

For questions 74-80, look at the classroom situations and the three ways of giving written feedback listed **A**, **B** and **C** for the classroom situation.

Two of the ways of giving written feedback are appropriate. One is **NOT**.

Mark the letter (**A**, **B** or **C**) which is **NOT** appropriate for the classroom situation on your answer sheet.

- 74** The teacher wants to give feedback to her young learners on their written work. She wants to encourage and motivate them.
- A** She puts a smiley face next to their writing.
 - B** She reads out the marks to the whole class.
 - C** She writes *Well done* at the bottom of their writing.
- 75** The teacher wants to give written feedback to an individual student on his behaviour. He writes a comment in his portfolio.
- A** Your mark of 86% is very good.
 - B** I am quite pleased with you this term. You have really tried hard.
 - C** This was a good term for you. You have calmed down a lot.
- 76** The teacher wants to give feedback to encourage students to make better use of a correction code for their written work.
- A** This will help you in examinations because you'll learn to find your own mistakes.
 - B** As you use the correction code, notice if you keep making the same mistakes. Think about how you can avoid them next time.
 - C** You should be able to do this on your own so only ask me if you have to.
- 77** The teacher wants to give feedback to an intermediate student on his speaking in preparation for an examination. He is quite fluent but makes several basic errors.
- A** You're still making quite small mistakes when you speak. Try recording yourself and then see if you notice the errors yourself.
 - B** Take more time in the examination. Don't feel you have to hurry. Think before you speak!
 - C** Don't worry too much about those small mistakes. The examiner won't notice.
- 78** The teacher wants to give feedback to an intermediate student. In a 1:1 and small-group situation the student speaks quite well but in a class situation he lacks confidence.
- A** Your speaking is good! Think how well you did that role-play the other day. Don't worry about making mistakes in front of the class.
 - B** It's important you get over your lack of confidence. I'd like you to give a short oral presentation tomorrow.
 - C** I know you feel worried about talking in front of the class. But they're worried too when they speak out. Have a go!

- 79** The teacher wants to give written feedback to a young learner on the ideas in a story he has written.
- A** You used all the adjectives and adverbs in the list. Well done.
 - B** This was a great story. I loved reading it. Thank you.
 - C** The characters really came to life. Maybe you'll be a writer one day.
- 80** The teacher wants to give some general feedback to a strong class on their oral presentations.
- A** Most of you used the structure I suggested and, in general, the presentations were very successful.
 - B** Most of the presentations were interesting, though yours, Paola, and yours, Sylvio, were rather weak.
 - C** These went well, don't you think? I thought they were all very professional and well organised.