. Given the teacher's goal, which of the following activities is appropriate?

- a** The students read a short interview of a famous person on his/her early years. The teacher tells them to highlight the questions and expressions used in the interview to inquire about past events and describe them. Finally, the students work in pairs and use the questions and expressions to interview each other.
- b** The students listen to the audio of a short story narrated in the past tense. The teacher tells the students to take notes as they listen. Then the teacher puts the students in groups and tells them to use their notes to reconstruct the story. Once they finish, one representative of the team reads the story to the rest of the class.
- c** The students look at a picture of a family that lived in the 1950s. The teacher writes on the board sentences with "used to + infinitive" to describe the family's routines at that time. He explains that this structure is used to talk about past habits. The students write more sentences on that family using "used to" and they read their examples to the class.

