



Key Answer of Teaching Speaking' Exam

Task One : Read each scenario and guess which speaking theory it represents. Write the theory name one short reason.

1. The teacher tells a short story with pictures, uses easy words, and students only listen; no one is forced to speak **Input Hypothesis (Comprehensible Input+ Low Pressure to speak)**
2. Student A doesn't understand Student B, so B repeats more slowly and changes the words until A understands. **Interactive Hypothesis (negotiation of meaning)**
3. Students try to explain a process, notice they don't know a word, then ask for it, learn it, and try again with the new word. **Output Hypothesis (speaking pushes noticing gaps + learning)**
4. Students role-play "ordering a food in a restaurant," and the teacher checks if they used appropriate polite expressions and turn-taking. **Communicative Competence Theory (real communication, meaning + use)**
5. Students practice refusing an invitation politely ("I'd love to, but I can't") and compare how the same message sounds rude or polite. **Speech Act Theory (requests vary by context and relationship)**
6. Students work in groups to plan a class event; stronger students guide weaker ones, and the teacher gives small hints only when needed. **Socio-cultural Theory (Scaffolding)**

Task Two: Discussion is a powerful speaking activity, they can be used under three categories, illustrate?

Discussion is a powerful speaking activity; it can be used under three categories **Formality, Group Size, and Purpose**

Formality as formal debates

Purpose as Instant Comments

Group Size as buzz groups

Task Three: Read the following speaking events, name the event; and then mention the most dominant speaking skill for each

1. The teacher asks a sudden question and the student answers immediately for 30 seconds without preparing.
Unplanned /Fluency
2. In a group talk, one student invites quiet classmates to speak and keeps the conversation moving.
Interpersonal/ Conversational Skills
3. Two students misunderstand each other; one says, "Do you mean...?" and rephrases until it's clear.
Interactive/ Conversational Repair Strategies
4. A student speaks but classmates often say "Sorry?" because the words aren't clear.
Interactive/ Pronunciation
5. A student asks a teacher for an extension and chooses polite expressions and soft tone.
Interpersonal/ appropriately
6. A student gives instructions in group task and must be grammatically clear to avoid confusion.
Transactional/ Accuracy

Task Four:

According to Harmer, a speaking lesson plan is organized into sequenced stages. Illustrate these stages in a short essay?.”

According to Harmer, a speaking lesson plan is organized into sequenced stages

Warm-up activities (Example)

Language Focus (Example)

Controlled Practice (Example)

Communication Practice (Example)

Fluency (Example)

Feedback (Example)

GOOD LUCK!