

### **Scenario 1**

Most of your students are in the process of writing the final copy of their texts, but some students are still on the correction step. What do you do?

### **Scenario 2**

Michel and Sophie are working at different paces. Michel has already had a conference to discuss his ideas, and he's now ready to look at the text with you from a linguistic perspective. Sophie is still having trouble completing her plan and putting her ideas on paper. How would you help her during an idea conference? What is the importance of these conferences for students?

### **Scenario 3**

A student is waiting for you to help him correct his text during the conference on six traits. What can you do to promote this student's autonomy?

### **Scenario 4**

During your conferences with students, you see that several of them have the same linguistic problem. How will that information help you plan your next support activities?