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- 2. A: Tollock's technique of dripping paint onto canvas was [strange].
- B: I agree. [his work did revolutionise modern art.]
- 3. A: I love performance art. [David Blaine's my hero.]
- B: David Blaine? The magician? [I think he's crazy.]
- 4. A: I love Spanish art. [Picasso, I think he was the greatest of all time.]
- B: Well, yes, he [invented modern art.]
- 5. A: [photography, Cindy Sherman is currently the most famous artist.]
- B: Really? [I've never heard of her.]

by Antonio Pérez León

Source: 1)www.wiki.edu.org 2)https://www.english-4u.de/grammar.htm

Read 13.28

13. Choose the correct alternative

- 1- Some of his drawings had won prizes. **So that/consequently**, he became a famous painter.
- 2- She listened **while/at the same time** Peter read to her in a low voice.
- 3- That new computer game I bought is good. **Even so/even though**, I soon got bored with it.
- 4- Mr. Jones was on holiday **so/in consequence**, he wasn't considered.
- 5- He was refused entry to the country. **Though/instead**, he was forced to return back home.
- 6- I understand your point of view. **However/although**, I don't agree with it at all.
- 7- **Even so/even though**, I knew the house was empty, I rang the doorbell just in case.
- 8- It was the best race seen in the **stadium before/that/since** 1992.
- 9- John had lived there for 20 years. **Even though/nevertheless**, locals still considered him on outsider.
- 10- The car broke down **as/when/while** we were approaching the bridge.
- 11- He'd been our neighbour for years, **yet/however**, we hardly ever see him.
- 12- They met for lunch at café and **afterwards/since** they went to the park for a walk.
- 13- She **walked** up the stairs cautiously. **Even so/even though**, she nearly fell twice.
- 14- We all sat there gloomily, **meanwhile/while**, Caroline smiled to herself.
- 15- I first saw 'The Beatles' in London. **After/after that**, I didn't miss any of their concerts.
- 16- I'd be wearing a blue hat **so that/instead** you can see me easily.
- 17- **While/however** I was waiting, I read a book.
- 18- The lights went off. **As a result/in addition**, workers had to be sent home.

PRACTICE

- 1- Choose the correct alternative
- 1- Some of his drawings had won prizes. **So that/consequently**, he became a famous painter.
- 2- She listened **while/at the same time** Peter read to her in a low voice.
- 3- That new computer game I bought is good. **Even so/even though**, I soon got bored with it.
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- 17- **While/however** I was waiting, I read a book.
- 18- The lights went off. **As a result/in addition**, workers had to be sent home.

Match the discourse markers that have similar meanings

- a) For example
- b) Too
- c) Similarly speaking
- d) That is to say
- e) In addition
- f) Including
- g) Certainly
- h) Quite the other hand

- 1) Blackboard
- 2) Day
- 3) Horizontal
- 4) Participatory
- 5) Bullet points
- 6) Likewise
- 7) Such as
- 8) To be avoided

a	b	c	d	e	f	g	h
1							

For questions 1–20, complete the text with a linking word or phrase from the box. Drag each box and drop it where it belongs.

- consequently
- moreover
- while
- In spite of
- on the contrary
- for example
- certainly
- nevertheless
- as a result
- In my view

THE VALUE OF BEAUTY

(1) _____, beautiful things are necessary in our lives, helping to make our environment more comfortable and relaxing. Objects of beauty can be found everywhere: (2) _____ paintings, furniture or even kitchen appliances. In fact it's (3) _____ true that some people spend thousands of pounds on creating the most beautiful kitchen in their home. There's no doubt that life would be very dull and meaningless without beautiful things around us. (4) _____ many people might think paintings are an expensive waste of money, just imagine what it would be like if there were bare walls in our public buildings, or in our homes. (5) _____, what is beautiful to one person will be ugly to another so it is important that we choose our own pieces of art or furniture. Nowadays, however, many people employ an interior designer to decorate their homes. This is (6) _____ of having very little time to spare - people work harder than ever and then have to pay other people to do work in their homes. (7) _____ these designers being able to produce delightful results, probably better than the clients could do themselves, the designs and pieces chosen may not truly reflect what the client believes is beautiful. (8) _____, these clients may not particularly like the finished product and you would expect them to complain bitterly about it because they have spent so much money. (9) _____, they tend to keep silent because they are too embarrassed to admit it. (10) _____ it is very important to remember that beauty is very subjective and, therefore, if you like something you should buy it, whether it matches the rest of the décor or not!

(1)

perform phonological awareness tasks at a syllable level. 16. an extract from their completed chart is shown below. option a is wrong because in this scenario, students listened to the text during the liters of multiple and focused teachers. encourage the student to develop a written summary of key events of text or central ideas as the student is reading the text. several students in a first class have progressed from the partial-alphabetic phase of text development to the full-alphabetic phase. have children oane scene objects to make a scene from pre-teacher history non-family vocabulary from history to support understanding stop in appropriate places in history to make predictions by giving children images of events in history to revisit in sequence transponders to expand or collapse response. expanded answer the option d is correct. differentiate reading ratings for individual students in order to evaluate all students with precision and goals. option b is wrong because the teacher in the scenario does not model or explicitly teaches behavior related to self-monitoring for understanding during reading. 50. the teacher differentiates the written-summary part of the lesson for English students by making them practice orally revisiting the story before developing their writings. the d option is wrong because summarizing key events or central ideas in a text depends on having background knowledge and relative vocabulary necessary to make sense of the text. the following is a transcription of the teacher who reads out loud an informative text called "making a bird feeder." the process of think-aloud of the teacher is seen under in italics. the d option is incorrect because a screening evaluation is given forThe discrete skills that could identify a student or students as at risk for the development of reading difficulties. The extension the extension It is designed to be a reinforcement activity. 40. Students work with a partner to complete the right column of the graph and then develop a written summary of the text. Students who read "Word-by-Word in a rippled and disconcerted way" will probably have difficulty understanding that they read. Options B, C and D are not correct because the teacher does not identify the central idea of the text, makes a forecast or seek tests in support of a topic during thought aloud. Several English students often smooth or omit high frequency prepositions (e.g. in, on, of, by) when reading the connected text. The teacher observes that some students have difficulty completing the right side of the void that takes care of someone, but so, so. After meeting each student, the teacher examines the performances of the students and the notices that several students performed similarly on the evaluation. The convergent research

some consonants as a student's ability to perceive phonemes in words (i.e., awareness). Options C and D are incorrect because the scenario does not allude to the students generating questions or using visualization or mental imagery to better understand the text. As part of an introduction to the term phonemes in words, the teacher reads aloud the book *If You Were an Antonym* by Nancy Loewen. Competency 009c:ÁÁÁ(Vocabulary Development). Understand concepts, principles, and best practices related to vocabulary development, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional Promote the development of all students of knowledge and skills of grade level vocabulary. 12. The articulated feedback can also include determination if the sound vibrates (it is vocalized) or not when it is produced (for example, compare /f/and /v/) or pass through the nose (for example, /n/, /m/, /ng/). The teacher can therefore model how to read the text in phrase with appropriate intonation, pitch and expression that transmits the meaning expressed by words. This type of activity benefits from the development of the students' vocabulary more directly from: improve their ability to engage in the self-sufficient reading of texts that contain stimulating words. The teacher can better use the results of this informal evaluation to determine which students are able to: apply key concepts related to the alphabetical principle. When you read the word instead of turning it off, you can say that she didn't play well in the sentence and she repaired it immediately. Students also constantly spent words using both the initial consonant and ending sounds in their daily writing. The option is incorrect because the strategy described blocks children in a particular reading group without considering the growth of individual children. In addition, working with the families of words would focus on the students on the same debut/rhymes who have already learned and would not help them learn to attend each of the individual sounds in a word. Option is wrong because discussing the feelings and reactions of the main character focuses the students more on the plot of history and the development of character than on the choices that the author has made in the construction of the text. Does this scenario better demonstrate the awareness of the teacher of which of the following concepts related to the development of students of reading skills? Education does not eroligim eroligim al Á Átiliba itneuges elled elauQ ehcitenof Átiliba elled o eznesconoc elled otnemaroligim li o ,esselpmoc ilacitammarg erutturts id otnemangesni'1 ,enozamotua'lied e acifidoced alled enoizomorp allus atazzilacof With the aim of the teacher and the continuum of the reading skills of the words described in the essential knowledge and skill of the first degree Texas (Texas) for the arts and reading the English language (ENR) Before assigning students a new text of scientific or social studies, a third-grade teacher introduces important levels of level from the text. From reading 1 I know that ... the teacher encourages students to think about the words of the book that the teacher has just read aloud and from other books that the students have recently read in the classroom. Building words of the target words so that students can practice reading the words in isolation before reading a text that includes their students who practice reading the target words in significant sentences that are illustrated to strengthen understanding indicating the parts of each word target that are and are not decoded and provide further practices with the non-decodable elements that involve students in a time game of collaborative game in time with a partner in which they try to improve their collective correspondence of the target words resopstant for expand or collapse the answer. Answer the expanded option B is correct. The B option is not correct because the teacher has not actually modeled a grammatically complex phrase. A first degree teacher provides systematic and explicit reading instructions and emphasizes both the fundamental reading skills and the various dimensions of understanding. Instead, the teacher pushed the student to produce a more complex grammatical structure providing the conjunction as a scaffolding. Competence 007' Á establish € (Syllabication and Morfemic Analysis: Understanding concepts, principles and best practices relating to the development of the consumer and morphemic analysis, including ability to spell and demonstrate knowledge of development-based assessments, based on research and evidence and teaching practices to promote all id itneduts ilged oppulvis of avomorp etnangesni'lied acitarp al ehc elibaborp 'Áip Á ,esab id aznesconoc orol alled enoizurtsoc allen olour nu Áreglows etnemlibaborp otartsullu orbil lad e oeviv lad etnenitrep orialobacov la itneduts ilged enoizosopse'1 enebbes ,enoizel atseuq etnarud orialobacov li etnematicilpse angesi etnangesni'1 ehc escireggus non oiranees ol ©Áhcrep atterroc Á non C enoizpo'L ,53 asac al erurtsoc a otatua onnah ol non e irgip onare ©Áhcrep orressartne icima ious i ehc eraicsal ebbervod non ollaig ollop olocip li ehc osneP Á etneduts ... idniq ,otluges id adnamod ingo rep atinof Á atterroc atsopisr al ,avisseece Átilacsav alled o oilgopro'lied e onsioge'lied , Átidiva'lied iziv ia onoeser ehc Átlimu'lied e Átsoreneq alled ,enoissapmoc alled Átirv el emoc ,eruthc elled etrap roigram alla inumoc lasrevinu imet onottem sart selatkof i ©Áhcrep atterroc Á C atailpma enoizpo'L ,atsopisr al erallorc o erednapse rep idopisR ,otluges id itartsom onos etneduts onu rep itad 1 ,otset led enoisnerpmoc orol al eridnoforppa e eriaibc ,erangadaug id ongosib reva ebhertop etneduts ol ehc ocittadid otroppus id Átitnaug al eraninroted rep odom nu emoc airts alled enoizatsopmi'1lus o otset nu id otnemogra'1lus etneduts onu id esab id aznesconoc alled Átine'1 elamrofni odom ni eratulav 'Áup etnangesni nU ? 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Example applications are included to illustrate the formats and types of questions you will see on the exam; However, your performance on the sample questions should not be considered as predictors of performance in the actual examination. 30. The option is not correct because the evaluation is not measuring the knowledge of the students on the meaning of words. Other students who promptly associate letters to sounds use this understanding to guide the finger while indicating a word that starts with the sound they hear at the beginning of the spoken word. Who sleeps in the room? The teacher could achieve both objectives by showing students how to: apply contextual analyzes to determine the meaning of one of the synonyms or Antoinimi in the connected text. The D option is not correct because the focus of the lesson was to help students use common conjunctions to express their ideas in a more complete way by building more complex phrases. Target Word Student Response a O8 % 7TSHORT A SOUND, MARCER SELLER, T SOUND MEN M/0H F Á € e Nm, segment marker, en line L/Ás ni sound, segment marker, ineth hot h/uee ... th sound, segment, marker segment, of gum g/uee ... mHard g sound, marker of segments, um provided the information provided, which of the following students of the students would be more appropriate that the teacher includes when planning the instruction Differentiated to promote students' growth in phonemic awareness? Intermediate intermediate start of high response intermediate intermediate to expand or collapse the response. The Bo option B is correct. Morphological research based on evidence suggests that kindergarten and first grade students demonstrate an emerging morphological awareness and that this awareness increases with explicit education. It also uses reading readings for the teaching of the related academic vocabulary. A prekindergarten teacher often involves children in the activities of the in the activities of the in time circle such as activities activities tmemcrofrier gnitnemelpmi ?gnidaer tnegreme ot detaler saera rehto gniwollof eht fo hcilw ni tnempoleved 'stneduts tuoba noitamrofni edivorp osla dluov tnemssessa fo epyt siht ,secnednopserrroc dnuos-rettel fo egdelwonk 'stneduts tuoba noitamrofni htw rehcaet eht gnidivorp ot noitidda ni ?ezisahpme ot rehcaet eht rof Fairgeal scaplockloadloader that the mballonger , sabile , lames tumeker sumbates sumbates sumbates. Apipe 'Srow I for Pam.I WRean VAMABO LIC ON PRASS , sucad , sabo, Plat Plat Plat States tume , salm salm suplome is the salmbal number mbert tabil lame tumer lames taban tuban ym ,meht etaroprocní dna sdrow wen esu ot yleklí erom era nerdlic gnuoy esuaceb tcerroc si C noitpO dednapxe rewsnA ,rewsna espalloc ro dnapxe ot retnErewsnA nerdlich gnuoy rof eternoc sdrow yralubacov tcartsa gnikam fo ecanatropmi ehc tnempoleved yralubacov s'nerdlhc gnuoy gnicrofnier dna gnitroppus ni sellimaf fo elor eht gninrael tpecnoc dna tnempoleved yralubacov neewteb spihnsoitallerretmi eht dlohesuoh rieht ni elor tnenimorp a yalp ycaretil evah ot sellimaf gniigarucne fo stifeneb eht ,tnempoleved ycaretil tnegreme ni ssergorp gnikam morf dilhc eht gnitneverp neem dluow sillks ssenerawa lacigolonohp fo muunitnoc eht ni reilrae rucco taht ksas htw dlhc The Tpeanies taptine Getts ,Manileb id atsopisR actsemmod augnil ni anretam aloues id ilif ni eraticer emoc onibmab orol li noc elorap id ocoig id Átivitta ni israngepmi a eselgni etneduts olled ailgimaf al onediggarocni ehc etalrap iselgni elorap icilpmes id inous i aloesem e otneugeS olraf id onibmab la onodeibcir ehc eselgni id etneduts ol noc itipmoc odnecudnoc acigolonof azzelovepasnoc id muunitnoc led amirp onartneir ehc Átiliba us artnecon is ehc eselnji etneduts ol rep avitanretra enoizel anu appulvis ehc eselnji etneduts olled asac id augnil alla ehc eselnji'1la ais inumoc inous onnah ehc enoizel al rep olomits id elorap id enoizeleS ,airots allus inoizalar ettemasr ehc odom nu ni airots anu ni itneve ilged ittircs itnussair erappulvis id Áticapac orol al eraticilf rep →Ásoc am ,otangepmi Á Á is ehc onuclauq a ocifarg nu a itneduts ilg idniq e cudortni etnangesni'L ,omalcer nu o enoissucsid anu noc adneciv a onadifis is e ednamod onnaf is itneduts ilg ertnem atitursoc-oc Á otset led enoisnerpmoc al ,ocitebafala oipicnirp led enoisnerpmoc orol al e otebafal'lied aznesconoc e apmats id ittecnoc id oppulvis olta evitaler ehcitarp iroilgim e ipicnirp ,ittecnoc erdnerpmoc :otebafala'lied aznesconoc e apmats id ittecnoc" → eÁ500 aznetepmoC ,atterroc Á B asnapse enoizpo'1 atsopisR ,atsopisr al erassalloc o erednapse rep etnatsopisR elacov ognul a elorap id aruttel alla etneduts olla onavassap ehc asac a itipmoc i ereggel rep acitarp al osrep ah etneduts ol ehc elorap el asac a onaivni ehc ilanif itnanosnoc id elecsim ellus etartneeci acimenof enoizazzilbisnes id Átivitta ellen etneduts ol onoglovnic ehc itnanosnoc ifargid inumoc us otartneeci etneduts ol noC olomits olomits id elorap id onaicifeneb eselnji id itneduts ilg ,etaicunorp elorap ellen ,inoust (imenof i eracifitnedi/itnalosi id ,atsopisr al erassalloc o contain family sounds. Further selected response questions This section includes additional response questions selected by revision in preparation for the exam. The importance of the phonetic education of sequencing on the basis of the growing complexity of linguistic units the relationship between automatic and accurate decoding and development of the fluidity of reading and understanding the importance of using the mutual between decoding and coding to strengthen the phonetic instruction of the phonetics exercised with the decodable text and the development of automatic automaticity to expand or collapse the response. The expanded option is correct because the mapping of the Fonema grapheme is a visual activity that allows students to map the graphs on individual phonemes or sounds they represent in a word. Competence 012á e ávelop (understanding of information texts): understanding concepts, principles and best practices relating to understanding and critical thinking on information texts and demonstrate the knowledge of the assessments and didactic practices based on the development of development, based on the research and evidence to be promoted the development of all students of understanding and analysis at the level of degree of information texts. So the Calabacita plant becomes bigger and tries to eliminate it. The option is not correct because, while a project of arts and crafts could enrich the educational experience of the students, it does not directly benefit the understanding of the students of the central theme of a folk. According to the research convergent in the education of the vocabulary, children learn the new vocabulary in a more effective way when they are presented in significant contexts and children have frequent opportunities to interact and intentionally use the new words of the vocabulary. Which of the following accompaniment activities would promote The understanding of the children of the basic structure of the story? Word target: target: ,ydots ,ydots drow ylkeew tnerruc ieht taht sdrow yralubacov eht rof strahcs ni stnedS stroppus rehcs

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