

TEACHING

NYSTCE-BEA-Spanish

NYSTCE BEA Spanish (024)

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Question: 1

For this question, listen as the speaker talks about how excited he was to see his uncle:
When the bell rang, I run to the door to see him. It has been a long time since I see my uncle.
The error in the speaker's statement involves which of the following?

- A. Subject/verb agreement
- B. Tense
- C. Negative transfer
- D. Coordination

Answer: B

Explanation:

The error in the speaker's statement is related to the incorrect use of verb tense. The speaker discusses events that occurred in the past, yet inconsistently uses both past and present tenses in the narration. This inconsistency disrupts the flow of the narrative and may cause confusion for the listener or reader as to when the events actually took place. Here's a breakdown of the tense issues: 1. ****Past Tense vs. Present Tense****: The speaker starts the statement with "When the bell rang," correctly using the past tense "rang" for an event that has already occurred. However, the statement then incorrectly shifts to the present tense with "I run to the door to see him" and "It has been a long time since I see my uncle." The correct forms should maintain the past tense throughout, as the action described (running to the door) and the observation about the time elapsed since seeing the uncle both occurred in the past. 2. ****Correcting the Tenses****: - "I run" should be changed to "I ran" to reflect that the action happened in conjunction with the ringing of the bell, which is also a past event. - "It has been a long time since I see my uncle" should be revised to "It had been a long time since I saw my uncle." This change not only corrects the tense but also properly conveys that the speaker is reflecting on the period before the current event from a past perspective. These corrections ensure that the entire narrative is consistently in the past tense, aligning with the initial setup that these are past events being recounted. Maintaining consistent tense in storytelling is crucial for clarity and coherence, helping the listener or reader clearly understand when events occurred relative to each other. Thus, the error involves tense, specifically the need to use the past tense consistently to accurately narrate events that have already happened. This error does not relate to subject/verb agreement, negative transfer, or coordination, as those would imply different kinds of grammatical issues not present in this case.

Question: 2

For this question, listen as the speaker talks about breaking a dish:
I took too many dishes off of the table and I dropped one on the tile floor.
As pronounced by the speaker, the underlined word contains the sound

- A. [aɪ]

- B. [eə]
- C. [i:]
- D. [æ]

Answer: C

Explanation:

The question presented asks the listener to identify the sound that the speaker used to pronounce the underlined word in the sentence: "I took too many dishes off of the table and I dropped one on the tile floor." The focus is on the pronunciation of the word "tile." In standard English pronunciation, the "i" in "tile" is typically pronounced as the diphthong [aɪ] (as in "high"). However, the question suggests that the speaker pronounced it as [i:] (as in "see"). This alteration in pronunciation could lead to misunderstandings or indicate a non-standard accent or pronunciation error, depending on the context. Each option in the question provides a pair of phonetic symbols. The task is to select the pair where the first symbol represents the expected pronunciation ([aɪ]) and the second symbol ([i:]) represents the speaker's actual pronunciation of the word. Here is the breakdown of the options: - *[aɪ] [i:]*: This is the correct answer. It shows the expected pronunciation [aɪ] and the actual pronunciation by the speaker as [i:]. - *[eə] [i:]*: Incorrect because [eə] (as in "air") does not represent the typical pronunciation of "i" in "tile." - *[i:] [i:]*: Incorrect because it suggests that both the expected and actual pronunciations are [i:], which does not highlight the pronunciation error. - *[æ] [i:]*: Incorrect because [æ] (a front rounded vowel not common in English) is unrelated to the pronunciation of "tile." The correct answer highlights the discrepancy between the standard pronunciation and the speaker's pronunciation, providing insight into pronunciation norms and potential errors, useful for language learning and analysis.

Question: 3

The teacher in an ESOL classroom is having a class discussion about the rainforests of the world. She first asks her students what they know about rainforests and they brainstorm different words that relate to rainforests. What is this teacher doing?

- A. teaching organization of facts
- B. activating prior knowledge
- C. promoting receptive language ability
- D. activating critical thinking ability

Answer: B

Explanation:

The teacher in an ESOL classroom uses a specific strategy by beginning the class discussion with a question about what students already know about rainforests. This technique is known as "activating prior knowledge." Prior knowledge refers to the information and experiences that learners already possess before they encounter new content. By asking students to brainstorm words and ideas related to rainforests, the teacher is tapping into their existing knowledge base. This approach is critical because it helps students connect new information with what they already know, enhancing their ability to understand and retain new material.

Activating prior knowledge is particularly effective in language learning environments like ESOL classrooms. It allows students to utilize their existing linguistic resources to engage with new content, which can be especially empowering for language learners who might struggle with expression in a new language. By linking new vocabulary and concepts to familiar ideas, students can more readily comprehend and discuss complex topics.

Furthermore, this strategy does not only help in understanding and retention but also promotes student engagement and motivation. When learners see the connection between what they know and what they are learning, they are more likely to feel competent and involved in the learning process. This engagement is crucial in educational settings as it encourages active learning and participation.

In the context of the ESOL classroom discussing rainforests, activating prior knowledge also serves to build a collaborative learning environment. Students share their thoughts and knowledge, learning from each other and contributing to a collective pool of information. This collaborative aspect can further enhance language skills as students negotiate meaning and articulate their thoughts in the new language.

Therefore, the teacher's technique of initiating a discussion by asking about students' pre-existing knowledge on rainforests effectively activates their prior knowledge. This not only aids in better comprehension and retention of new information but also fosters an inclusive and interactive learning atmosphere conducive to language acquisition and critical thinking.

Question: 4

The entire range of communications across boundaries of groups is known by what term?

- A. discourse communication
- B. interdiscourse communication
- C. pragmalinguistics
- D. sociopragmatics

Answer: B

Explanation:

The term that encompasses the entire range of communications across the boundaries of different groups or discourse communities is known as **interdiscourse communication**.

To understand interdiscourse communication, it's important to first grasp what a discourse community is. A discourse community can be defined as a group of people who share certain language norms, terminologies, and ways of communicating specific to their common interests, goals, or professions. Examples include academic researchers, medical professionals, or even hobbyist groups like bird watchers. Each of these communities develops its own specialized language and communication practices that are understood and used among its members.

Interdiscourse communication, however, refers to the interaction that occurs between these distinct discourse communities. This type of communication is crucial because it facilitates understanding and information exchange between groups that might use different jargons or have different communicative conventions. For example, when a legal expert communicates with a healthcare professional, or when a scientist explains research findings to non-specialists, interdiscourse communication is at play.

The challenges of interdiscourse communication include overcoming the barriers of specialized terminologies and adapting communication strategies to ensure clarity and mutual understanding. This

often requires participants to modify their linguistic choices and employ more universally understandable language.

Thus, interdiscourse communication is vital in a diverse and interconnected world where people from different professional and cultural backgrounds frequently interact and collaborate. It supports the integration of knowledge across disciplines and communities, fostering broader understanding and cooperation.

Question: 5

¿En qué se basa principalmente la economía en Paraguay?

- A. Petróleo.
- B. Turismo.
- C. Narcotráfico.
- D. Agricultura.

Answer: D

Explanation:

Paraguay's economy is agriculturally based.

Question: 6

What does the term "Non-standard English" describe?

- A. Dialects
- B. Foreign language
- C. Symmetric
- D. Syntax

Answer: A

Explanation:

The term "Non-standard English" describes various forms of the English language that do not conform to the conventions of Standard English. These forms can include regional dialects, sociolects, and other varieties that differ in grammar, vocabulary, pronunciation, and usage from the standardized form typically taught in formal educational settings and used in more formal contexts such as professional and academic communication.

From a sociolinguistic perspective, the concept of dialects is not viewed negatively. Dialects are simply different versions of a language spoken by particular groups of people. These groups may be defined by regional, social, or ethnic boundaries. Each dialect has its own unique characteristics and rules, and is a valid form of communication among its speakers. Linguists view these varieties as natural and important expressions of cultural identity and community membership.

The term "Non-standard English" often carries a pejorative connotation in everyday usage, implying a deviation from the norm or an inferior form of the language. However, among linguists and language

scholars, all dialects, including non-standard ones, are considered legitimate forms of the language with their own grammatical structures and vocabulary. They emphasize that the distinction between standard and non-standard English is not an indication of correctness but rather of different linguistic conventions.

In summary, "Non-standard English" refers to the diverse array of English dialects that differ from the standardized form of English often used in formal and educational contexts. Recognizing the legitimacy of non-standard dialects is crucial in appreciating the richness and diversity of English as spoken around the world.

Question: 7

¿Qué atravesó el continente en los ochentas?

- A. Una ola de calor.
- B. Una ola de muerte.
- C. Una ola de democratización.
- D. Una ola de golpes militares.

Answer: C

Explanation:

Since the 80's a wave of democratization came through the continent, and the democratic rule is widespread now.

Question: 8

¿Cuál fue un grave problema en los ochentas?

- A. La crisis energética.
- B. La integración regional.
- C. La expansión socialista.
- D. El endeudamiento internacional.

Answer: D

Explanation:

International indebtedness turned into a severe problem in the late 1980's.

Question: 9

(1) Los Miembros del Comité para el Mejoramiento de la Comunidad han reportado que la reunión que se llevó a cabo el miércoles pasado, resultó con números impresionantes en términos de asistencia por los residentes de la Calle Reyes, donde sucedieron diecisiete robos durante el mes pasado. (2) Setenta y nueve personas asistieron a la reunión, donde el Oficial Encargado de la Prevención de Crimen en el Condado Coronado, Fermín Ochoa, ofreció ideas acerca de la prevención de robo. (3) Los

residentes estaban muy interesados en el consejo y las ideas que presentó el oficial Ochoa. (4) Como puede ver en la pantalla, muchos estaban grabando los comentarios del oficial, mientras otros estaban notando sus comentarios. (5) Para una lista de los métodos para impedir crimen cuales fueron presentados por el oficial Ochoa durante la reunión, visite a nuestro sitio de Web situado en la dirección que aparece en el fondo de la pantalla.

¿En cuál de las siguientes calles han sucedido robos, según el reportaje?

- A. La Calle Tijerina.
- B. La Calle Villarreal.
- C. La Calle Reyes.
- D. La Calle Milagro.

Answer: C

Explanation:

According to the report, burglaries have occurred on Reyes Street.

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