

EDUCACIÓN BÁSICA REGULAR

Nivel Secundaria: Inglés

A08-EBRS-12

Concurso para el Ascenso de Escala en la Carrera Pública Magisterial

Fecha de aplicación: octubre de 2019



INSTRUCCIONES

Esta prueba consta de sesenta (60) preguntas. A continuación, se presentan el puntaje por respuesta correcta y el puntaje mínimo requerido para clasificar a la siguiente etapa según la escala magisterial a la que postula:

Escala magisterial a la que postula	Cantidad de preguntas	Puntaje por respuesta correcta	Puntaje máximo	Cantidad mínima requerida de preguntas acertadas	Puntaje mínimo requerido
Segunda escala	60	1,5	90	36	54
Tercera escala	60	1,5	90	38	57
Cuarta escala	60	1,5	90	40	60
Quinta escala	60	1,5	90	42	63
Sexta escala	60	1,5	90	44	66
Séptima escala	60	1,5	90	46	69

Usted deberá responder únicamente las preguntas que corresponden a su Grupo de Inscripción, el cual consta en la carátula. En la tabla que sigue, busque su Grupo de Inscripción e identifique las páginas en las que se encuentran las sesenta preguntas que debe responder.

Grupo de Inscripción	Ubicación en el cuadernillo
EBR Secundaria Comunicación	De la página 4 a la página 51
EBR Secundaria Arte y Cultura	De la página 52 a la página 86
EBR Secundaria Inglés	De la página 87 a la página 119

El tiempo máximo para el desarrollo de las sesenta preguntas es de tres horas (3 h). Usted puede administrar dicho tiempo como lo estime conveniente.

NO se descontará puntaje por las respuestas erradas o sin marcar.

ORIENTACIONES PARA EL MARCADO DE LA FICHA DE RESPUESTAS

Cada pregunta presenta tres alternativas de respuesta (A, B, C). Al marcar sus respuestas, tome en cuenta las siguientes indicaciones:

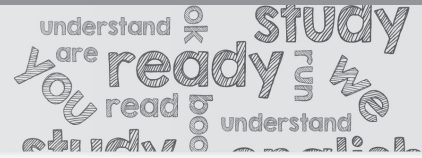
- Use el lápiz que el aplicador le entregó.
- Marque solo una alternativa de respuesta por pregunta, rellenando el círculo completamente de la siguiente manera: ●
- Recuerde que las marcas parciales o tenues (por ejemplo: ☑ ☒ ☓ ☙ ☚ ☛) podrían no ser reconocidas por la máquina lectora de fichas ópticas.
- **NO** debe deteriorar su Ficha de Respuestas. Evite borrones o enmendaduras, pues podrían afectar la lectura de su ficha.
- **NO** se tomarán en cuenta las respuestas marcadas en el cuadernillo, sino solo aquellas marcadas en su Ficha de Respuestas.
- Recuerde que **NO** debe arrancar hojas del cuadernillo.

El correcto marcado de la Ficha de Respuestas es de su exclusiva responsabilidad y debe ser realizado conforme a lo señalado en las indicaciones.

Cuando el aplicador dé la indicación de inicio de la prueba, y antes de resolverla, verifique con detenimiento que el cuadernillo contiene las sesenta preguntas que le corresponden y que la prueba no presenta algún error de impresión o de compaginación. Si esto ocurriera, el aplicador le facilitará el apoyo respectivo.

No pase aún esta página. Espere la indicación del aplicador para comenzar.

Inglés



1 Rebeca wants to help her fifth grade students improve their speaking fluency through a *functional* activity. Taking her purpose into account, which of the following activities is it appropriate to carry out?

A19_15_31

- a** Pair up the students and ask them to perform a phone call between a university secretary and a prospective student. The prospective student asks about the requirements to apply to the university and the secretary gives him/her information.
- b** Pair up the students and give one of them a list of written sentences and the other one a blank piece of paper. The student with the sentences will dictate them to his peer, and his peer will write down the sentences on the piece of paper.
- c** Pair up the students, give each pair a tongue twister in English and ask them to learn the tongue twister by heart. Give the students some practice time and remind them to pay attention to their pronunciation and speed.

2 Italo wants his third grade students to get involved in a challenging activity to reinforce the simple past tense. He has thought of the following three activities:

A19_15_32

Activity 1

Put the students in groups and provide each group with a picture of a messy room. Ask the students to give reasons why the room looks like that. Tell them to use the simple past. Invite some students to report their groups' ideas aloud.

Activity 2

Give each student a grid with the simple past form of ten verbs – the verbs are not necessarily the same in each grid. Tell the students that whenever he utters the base form of some verb, they have to check whether the past form of that verb is on their grid and, if so, they mark it.

Activity 3

Pair up the students and tell them to make a dialogue. Assign each student a role: Student A saw a movie and student B wants to know the movie plot. Student B asks questions to know the movie plot and student A gives details. Tell the students to swap roles. Remind them to use the simple past.

Which of these activities has the **lowest** level of challenge?

- a** Activity 1.
- b** Activity 2.
- c** Activity 3.

Romulo wants his third grade students to develop their listening skills through the audio of a fable. This is the script of the fable he will play:

The ant and the grasshoppers

Three grasshoppers were singing and dancing in the sun. Along came an ant carrying some corn. "Hello, Ant! It's a lovely summer day today. Come and dance with us!" said one of the grasshoppers. "No, thank you, grasshopper. Winter is coming. I must take this corn home for the winter" replied Ant and went off carrying the corn.

The next day, the grasshoppers were singing and dancing in the sun. Along came Ant with some more corn. "Ant! Ant! Come and dance with us!" said one of the grasshoppers. "No, thank you, grasshopper. I'm taking this corn home for the winter" replied Ant. "Oh, Ant! Look at the sun! Winter is a long time away. Come and have fun with us!" said another grasshopper. "No, thank you, grasshopper. Winter will be here soon. If you come with me, I'll show you where to find lots of corn" replied Ant. "Ha, ha, ha! We don't work on sunny days. Sunny days are for singing and dancing!" said all the grasshoppers at once. Ant carried the corn home. The grasshoppers sang and danced.

Day after day, the grasshoppers sang and danced. Day after day, Ant took corn to her home. The days got colder and colder.

"Winter is here and I'm so hungry" said one of the grasshoppers. "Come on, we have to find some food" said another grasshopper. "We have to find some corn" said the third grasshopper. The grasshoppers looked everywhere for food but didn't find any. They looked everywhere for Ant but they didn't find her. Meanwhile, Ant was at home. She was warm and happy. "Corn pancakes for dinner today. Oh! I do like winter" said Ant to herself.

Adapted from McMillan, D. (2004). *The Ant and the Grasshoppers*.

3 Romulo's students are going to listen to the audio of the fable for the first time. He wants them to improve their skill *Listening for gist*. Which of the following activities is it appropriate to carry out?

A19_15_33

- a** On the board, the teacher writes the following words from the audio of the fable: happy, relaxed, stressed, hardworking and lazy. The students listen to the audio and choose one word to describe each character of the fable.
- b** On the board, the teacher writes some words from the audio of the fable. The students listen to the audio and, in pairs, they try to give a definition for the words using as reference the context in which each word is used.
- c** On the board, the teacher writes the following words from the audio of the fable: ant, grasshoppers, winter, work, food, singing and dancing. The students listen to the audio and try to express the main idea of the story using those words.

4 Now, Romulo wants his students to practice their listening skill *Paraphrasing*. He asks his students to paraphrase the following quote from the audio of the fable: "No, thank you, grasshopper. Winter is coming. I must take this corn home for the winter" replied Ant. These are the proposals of three students:

A19_15_34

- Lucio:** "The ant said 'no, thank you, grasshopper. Winter is coming. I must take this corn home for the winter'."
- Daniela:** "The ant refused the grasshopper's invitation."
- Oswaldo:** "The ant said she couldn't go because winter was pretty close. She wanted to take the corn to her house."

Which of the students has paraphrased the ant's reply?

- a** Lucio.
- b** Daniela.
- c** Oswaldo.

5 After having worked on different listening skills, Romulo wants his students to develop their critical thinking skills. With that purpose in mind, which of the following questions is it **least** appropriate to ask the students?

A19_15_35

- a How do the insects of the fable feel during winter?
- b How does the fable of the insects relate to experiences in your life?
- c How did the attitude of the grasshoppers at the beginning of the fable affect their future?

6 Now, Romulo wants to work on a *Post-listening* task to help his students develop their writing skills. Which of the following activities is **most** appropriate for his purpose?

A19_15_36

- a Ask the students to write a summary of the fable. They have to mention the most important ideas they heard.
- b Ask the students to write a new paragraph for the fable. They have to describe what happens once winter is gone.
- c Ask the students to write a moral for the story. They have to write one sentence that shows what they learned from the fable.

7 In the audio of the fable, the characters used different expressions like:

A19_15_37

- “Come and dance with us!”
- “No, thank you, grasshopper.”
- “Oh, Ant! Look at the sun! Come and have fun with us!”
- “No, thank you, grasshopper. Winter will be here soon.”

Which of the following language functions can Romulo promote using the expressions above?

- a Inquiring about someone.
- b Agreeing and disagreeing.
- c Making and refusing invitations.

Read the following situation and answer questions 8 and 9.

During the past few sessions, Maribel's fourth grade students have been discussing about the impact reality shows have on teenagers. Now, they will write a short essay on that topic following the *Process approach* to writing.

8 First, Maribel wants her students to *generate* written ideas for their essays. Taking her purpose into account, which of the following strategies is it **NOT** appropriate to carry out?

A19_15_38

- a** Give each student a copy of an empty chart about the impact of reality shows on teenagers. The chart has the following labels: "Pros" and "Cons." Ask the students to write phrases under each label and then elaborate on those phrases to develop their essays.
- b** Provide each student with a short essay that criticizes reality shows and their impact on teenagers. Tell them to read it quickly and highlight the arguments they find relevant. Ask the students to use these highlighted arguments as the main arguments of their essays.
- c** Ask the students to write a paragraph that includes all the ideas they have about the impact of reality shows on teenagers. Give the students five minutes to write as much as they can without stopping. Ask them not to pay attention to errors related to spelling, grammar, etc.

9 During the next session, Maribel asks the students to make the outline for their essays. While she is giving the instructions for the activity, she hears the following comments from three students:

A19_15_39

Marco: "Outlines are not necessary."

Andrea: "Yes, we need to concentrate on writing the essay."

Teresa: "I will write the outline at the end."

Maribel wants her students to reflect on the benefits of making an outline before writing an essay. Given this goal, which of the following set of questions is **more** appropriate to ask the students?

- a**
 - How can you use an outline to organize your ideas when you start writing your draft?
 - What kind of problems can you avoid if you make an outline?
 - Don't you think it may be worth writing an outline then?
- b**
 - Is it difficult for you to control your time when writing?
 - How long does it take you to make an outline?
 - Has making the outline at the end always worked for you?
- c**
 - What are the steps of the writing process?
 - Is it okay to skip one of those steps?
 - Don't you think it is important to follow the order of the writing process?

10

A19_15_40

Eduardo's students have been talking about their "dream home" in the past few sessions. Now, he wants them to use the following expressions in a free speaking activity:

- I'd rather...
- If I had the choice, I'd...
- I like...
- ...appeals to me more than...

Which of the following language functions are these expressions **most** suitable for?

- a Being imprecise or vague.
- b Explaining and justifying.
- c Expressing preferences.

11

A19_15_41

Tiffany's students are going to write and perform a dialogue between two people who must decide what to have for dinner. Before the students begin the activity, Tiffany would like to familiarize them with the language needed for their dialogues. Taking her purpose into account, which of the following strategies is it **more** appropriate to carry out?

- a Ask the students to say, in Spanish, some words they will need in order to write their dialogues. On the board, write those words and add their translation in English next to them.
- b Provide the students with a sheet of expressions related to the situation given. Ask the students to choose the expressions that are more suitable for the dialogues they will write.
- c Write, on the board, a conversation similar to the dialogue the students will write. Underline some phrases and ask the students to use those phrases in their own dialogues.

Read the following situation and answer questions 12, 13 and 14.

Lucy's students are going to listen to an audio of two customers complaining about bad service in a restaurant.

12 First, Lucy would like to activate her students' prior knowledge on that situation in a *meaningful* way. Considering Lucy's goal, which of the following activities is **more** appropriate?

A19_15_42

- a** The teacher tells the students an anecdote about the bad service she got in a restaurant and the way she reacted. She asks the students to analyze whether her reaction was appropriate or inappropriate. Then she calls some volunteers to share their ideas with the rest of the class.
- b** The teacher writes the following questions on the board: "Has anyone you know ever gotten bad service in a restaurant?", "What did he/she do?" and "What would you do in the same situation?" The students discuss their answers in groups and then share their ideas with the rest of the class.
- c** The teacher puts the students in groups of three. She asks them to make a dialogue between two customers and the manager of a restaurant. The customers complain about the bad service and the manager apologizes. Then some students present their dialogues to the rest of the class.

13 Here is the audio of the conversation Lucy will play:

A19_15_43

- Cecilia:** Sorry to bother you, but we are really disappointed with the service in your restaurant!
- Manager:** Can you tell me what happened exactly?
- Gerardo:** First of all, it took us more than thirty minutes to get our food! Then the meat was rare even though I ordered it well-cooked.
- Manager:** Oh, that's too bad.
- Cecilia:** That wasn't all! I never got the dish I ordered! And when I asked the waiter for it, he replied: "Next time order take-away food."
- Manager:** I see. I promise it will never happen again.

Now, Lucy wants her students to develop their skill *Listening for specific information*. Which of the following questions is appropriate for Lucy's purpose?

- a What does Gerardo order?
- b How does the manager feel?
- c What's the conversation about?

14 Which of the following language functions is involved in the conversation presented by Lucy?

A19_15_44

- a Giving advice.
- b Contrasting ideas.
- c Making complaints.

Angelica's third grade students are going to practice their speaking skills through a class discussion. She has designed the following activity:

- The teacher writes the following statement on the board: "It is the children's responsibility to look after their parents when they get old."
- Next, she asks the students to think about whether they agree or disagree with the statement and the reasons why.
- She tells the students they will share their points of view with other classmates. She points out that they have to be clear and precise when expressing their points of view, and to pay attention to their classmates when listening to them.
- Then she asks the students to stand up and share their points of views with other classmates.

Which of the following speaking skills is **NOT** a focus in Angelica's activity?

- a Expressing coherent and cohesive ideas.
- b Using nonverbal and paraverbal sources.
- c Interacting with different speakers effectively.

CLOZE

Read the following text excerpt and choose the best alternative to fill in the blanks.

Trotty Veck and his daughter Meg

“Trotty” seems a strange name for an old man, but it was given to Toby Veck **(16)** _____ he was always going at a trot to do his **(17)** _____; since he was a ticket porter or messenger and his job was to take letters and messages for people who were in a hurry to send them by post, which in those days was neither so cheap **(18)** _____ so quick as it is now.

He did not earn very much, and had to be out in all weathers and all day long. But Toby was of a **(19)** _____ disposition, and looked on the bright side of everything, and was grateful for any blessing **(20)** _____ came in his way; and so was happier than many people who never knew what it is to be hungry or in want of comforts. His greatest joy was his dear, bright, pretty daughter Meg, who **(21)** _____ him dearly.

One cold day, near the end of the year, Toby **(22)** _____ a long time for an errand, trotting up and down in his usual place near the church, and trying hard to keep himself warm, when the bells chimed twelve o'clock, which made Toby think **(23)** _____ dinner. [...] He went on trotting up and down, and never noticing **(24)** _____ was coming near him. “Why, father, father,” said a pleasant voice, and Toby turned to find his daughter’s sweet, bright eyes. “Why, sweetie,” said he, kissing her and squeezing her blooming face between his hands, “What’s up? I didn’t expect you today, Meg.” “Neither did I expect to come, father,” said Meg, nodding and smiling. “**(25)** _____ here I am! And not alone, not alone!”...

Adapted from Dickens, C. (1929). Dickens’ stories about children.

16

A19_15_46

- a so
- b due to
- c because

17

A19_15_47

- a errands
- b aims
- c facilities

18

A19_15_48

- a or
- b nor
- c and

19

A19_15_49

- a gloomy
- b cheerful
- c bland

20

A19_15_50

- a that
- b who
- c where

21

A19_15_51

- a loved
- b wanted
- c called

22

A19_15_52

- a has waited
- b is waiting
- c had been waiting

23

A19_15_53

- a of
- b on
- c in

24

A19_15_54

- a who
- b which
- c when

25

A19_15_55

- a also
- b but
- c then

26 Choose one of the alternatives to complete the given sentence with the correct verb.

A19_15_56

Sentence: The dog, once huge and fleshy, was now gone to bone and _____ with sores.

- a wrapped
- b fulfilled
- c covered

27 Choose one of the alternatives to complete the given sentence with the correct preposition.

A19_15_57

Sentence: She was working with her needle at the little table _____ the fire.

- a by
- b on
- c for

28 Choose one of the alternatives to complete sentence B with the correct verb tense.

A19_15_58

Sentence A: Why did Bryan look worried this morning?

Sentence B: He told me that he _____ some disagreeable nightmares last night.

- a has had
- b had had
- c has been having

29

Choose one of the alternatives to complete the given sentence with the correct particle.

A19_15_59

Sentence: I don't know where my book is. I have to look ____ it.

- a for
- b upon
- c around

30

Choose one of the alternatives to complete the given sentence with the correct relative pronoun.

A19_15_60

Sentence: The saloon, _____ was stylishly decorated, had also a beautiful water fountain in the middle.

- a which
- b where
- c that

Bartolomé wants his students to discuss on the following question: “Should tablets replace textbooks in high schools?” During the discussion, Bartolomé wants his students to use the following expressions:

- I think your idea is pretty accurate. However, we should consider...
- Could you say that again, please?
- I’m sorry, I did not get your point.
- It’s important that you...

Which of the following language functions is **NOT** involved in the expressions above?

- a Asking for clarifications.
- b Responding to praise.
- c Persuading others.

Read the following situation and answer questions 32, 33, 34 and 35.

Delia wants to help her fourth grade students improve their reading skills using the fable “The milkmaid and her bucket of milk.”

32 As the first stage of her lesson, she has designed the following sequence:

A19_15_02

- The teacher asks the students the following questions: “Have you ever read a fable?”, “Which one?” and “What was it about?” Some students volunteer to answer the questions aloud.
- Then, on the board, the teacher sticks some pictures related to the fable and tells the students to figure out what the story is about. The students exchange ideas in pairs and then express their answers to the rest of the class.
- The teacher asks the students the following question: “How does getting familiar with the topic of a story help us understand that story better?” The students discuss the question for some minutes and finally report their answers.

Which of the following learning processes is **NOT** a focus in Delia’s sequence?

- a Transfer of learning.
- b Activation of prior knowledge.
- c Development of metacognition.

33 In the previous sequence, Delia sticks some pictures related to the fable on the board and tells the students to figure out what the story is about. Which reading skill is Delia trying to promote?

A19_15_03

- a Scanning.
- b Skimming.
- c Predicting.

The milkmaid and her bucket of milk

Patty, the milkmaid, was going to the market carrying a bucket of milk. While walking, she thought about all the things she would do with the money she would get for selling her milk.

“When they pay me,” she said to herself, “I’ll buy some chickens. The chickens will lay a lot of eggs which I will sell at the market. With the money I make from the eggs, I will buy a pig. I will feed the pig and sell it at the fair. Then with the money I make from the pig, I will buy a cow. This cow will have calves and I will be the owner of a ranch.”

As she thought of everything she would do with the money she would get from selling her milk, the maid soon became distracted and tripped on a stone. Her bucket broke, spilling all the milk. With the bucket broken, her dreams of the chickens and eggs, the pig, the cow and the ranch got broken, too.

Adapted from Aesop (1867). *Aesop’s Fables*.

While monitoring, Delia notices that some of her students have difficulties understanding the content of the fable. Therefore, she gives the following instructions:

“Circle the words you don’t understand. Then get in pairs and guess the meaning of those words using the information near them as reference.”

Which reading skill has been promoted with the instructions given above?

- a) Deducing meaning from context.
- b) Contextualizing.
- c) Skimming.

35

After the students read the fable, Delia writes the following questions on the board:

A19_15_05

- What is the milkmaid's name?
- What are the three things she planned to buy?
- What happened when she tripped on a stone?

What is Delia's purpose with her questions?

- a She wants the students to infer meaning from the text.
- b She wants the students to reflect on the content of the text.
- c She wants the students to retrieve information from the text.

36

Gabriel's students have been discussing what the most interesting tourist attraction in Peru is. In this context, he wants the students to write a *persuasive* piece of writing about the attraction they like the most. Which of the following pieces of writing is **more** appropriate for Gabriel's purpose?

A19_15_06

- a A brochure of the tourist attraction: it must contain short but captivating information on the attraction, as well as eye-catching pictures of it. Additionally, it should state the main reasons why people might like to visit the attraction.
- b An encyclopedic article on the tourist attraction: it should contain information on the most important historical events related to the attraction, along with an explanation of its cultural importance. In addition, it should include a detailed map of the attraction.
- c A short story that takes place at the tourist attraction: it has to narrate the story of some characters that experience an adventure when visiting the tourist attraction. Also, it must contain descriptions of the locations in the tourist attraction where the story takes place.

Omar wants his students to develop their speaking skills. He has planned the following teaching sequence:

- The teacher shows the students an emergency backpack. He asks the students about the purpose of having one and the kind of objects it should carry. The students discuss their answers and then share them with the rest of the class.
- Next, the teacher presents the following situation on the board:

“Lately, there have been frequent tremors in our country and we all know a strong earthquake may occur sooner or later. So, it’s important to have an emergency backpack in which you can carry necessary objects to survive in case of an earthquake.”

- Then the teacher gives the following instructions: “In groups, make a list of the 10 most important objects to carry in your emergency backpack. Then present your list and explain why the objects you have chosen are important to carry.”
- Next, the students are given the following prompts: “We consider that having a... is important because...”, “We chose the... for...” and “We have... since...” in order to use them during the activity.
- After that, each group presents their list and supports their choices using the prompts given.
- Finally, the teacher asks the students to analyze the kind of language they used during the activity.

Which of the following methods is Omar developing in his teaching sequence?

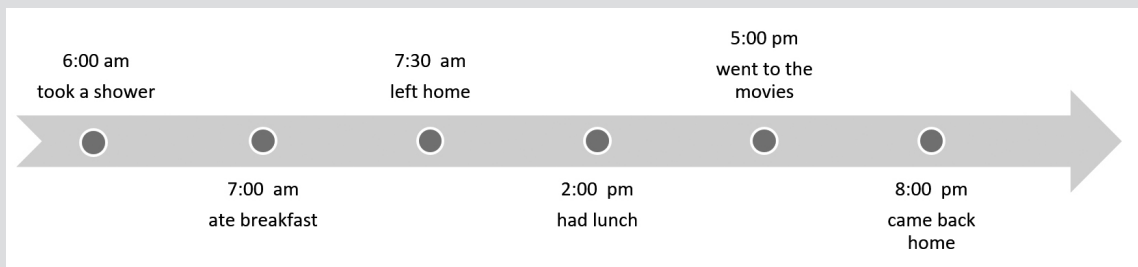
- a Problem – Based Learning.
- b Content – Based Learning.
- c Task – Based Learning.

Read the following situation and answer questions 38, 39, 40 and 41.

Tatiana's fifth grade students have been learning how to express the order in which two events occurred in the past, using simple past and past perfect. Now, she wants her students to reinforce what they have learned. With that purpose in mind, she has designed different activities.

- 38** First, she wants the students to remember how to use both structures. She has designed the following sequence:

- The teacher draws a timeline on the board and writes the activities she did yesterday, as well as the time when she did those activities.



- Next, she writes the following example on the board: "At 7 a.m. I ate breakfast. Previously, I had taken a shower."
- Then the teacher tells the students to focus on the example and the timeline to answer the following questions: "Which of the two past events does the example introduce first?", "What verb form is used to make reference to this event?", "Which event does the example introduce next?", "Did that event take place before or after the first event?" and "What verb form is used to make reference to it?"
- Finally, the students discuss the questions in pairs and then share their answers with the rest of the class.

Which approach has Tatiana used in her sequence?

- a Inductive approach.
- b Deductive approach.
- c Functional approach.

39

A19_15_09

Now, Tatiana would like her students to practice the two structures through a *semi controlled* writing task. Taking her purpose into account, which of the following strategies is it appropriate to carry out?

- a The students write sentences using the rest of the information from the timeline the teacher presented during the first stage. They have to follow the example presented by the teacher.
- b In their notebooks, the students make their own timeline and write sentences about the activities they mentioned in it. They can use any language they consider necessary to narrate the events.
- c The teacher gives the students a worksheet with True/False sentences that make reference to the timeline she presented during the first stage. The students write T or F next to each sentence.

40

A19_15_10

Next, Tatiana's students have drawn the timeline of a typical day in the life of their favorite artist, and they are now getting ready to present it orally. Taking advantage of that context, Tatiana would like her students to develop their *oral fluency*. Considering the teacher's purpose, which of the following set of instructions is it appropriate to deliver before the students give their oral presentations?

- a "Practice giving the oral presentation with the help of a classmate. Help each other identify and correct grammar mistakes. Take into account the corrections and rehearse your presentation one last time."
- b "Think about what you are going to say and write it in your notebooks. Try to memorize the ideas you have written down. Once you can say them quickly and without stopping, come to the front and present them."
- c "When giving your presentation, use understandable vocabulary related to the topic. Also, try to sound natural and avoid making too many pauses. Remember you have to pay attention to your pronunciation as well."

41

A19_15_11

Finally, Tatiana wants her students to wrap up the lesson in a *communicative* way. Taking her purpose into account, which of the following activities is **least** appropriate?

- a The teacher asks the students the following questions: “After having practiced both structures, do you feel that their use is clearer now?”, “What was the most difficult part of today’s session?” and “Why?” The students discuss their answers in groups.
- b The teacher writes the following sentences on the board: “In today’s session, I learned to...” and “I still have to practice more regarding...” The students complete the sentences individually and then they take turns to read the complete sentences in front of the class.
- c The teacher gives each student a piece of paper showing three faces: happy, sad and doubtful. The students circle the face that represents how they feel about what they learned during the session. In pairs, they explain to each other the reasons for their choice.

42

A19_15_12

Adrian has noticed that his students have difficulties to express ideas using the future tense. He wants his students to practice that structure through the use of a language function.

Which of the following language functions is **more** appropriate to have the students practice the use of the future tense?

- a Agreeing.
- b Expressing hopes.
- c Blaming someone.

Tobias' students are going to participate in a debate on the motion "We have become a nation of hyper-consumers." First, he wants to find out how much his students know about the topic so he writes the following questions on the board:

- What is hyper-consumerism?
- What are the causes of hyper-consumerism?
- Is your country a hyper-consumerist nation? Why? Why not?

Then Tobias puts the students in groups and asks them to discuss the questions for some minutes. Finally, each group reports their answers to the rest of the class.

Taking into account that Tobias wants to find out how much his students know about the topic, which type of assessment is he aiming at with his activity?

- a Final assessment.
- b Process assessment.
- c Diagnostic assessment.

Read the following situation and answer questions 44, 45 and 46.

Joaquin's second grade students are going to design a survey in order to find out whether their school community has ecological awareness or not.

44 As the first activity of his lesson, he provides the students with the following text:

A19_15_14

Many people around the world are interested in doing what they can in order to help solve global ecological problems. While it is true that some of the issues involved might seem overwhelming (for example, the Amazon deforestation), it is also true that anyone can help protect the environment by doing simple things, such as separating organic and non-organic garbage. Doing so can go a long way toward protecting our Earth. **What other ecological problems have you heard of? What do you do to protect the environment?**

Adapted from MINEDU (2012). *English Student's book 2*.

Then Joaquin gives the students the following instructions:

"Read the text individually then, in groups of three, discuss the two questions at the end of the text."

Which of the following is **NOT** a purpose of Joaquin's activity?

- a) Rising cognitive conflict.
- b) Activating prior knowledge.
- c) Facilitating the transfer of learning.

45

A19_15_15

Now, Joaquin wants the students to look at different samples of surveys so that they get familiar with the type of questions surveys include. With that purpose in mind, he provides the students with some samples of surveys and writes the following questions on the board:

1. How many questions does each survey have?
2. What type of questions are used in the surveys? Open-ended? Close-ended?
3. What questions would you include in a survey about ecological awareness?

Given Joaquin's goal, which of the questions he wrote on the board is **least** appropriate to ask?

- a Question 1.
- b Question 2.
- c Question 3.

46

A19_15_16

Next, Joaquin elicits from the students questions about ecological awareness to be included in the survey. Remigio, one of Joaquin's students, comes up with the following question: "How much do you like having pets?" Since that question is not related to the purpose of the survey, Joaquin wants Remigio to reflect on it.

Which of the following actions is appropriate to achieve Joaquin's purpose?

- a Tell the student that the question is not appropriate for the purpose of the survey on ecological awareness. Then ask him to change his question.
- b Ask the student how that question helps him achieve the purpose of the survey on ecological awareness. Then encourage him to come up with more suitable questions for the survey.
- c Write the student's question and other students' questions on the board. Then choose the questions that are appropriate for the purpose of the survey on ecological awareness.

Thalia wants her students to practice demonstratives (this/that/these/those). She has thought of the following strategies:

Strategy 1

- The teacher writes the following sentences on the board: *This blouse is beautiful. / Those jeans are expensive. / That jacket is nice. / These shorts are black.*
- Then she draws the following chart on the board:

	near	far
singular	this	that
plural	these	those

- Finally, she explains the rules on how to use demonstratives and asks the students to provide their own examples.

Strategy 2

- The teacher tells the students to imagine they are packing their clothing before going on a trip.
- She writes the following prompts on the board: *Put those....in the bag. / Do you want that....? / No, thanks, but I want these.... / Don't forget this....*
- Then, in pairs, the students develop a dialogue using the prompts given.

Strategy 3

- The teacher shows her cellphone and says the following: "This cellphone is nice."
- Then she asks the following questions: "Is the noun cellphone singular or plural?" and "Is the cellphone near me or far from me?"
- The students answer the questions. Then the teacher follows the same procedure using other objects.

Which of the strategies Thalia has thought of corresponds to the *Functional approach*?

- a Strategy 1.
- b Strategy 2.
- c Strategy 3.

Read the following situation and answer questions 48, 49, 50 and 51.

Johnny's students are going to listen to an audio about different ways to relax.

48 Johnny has planned the following strategy for the *Pre-listening* stage:

A19_15_18

- On the board, the teacher sticks pictures of people doing different activities to relax such as taking a walk, swimming, working out, etc.
- Then he writes the following questions: "Do you do any of these things to relax?", "Which ones?" and "What else do you do to relax?"
- The students discuss their answers in pairs. Finally, the teacher calls on some volunteers to share their answers.

Which of the following is **NOT** a purpose of Johnny's *Pre-listening* stage?

- a Introducing the topic of the audio.
- b Activating students' prior knowledge.
- c Having the students understand the listening task.

49

For the *While-listening* stage, the teacher will ask the students to listen to the audio of a reporter interviewing people on the street. Here is the audio he will play:

A19_15_19

Speaker 1: “I am Roxana. I always go swimming to a public pool near my house. This activity is good for your lungs and muscles.”

Speaker 2: “Hello, I’m Natasha. I usually go to the gym two or three times a week and work out. It gets my mind off work and family problems and things.”

Speaker 3: “Hi! My name is Roger. When I feel stressed, I often go to the movies after work. I can go with friends or just by myself. I really enjoy the atmosphere of movie theaters.”

Speaker 4: “Hi, my name is Jacob. When I am stressed, I sometimes like to be outdoors. I like to take long walks in the park. It helps me relax and keeps me in good shape.”

Before playing the audio, Johnny gives the following instructions: “Listen to the four speakers and write down their names, the activities they do to relax and where they do those activities.”

Which of the following listening skills is the teacher trying to reinforce with his activity?

- a Listening for gist.
- b Inferring attitude.
- c Listening for specific information.

50

Next, Johnny wants to assess his students’ listening comprehension of the audio. Which of the following activities is **least** appropriate to achieve his purpose?

A19_15_20

- a The teacher writes, on the board, five scrambled sentences extracted from the audio. The students have to unscramble each sentence by organizing the words to form a logical sentence.
- b The teacher gives the students a worksheet with five True/False sentences about the content of the audio. The students write T (true) or F (false) and correct the false sentences by providing the right information.
- c The teacher gives each student a multiple choice quiz. It has five sentences related to the audio. Each sentence has a blank and each blank has three alternatives. The students read and choose the correct alternative for each blank.

Finally, Johnny wants to carry out a *Post-listening* activity to help his students develop their productive skills. Which strategy is appropriate for the teacher's purpose?

- a The teacher asks the students to write some questions in order to interview a classmate on the activities he does to relax. Then, in pairs, they interview each other. Finally, they report their findings to the rest of the class.
- b The teacher writes, on the board, some comprehension questions about the audio. Then the students answer the questions and compare their answers in groups. Finally, each group reports their answers to the class.
- c The teacher gives the students a worksheet with incomplete sentences from the audio. The students complete the sentences individually. Finally, they compare their answers in pairs and read the sentences aloud.

Dana's students have finished writing a letter. Now, she wants them to revise their letters in a *collaborative* way. She has designed the following sequence:

- First, the teacher pairs up the students and asks them to exchange their letters.
- Then she tells them to circle all the grammar mistakes they find in their peer's letter.
- Next, the students return the letters to their owners.
- After that, the teacher asks the students to make improvements to their own letters by correcting the grammar mistakes found.
- Finally, the teacher collects the letters.

Considering the teacher's purpose of having the students revise their letters in a *collaborative* way, which of the following criticism is appropriate?

- a The students only circled their peer's mistakes. They should have also corrected those mistakes.
- b The students focused on identifying grammar mistakes. They should have also identified mistakes related to content.
- c The students identified their peer's mistakes individually. They should have also talked to each other in order to give suggestions to improve their letters.

Read the following situation and answer questions 53, 54, 55, 56 and 57.

Jenny's students are going to read a movie review of "Harry Potter and the Sorcerer's Stone."

53 Before the students read the text, she wants to activate their prior knowledge on the movie. Which of the following activities is **least** appropriate for the teacher's purpose?

A19_15_23

- a** The teacher mentions the title of the movie and expresses her opinion about it. The students say if they agree or disagree with her opinion.
- b** The teacher plays the audio of the main movie music theme for some seconds. The students recall the title of the movie, its characters and its plot.
- c** The teacher asks the students the following questions: "Who are the characters of the movie 'Harry Potter and the Sorcerer's Stone'?" "What's the story about?" The students answer the questions.

Harry Potter and the Sorcerer's Stone

"Harry Potter and the Sorcerer's Stone" is an adventure movie, filled with the dreadful and the sublime. The novel by J.K. Rowling was muscular and vivid, and the movie tells a tale of supernatural adventure, where colorful and eccentric characters alternate with scary stuff like a three-headed dog and a two-faced immortal who drinks unicorn blood.

Daniel Radcliffe plays Harry Potter, he is raised by his aunt and uncle, then convoked to become a student at Hogwarts School. There, Harry makes two friends and an enemy. The friends are Hermione Granger (Emma Watson) and Ron Weasley (Rupert Grint). The enemy is Draco Malfoy (Tom Felton), who will do anything to be sure his house places first at the end of the year.

Although "Harry Potter" is a story in which everything should look a little made up, computers are used to create a plausible look in the action scenes. Readers of the book will wonder how the movie visualizes the crucial game of Quidditch, a chess game with life-size, deadly pieces, the dark shadows of Hogwarts library, hidden passages and underground prisons.

The story you probably already know. What is good to know is that the adult cast, play their roles more or less as if they believed them. Watch Alan Rickman extending his words and Richard Harris, the headmaster Dumbledore, whose beard is so long that birds would nest in it. They really stay in their characters.

During "Harry Potter and the Sorcerer's Stone," I was pretty sure I was watching a classic that will be around for a long time, and make many generations of fans. It cares to tell a story, and to create its characters carefully. Like "The Wizard of Oz," "Star Wars" and "E.T.," it isn't just a movie but a world with its own magical rules.

Adapted from Ebert, R. (2001). *Review of Harry Potter and the Sorcerer's Stone.*

Jenny tells her students to read all the text briefly while she writes the following subheadings on the board:

- Plot
- Acting
- Introduction
- Special effects
- Overall opinion

When the students finish reading, the teacher tells them to choose one subheading for each paragraph. They have to write the subheadings in the empty boxes of the text.

Which of the following skills is the teacher **mainly** trying to reinforce?

- a Ordering.
- b Categorizing.
- c Contextualizing.

55 Then Jenny writes the following questions on the board:

1. What animals are mentioned in the movie review?
2. What do you think the word “nest” in paragraph four means?
3. Does the author of the movie review like the movie? Why? Why not?

Next, she asks the students to read the text again and answer those questions.

Which of the questions above helps the students develop their *Scanning* skills?

- a Question 1.
- b Question 2.
- c Question 3.

56 Next, Jenny asks her students the following question: “Why does the author of the movie review mention ‘The Wizard of Oz,’ ‘Star Wars’ and ‘E.T.’ in the last paragraph?” The students work in pairs for some minutes to exchange their opinions.

A19_15_26

What is Jenny’s **main** purpose with her question?

- a** She wants the students to infer meaning from the text.
- b** She wants the students to reflect on the content of the text.
- c** She wants the students to retrieve information from the text.

57 Finally, Jenny wants to get her students involved in a *Post-reading* activity to develop their productive skills. Which of the following strategies is **NOT** appropriate for her purpose?

A19_15_27

- a** The teacher tells the students to think of a movie they have recently seen. In pairs, the students explain the reasons why they liked or didn’t like the movie. The teacher asks the students to use some of the vocabulary of the movie review to adequately convey their opinion.
- b** The teacher writes, on the board, the following statement from the movie review: “the adult cast play their roles more or less as if they believed them.” Then she asks the following question: “What do you think the author of the movie review means?” The students discuss their answers in pairs.
- c** The teacher pairs up the students and asks them to write a dialogue between the author of the movie review and J.K. Rowling (the author of the novel on which the movie is based). They write their dialogue and practice it for some minutes. Finally, the students perform their dialogues in front of the class.

58

A19_15_28

Margot's students are going to have a conversation in pairs about "the qualifications needed to be elected as the school Mayor." She asks her students to include the expressions they have been practicing for class discussions:

- As a rule...
- By and large...
- On the whole...
- What normally happens is...

Which of the following language functions corresponds to the expressions Margot wants her students to practice?

- a Expressing hopes.
- b Making generalizations.
- c Expressing degrees of certainty.

Read the following situation and answer questions 59 and 60.

Rodrigo has asked his fifth grade students to write a review of a restaurant. This review should be written in a formal register.

- 59** Margarita, one of Rodrigo's students, has handed in the first version of her review. Here is an excerpt of her text:

A19_15_29

Hey dudes! Let me to recommend to you the restaurant "Doña Paquita", is so crazy! All the waiters in the restaurant is super cool too and I felt happy when I went...

Margarita has used expressions such as "Hey dudes", "so crazy" and "super cool", which do not belong to a formal register. The teacher wants to give Margarita some feedback on this issue to promote the student's self-correction of her text.

Which of the following written feedback is **more** appropriate to achieve the teacher's purpose?

- a** "I have circled all the informal words in your review. Please replace them with more appropriate words, considering that your review should adopt a formal register."
- b** "I have underlined the informal words I found in your review and have replaced them with more formal words. Please write your text again using the words I gave you."
- c** "I have noticed some informal words in your review, such as 'dudes.' Please look for any other informal words in your text and replace them with words that belong to a formal register."

- 60** Rodrigo has made a checklist to assess his students' restaurant review. Here are three of the descriptors that appear in his checklist:

A19_15_30

1. Linking words help understand the sequence of the text, whenever necessary.
2. Ideas in the text are related to the topic. There are no contradictions or missing information.
3. Accuracy is acceptable. There aren't many distracting errors.

Which of the descriptors above is appropriate to assess *coherence* in the students' written texts?

- a** Number 1.
- b** Number 2.
- c** Number 3.

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