PERÚ | Ministerio de Educación

EDUCACIÓN BÁSICA ALTERNATIVA
Ciclo Avanzado
A24-EBAA-11

Concurso para el Ascenso de Escala en la Carrera Pública Magisterial

Fecha de aplicación: diciembre 2021

INSTRUCCIONES

Esta prueba contiene sesenta (60) preguntas. A continuación, se presenta la cantidad mínima de preguntas que debe acertar para clasificar a la siguiente etapa según la escala magisterial a la que postula:

• Si usted está postulando a la segunda escala, debe acertar al menos 36 preguntas.

• Si usted está postulando a la tercera escala, debe acertar al menos 38 preguntas.

• Si usted está postulando a la cuarta escala, debe acertar al menos 40 preguntas.

• Si usted está postulando a la quinta escala, debe acertar al menos 42 preguntas.

• Si usted está postulando a la sexta escala, debe acertar al menos 44 preguntas.

• Si usted está postulando a la séptima escala, debe acertar al menos 46 preguntas.

• Si usted está postulando a la octava escala, debe acertar al menos 46 preguntas.

Usted debe 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
EBA Avanzado Comunicación	De la página 6 a la página 43
EBA Avanzado Arte y Cultura	De la página 44 a la página 79
EBA Avanzado Inglés	De la página 80 a la página 118

El tiempo máximo para el desarrollo de las sesenta preguntas es de tres horas. 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

Read the following situation and answer questions 1, 2 and 3.

Nino wants his students to develop their writing skills. He has planned two sessions in which the students will be asked to design a flyer on how to recycle objects. This flyer will be distributed at the upcoming school fair.

1 For the first session, Nino has planned the following sequence:

- First, on the board, the teacher writes "How to recycle objects," and then he elicits students' ideas on the topic.
- Then the teacher groups the students and gives each group a sample flyer. He writes the following questions on the board:

> • What is the purpose of a flyer?
> • What kind of language is used in a flyer?
> • What sections does a flyer have?
> • What information does each section contain?

- In their groups, the students analyze the sample received and discuss the questions for some minutes. Then the students share their answers with the whole class.
- Next, the teacher asks the groups to design their own flyer on "How to recycle objects." He encourages the students to consider the model of the sample they analyzed.
- Finally, as homework, the teacher asks the students to bring further information on how to recycle objects. The students will use that information to improve the flyer next class.

Which approach to writing has been applied in Nino's sequence?

a Genre approach.

b Process approach.

c Product approach.

2

A21_10_02

Before the students start improving their flyers, Nino wants them to reflect on the importance of using reliable information. He asks the students the following question: "Why is it important to use reliable information in your flyers?"

These are the answers of some students:

> Graciela: "Because the flyer will not be relevant or convincing if the information it provides is incorrect."
>
> Herminia: "Because when people read a flyer, they want to get the trendiest and most interesting information."
>
> Ivan: "Because when you provide information, it's your responsibility to be careful and honest with your readers."

Which student does **NOT** provide an appropriate reason for the importance of using reliable information?

a Graciela.

b Herminia.

c Ivan.

3

A21_10_03

Once the flyers are ready, Nino writes the following questions on the board and asks the students to answer them individually.

> - Which part of the activity did you enjoy most?
> - What difficulties did you go through?
> - How did you overcome those difficulties?

Which of the following learning processes is Nino trying to promote with his questions?

a Transfer of learning.

b Provision of scaffolding.

c Development of metacognition.

4 Abel has noticed that his students usually have difficulties managing their time when working in group discussions and, as a consequence, they don't finish the activities assigned. Aware of that situation, he wants to help his students manage their time better. Which of the following actions is **NOT** appropriate to achieve his purpose?

A21_10_04

a Let students work and, when the time is over, collect only the products of the groups that have finished the activity. This way, students in other groups will manage their time better in future activities.

b Set time limits before the activity starts and, while the students are working, remind them occasionally how much time they still have ahead. This way, the students will try to finish the task on time.

c Assign each student of the group a role (time controller, secretary, reporter, etc.). This way, they will stay focused on the role they were assigned and won't get distracted from the task.

5 Antonio wants his students to perform a role-play in which they practice the language function *Expressing obligation.* Which of the following grammatical structures is **most** directly related to the function Antonio is trying to promote?

A21_10_05

a Prepositions.

b Adverbs.

c Modals.

6 Bernardo's students are going to listen to a short audio of a radio program on the benefits of a good night's sleep. The teacher wants *to set the scene* for the activity before the students listen to the audio.

Given the teacher's goal, which of the following activities is it appropriate to carry out?

a) The teacher tells the students they are going to listen to the audio of a radio program. In the radio program, a reporter interviews a doctor about the topic "the benefits of a good night's sleep."

b) The teacher writes, on the board, some words from the audio that the students may find unfamiliar or difficult to understand. He explains the meaning of those words using flashcards and examples.

c) The teacher writes the following questions on the board: "Why is it important to sleep well? What makes a good night's sleep?" The students get in pairs and discuss their answers for some minutes.

Área: Inglés

7 Cesar's students have been talking about the best travel destinations. Now, he wants them to use language related to that topic in an oral *communicative* activity. He has thought of the three following strategies:

- **Strategy 1:** Ask the students to get in pairs and talk about a place they have visited and that they have enjoyed. Invite some students to share their classmates' answers with the rest of the class.

- **Strategy 2:** Ask the students to give an oral presentation on the best places to go on vacation. After the students finish their presentation, the audience asks a couple of questions and the presenter replies those questions.

- **Strategy 3:** Ask the students to play the roles of a tourist that has just visited Peru and a school newspaper journalist. The journalist asks the tourist what the best places in Peru are and the tourist replies and gives reasons for his choices.

Which of the strategies Cesar has thought of is **least** *communicative*?

a Strategy 1.

b Strategy 2.

c Strategy 3.

8 Jorge's students have discussed the following topic: "Music and behavior." Taking advantage of this situation, Jorge wants to promote *extensive reading* among his students. Given this goal, which of the following tasks is it **more** appropriate to assign?

a Bring different types of texts related to the topic and give each student a type of text. Ask the students to read at home the text they got and make a mind map to be presented in class.

b Encourage the students to choose any type of text related to the topic discussed. Tell them to read that text at home and then share what they understood from it with the whole class.

c Provide the students with a newspaper article related to the topic discussed and ask them to read it individually. Next, give them a worksheet with True and False exercises about the article.

9 Danny wants his students to use the following expressions in a role-play:

- Would you like to…?
- I was wondering if you…?
- I'd love to, but…
- I wish I could, but…

Which of the following language functions is Danny trying to promote with the expressions above?

a Asking politely / Agreeing to requests.

b Making invitations / Saying no politely.

c Asking for suggestions / Giving explanations.

In the past few sessions, Martina's students have been learning lexical items related to food. Now, she wants her students to use those lexical items in a *challenging* activity for writing. She has thought of the following three activities:

Activity 1

Ask the students to write a review of a restaurant they have visited recently. Tell them to mention the kind of food served, the prices and the quality of the service. Remind them to use some of the lexical items they have been learning lately.

Activity 2

Pair up the students and ask them to choose ten lexical items related to food. Ask them to design ten two-sided cards. On one side of each card, the students write the lexical item and draw a picture of it. On the other side, they write a sentence using that lexical item.

Activity 3

Get the students in groups and ask them to write the menu of their favorite restaurant. This menu should be one page long and include only the names and prices of the starters, main courses, salads and desserts. Encourage the students to use lexical items related to food.

Which of the activities presented above has the **highest** level of challenge?

a Activity 1.

b Activity 2.

c Activity 3.

11 During the past two sessions, Elizabeth's students have been practicing how to express possession. Now, she wants them to use that knowledge in a *communicative* speaking activity. Based on Elizabeth's purpose, which of the following activities is it appropriate to carry out?

a Write, on the board, a table divided into two columns with the following titles: "subject pronouns" and "possessive adjectives." Ask the students what words might be used to complete the table. Invite the students to go to the board and write the words in the corresponding column.

b Tell the students to interview at least four classmates in order to get their personal information: name, address, phone number, email address, etc. Ask the students to report, to the rest of the class, the information they got. Encourage the students to use possessive adjectives during the whole activity.

c Ask the students to put a personal object on the teacher's desk, and then ask them to pick an object that is not theirs. Write the following prompt on the board: "Is this your _____?" "No, it isn't. I think it's his _____." Ask the students to use the prompt to talk to different classmates in order to find the owner of the object they picked.

Área: Inglés

Joaquina wants to help her students develop their reading skills. She has brought the following story for her reading session:

> Julia is turning 21 today. She has planned to ask her friends Alejandro and Liz to go out for dinner and celebrate.
>
> Early in the morning, Julia waited for Alejandro to go to the university. They always walked to class together. When she and Alejandro met up, she thought he would wish her a Happy Birthday, but he didn't. Julia tried to give clues. "I wonder what day is today," she said. "It's Tuesday," Alejandro answered and Julia got upset. After class, Julia went to work. She expected a few birthday cards or a cake, but she got nothing. That annoyed her because employees would always get something for their birthdays.
>
> Back home Julia didn't want to go out for dinner with her friends anymore because she felt nobody cared about her. Then her friend Liz called her and asked: "Hey, can you open the door?" "I don't want to go out," replied Julia. "Why not? Can you just open the door, please?" asked Liz again. Julia opened the door. Her friends yelled, "Surprise!" They gave her a cake and a cute puppy...
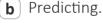>
> Adapted from Rong-Chang (n.d.). "A wonderful surprise." Retrieved February 10, 2020 from https://www.eslfast.com/begin6/b6/b6004.htm

12 Joaquina gives a copy of the story to each student and does the following activities:

- First, she asks the students to read the story once.
- Then the students get in groups and discuss what the story is about.
- After that, the students share their opinions aloud.

Which reading skill does Joaquina want her students to develop?

a Skimming.

b Predicting.

c Paraphrasing.

13 Then Joaquina writes the following questions on the board:

> - When is Julia's birthday?
> - What does Julia plan to do for her birthday?
> - What does Julia get as a birthday present?

Which of the following reading skills is the teacher trying to promote with her questions?

a Contextualizing.

b Summarizing.

c Scanning.

14 Now, Joaquina wants her students *to reflect* on the content of the text. Which of the following questions is appropriate for her purpose?

a Where do Julia and Alejandro go every day in the morning?

b What do you think about Julia's reaction when Alejandro answered "It's Tuesday"?

c Coming back from work, why didn't Julia want to go out with her friends anymore?

15 Next, Joaquina groups the students and gives them the following instructions: "In your opinion, what is Julia's concept of a good friend? Think about it and discuss your ideas for some minutes." While the students are discussing, the teacher overhears the following comments:

> Fernanda: "For Julia, a good friend is someone who never keeps secrets from you."
>
> Sandra: "I would say that for Julia a good friend is someone who studies and walks to classes with you."
>
> Magda: "In my opinion, Julia thinks a good friend is someone who is with you at important moments in your life."

Which of the interpretations given by the students is **more** aligned with Julia's concept of a good friend?

a) Fernanda's.

b) Sandra's.

c) Magda's.

16 Finally, Joaquina wants to assign a *post-reading* task to help her students improve their writing skills. Taking into account the teacher's goal, which of the following activities is **more** appropriate?

a) Tell the students to choose the paragraph of the text they liked most and rewrite it using their own words.

b) Tell the students to write a diary entry of Julia explaining how she felt at the end of her birthday day.

c) Tell the students to make a graphic organizer that includes the most important information of the text.

17 Oswaldo has asked his students to give a short oral presentation about their families. He will give each student some written feedback at the end of their presentations. This is the presentation Mario, one of his students, gives:

"My father is police officer and my mother is housewife. I am two sisters. Carmen and Sonia. I am a brother, Luis. Carmen is teacher. Sonia and Luis are students. We are a dog, Roco. Roco is big and cute. We are a cat Daisy. Daisy is small and white."

Oswaldo wants to help Mario reflect on the correct use of the verb *to be* and the verb *to have*. Which of the following feedback is **better** to achieve Oswaldo's purpose?

a "Dear Mario, is it necessary to use the verb *to be* in all the sentences? What verb do you use to express possession? For example, in the sentence 'I am two sisters', which verb can you use instead of 'am'?"

b "Dear Mario, you cannot use the verb *to be* in every sentence. For example, 'We are a cat Daisy' is not ok. In that sentence, you must use the verb *to have* instead. Try to be more careful next time, please."

c "Dear Mario, read and answer the following questions: Which sentence is better, 'I am two sisters' or 'I have two sisters'? And what sounds better, 'We are a dog, Roco' or 'We have a dog, Roco'?"

18 Graciela's students are going to give an oral presentation about "Plastic bags and ocean pollution." She asks her students to build their arguments using the following expressions:

- The reason is…
- The evidence shows that…
- There are many facts in favor of…

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

a Making comparisons.

b Expressing certainty.

c Justifying opinions.

Keyla wants to help her students develop their listening skills. With that purpose in mind, she has brought the audio of a radio interview with a famous actress. Here is the transcript of the audio she will play:

Interviewer:	Hi, everyone. I'm Marcos Osorio. Joining me this evening is the recent winner of the Silver Drama award, Stephanie Smith. Good evening, Stephanie. Welcome to the show.
Stephanie:	Good evening, Marcos and everyone. I haven't been to a radio show for ages, so it's a pleasure to be here with you.
Interviewer:	The pleasure is all mine, Stephanie. Tell us what you are up to these days.
Stephanie:	For the past six months, I've been working non-stop for my upcoming movie, so I've been really busy.
Interviewer:	I know! This is quite a departure for you, isn't it? You've been a theater performer since 2010, and now you're starring a movie for the first time. What about this new experience?
Stephanie:	It's a wonderful experience! Working in different sets, traveling a lot and sharing so much time with experienced actors is awesome. I'm really satisfied.
Interviewer:	If you had to choose between movies or theater, which one would you choose?
Stephanie:	That's a very difficult question! I guess, if I had to choose one, it would be theater.
Interviewer:	And when is the movie going to be released?
Stephanie:	Pretty soon! In December, so you'd better be ready...

19 First, Keyla wants her students *to get the gist* of the audio. Which of the following listening activities is it **more** appropriate to carry out?

a Ask the students to listen to the audio and find out how Stephanie feels about her first movie. Then ask the students to compare their answers in pairs.

b Ask the students to listen to the audio and identify what the interview is about. Then tell the students to compare their answers with a classmate next to them.

c Ask the students to listen to the audio and infer the mood of the interviewer and the actress during the interview. Then ask some students to share their answers aloud.

20 After Keyla's students have already listened to the audio once, she provides each student with the transcript of the interview. The transcript has some blanks in it. Then she gives her students the following instructions:

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> "Listen to the audio again and fill in the blanks. Next, compare your answers with a classmate. Finally, listen to the audio one more time and verify if your answers are okay or not."

Which of the following listening skills is the teacher trying to promote with those instructions?

a Paraphrasing.

b Predicting content.

c Listening for specific information.

21 Now, Keyla wants her students to develop their listening skill *Inferring information*. Which of the following questions is it **more** appropriate to ask in order to achieve Keyla's purpose?

A21_10_21

a How does Stephanie feel about acting?

b How experienced is Stephanie at acting?

c How long has Stephanie worked non-stop?

22 As a *post-listening* activity, Keyla wants her students to develop their speaking skills. Which of the following activities is it **least** appropriate to carry out?

A21_10_22

a Ask the students to think about one thing they liked and one thing they didn't like about the interview. Next, pair up the students and ask them to exchange their ideas with different classmates and then with the whole class.

b Write, on the board, some of the questions and expressions used in the interview. Ask the students to use those questions and expressions to interview a different character: a singer, an influencer, a tiktoker, etc.

c Tell the students to come up with two interesting questions to keep on interviewing Stephanie Smith. When they finish, ask some volunteers to read their questions aloud to the rest of the class.

23 Here is a fragment of the radio interview:

> Interviewer: If you had to choose between movies or theater, which one would you choose?
>
> Stephanie: That's a very difficult question! I guess, if I had to choose one, it would be theater.

Which of the following language functions is used in the fragment above?

a Expressing preferences.

b Asking for and giving advice.

c Hypothesizing and speculating.

24 Marcia wants to involve her students in *intensive listening* tasks. She will use a short video recipe on how to make spaghetti. She has thought of the following listening tasks:

- **Task 1:**

    Tell the students to choose the moment from the video they like the most. Ask them to explain the reasons of their choice.

- **Task 2:**

    Ask the students to take notes of the ingredients shown in the video. Tell them to include the amounts used to prepare the recipe, too.

- **Task 3:**

    Ask the students to give an opinion about the recipe on the video. Ask them to mention if the recipe was easy or difficult and if they would like to prepare it.

Which of the listening tasks above is appropriate to achieve the teacher's purpose?

a Task 1.

b Task 2.

c Task 3.

Stefano wants his students to develop their speaking skills through group discussions.

25 He has planned the following sequence:

- First, the teacher plays an audio of a conversation between two friends giving each other recommendations on how to deal with stress. He asks the students to write down the language used to give recommendations.
- Next, the teacher elicits the language the students identified and writes it on the board. He tells the students they will use that language in a further step.
- Then he presents the following situation:

> Mario, a college student, attends daily classes for eight hours from Monday to Friday. He usually starts classes at 7:30 am and finishes at 6:30 pm. He has a fifteen-minute-break from 11 am to 11:15 am to have a little snack. At 1 pm, he has lunch and returns to his classroom at 1:30 pm.

- After that, the teacher writes the following questions on the board: "What do you think about Mario's schedule?", "What consequences can this schedule bring to Mario's health?" and "What recommendations can you give Mario to help him deal with this situation?"
- The teacher forms groups and asks them to discuss the questions. After some minutes, he invites some volunteers to share their answers with the rest of the class.
- Next, he asks each group to make a list of recommendations to help Mario deal with his schedule. He encourages the students to use the language they identified at the beginning of the activity.
- Then the members of the groups share the recommendations with the rest of the class.
- Finally, the teacher asks the students to analyze the language they used during the activity.

Which of the following methods has **mainly** been applied in Stefano's teaching sequence?

a) Task – Based Learning.

b) Content – Based Learning.

c) Problem – Based Learning.

Área: Inglés

26 During the discussion, most of the students came to the conclusion that Mario has a really heavy schedule. As a follow-up activity, Stefano wants his students to develop their writing skills through a *persuasive* piece of writing. Which of the following writing tasks is appropriate to achieve Stefano's purpose?

a The students write a list of suggestions as if they were Mario's psychologist. They suggest Mario different ways to overcome stress. They recommend relaxation techniques and simple exercises for him to practice every day.

b The students write a letter to the college director as if they were Mario´s classmates. They ask the director to adjust the schedule so that they can have more breaks a day. They give reasons to support their request.

c The students write a diary entry as if they were Mario. They choose a school day and describe all the activities he does during that day. They also mention how stressed and tired Mario feels at the end of that day.

27 Susana's students have been practicing how to ask and answer information questions. However, some students still have problems formulating this kind of questions. Aware of that, Susana wants to help her students improve their *accuracy*. She has thought of the three following activities:

Activity 1

The teacher writes five incorrect information questions on the board. She pairs up the students and asks them to identify the mistakes and correct them. Then the students explain, to the rest of the class, the reasons for the corrections they made.

Activity 2

The teacher brings copies of a song that contains information questions and gives each student a copy of it. She asks them to circle the information questions in the song. Finally, the teacher plays the song and invites the students to sing it aloud.

Activity 3

The teacher pairs up the students and gives each pair a set of scrambled information questions. The students unscramble the questions and share the correct order of the questions with the whole class.

Which of the activities Susana has thought of is **least** appropriate for her purpose?

a Activity 1.

b Activity 2.

c Activity 3.

During the past few sessions, Wilmer's students have been practicing the function "Greeting and introducing people." Now, he wants them to use that function through a speaking *communicative* activity. Given this goal, which of the following activities is it **more** appropriate to carry out?

a The teacher elicits some expressions used to greet and introduce people, and writes them on the board. Then he forms groups of three and sets a context for each group: friends at a party, students in a new class, etc. He tells the students to perform a conversation including some of the expressions written on the board.

b The teacher gives each student the copy of a conversation of two students greeting and introducing themselves. He pairs up the students and asks them to practice the conversation for some minutes. Then he invites some volunteers to present the conversation in front of the class.

c The teacher gives the students a handout that contains expressions to greet and introduce people. Then he asks the students to stand up and mingle in order to greet a classmate using the expressions in the handout. Next, they continue to greet different classmates for about five minutes.

29 Daniela's students have been practicing narrating events in the past. Now, she wants her students to improve their writing skills through a *free activity*. Taking the teacher's purpose into account, which of the following activities is it appropriate to carry out?

a The teacher provides the students with a short comic story. The comic story shows only characters in different scenes without any text. The teacher asks the students to write a short description for each scene using past tense structures.

b The teacher gives the students the copy of a song with some blanks to be filled in with verbs. The song mentions some events that took place in the past. The teacher asks the students to fill in the blanks using verbs in the past.

c The teacher asks the students to write a short report about an event that has had a strong impact in their lives. The teacher asks the students to describe that event using the language of their choice.

A21_10_29

Área: Inglés

30 Felipe's students are describing family relationships. The teacher asks the following question: "What is your father's name?" Marcia, one of the students, gives the following answer: "Your father's name is Marcos." Noticing Marcia's mistake, Felipe wants to correct her *on the spot* so that she can become aware of her mistake and correct it herself.

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

a) The teacher writes, on the board, a list of pronouns and their possessive adjectives and then asks Marcia: "What is the possessive adjective for the pronoun *I*?"

b) The teacher looks a little surprised, points at his own chest and says in a mild tone: "*My* father's name?" stressing the adjective *my*.

c) The teacher gently says: "Are you sure your answer is ok?" Then he asks another student what his father's name is.

31 Camilo's students are going to listen to a short audio about candidates applying for different jobs. Before the students listen to the audio, the teacher does the following activities:

- First, the teacher shows the students flashcards of jobs and elicits the job titles.
- Next, the teacher pairs up the students and asks them to discuss what qualities are needed for those jobs.
- Then the teacher calls for volunteers to share their answers with the class.
- Finally, the teacher tells the students they will listen to an audio related to jobs.

Based on the activities presented, which stage of the lesson is Camilo developing?

a Lead-in.

b Presentation.

c Controlled practice.

32 Angel wants to help his students reinforce their reading skills through *jigsaw reading*. He has designed the following session:

- First, the teacher divides the class into groups of four.
- Next, the teacher gives all the groups the same text split into four paragraphs. He makes sure that in each group, each student gets one different paragraph.
- The students read the paragraph they got and write down important information in their notebooks.
- Then the teacher collects the paragraphs he gave the groups at the beginning of the activity.

Given Angel's purpose of using *jigsaw reading*, which of the following activities is it appropriate to carry out next?

a
- The students take turns to share, with the other members of the same group, some important information they found in the paragraph they read. They use the notes they took in their notebooks.
- Then one member of the group summarizes the information shared by the four members.

b
- The students form new groups of four with classmates that have read the same paragraph. Using their notes, the students exchange the information found in the paragraph and add new and relevant information if necessary.
- The students return to their home groups and each member reports the information they wrote. Then some groups share what they have learned from the article.

c
- The students share the information they wrote in their notebooks. The other members listen and ask questions in case they have some doubts.
- The groups continue with this process until all the members have shared the information in their notebooks. Then, together, they rewrite the article and hand it in to the teacher.

33 Greta's students have been discussing about values they consider important. In that context, she wants her students to develop their writing skills. Which of the following activities is **least** appropriate to achieve the teacher's purpose?

a In groups, the students make a "word cloud" about values. The teacher asks the students to draw a cloud on a flipchart and tells them to fill in the cloud with words related to the topic. She highlights that the words they consider most important should be written with bigger letters in order to stand out from the other words.

b In groups, the students design a survey to find out which values are important among their schoolmates. They should write questions to identify the values the surveyed students have. Then, as homework, each student runs the survey, analyzes the answers and writes some conclusions.

c In groups, the students write the script of a TV spot that points out similarities and differences between their own values and the values their parents had when they were teenagers. The teacher asks the students to include catchy ideas for the audience to get interested in the spot.

34 Aurelio wants to help his students improve their speaking skills through a *functional activity*. Taking his purpose into account, which of the following activities is it appropriate to carry out?

a The teacher pairs up the students and assigns each of them a topic. He asks the students to take turns to talk about the topic they were assigned for at least one minute. While one student talks, the other pays attention and asks further questions. Then they switch roles.

b The teacher pairs up the students and asks them to perform a dialogue between two friends: Friend A has a problem and asks for advice and friend B gives suggestions to help his friend solve his problem. Then the teacher asks the students to exchange roles for further practice.

c The teacher pairs up the students and gives each of them a flashcard. He asks the students to find similarities and differences between the two flashcards. The students compare the flashcards and discuss for some minutes. Then the teacher invites some students to share their findings.

35 Renzo's students are going to work in pairs in order to talk about challenging situations they have gone through. After Renzo has assigned each student a role and given instructions for the activity, he writes the following expressions on the board:

- What a shame!
- That's too bad.
- What a let-down!

Considering the expressions above, which of the following language functions is Renzo going to promote with his activity?

a Expressing disappointment.

b Expressing uncertainty.

c Expressing necessity.

36 Marcela's students have just listened to an audio of two friends talking on the phone. Marcela gives the students a worksheet that contains six sentences and a little box next to each sentence. She tells the students to listen to the audio again and tick the box only if the sentence was mentioned in the audio.

Which listening skill is Marcela trying to reinforce through this activity?

a Listening for gist.

b Listening for details.

c Deducing meaning from context.

37 Gerardo's students are going to give an oral presentation on "The importance of eating healthy food." He has made a checklist to assess his students' performance. Here is some of the criteria included in the checklist:

- **Criterion 1:** Speaks using appropriate words that are related to the topic.
- **Criterion 2:** Speaks fluently with only occasional repetition or self-correction.
- **Criterion 3:** Speaks using correct sentences mostly, but some of them still contain mistakes.

Which of the criteria mentioned above is appropriate to assess *lexical resources*?

a Criterion 1.

b Criterion 2.

c Criterion 3.

38 Mauro has noticed that some of his students do not understand his oral instructions. He has asked his colleagues for advice. Here is the advice of three of his colleagues:

> Andrea: "Speak at a normal pace. Moreover, avoid spoon feeding the students because in the end they need to understand native speakers."
>
> Alberto: "Use short and simple language. Also, try to use body language and gestures so that the students have a better idea of what to do."
>
> Aida: "Give the instructions in English first. Additionally, remember to always translate those instructions into Spanish so that everybody knows exactly what to do."

Which piece of advice is **more** effective to help Mauro's students understand oral instructions better?

a Andrea's.

b Alberto's.

c Aida's.

39 Maribel's students are writing an essay. Now, they are making sure that the sentences and paragraphs they wrote are well connected and that the details in their essays are closely related to the topic. They are also checking punctuation and spelling.

Taking into account the actions the students are carrying out, in which stage of the writing process are they?

a Planning.

b Drafting.

c Revising.

40 Olga's students have been participating in class debates lately. Now that they are familiarized with the language used in debates, she wants to help her students develop their ability to express *strong* arguments and counterarguments. They will debate on the statement "social media reduces social skills."

With that purpose in mind, she has planned the following sequence:

- First, the teacher writes the topic on the board.
- Then she asks the students to think of arguments against or in favor of the topic.
- Next, the teacher elicits some ideas from the students and writes them on the board.
- After that, the students have twenty minutes to take a stand on the statement, and prepare their arguments and counterarguments to defend their stand.
- Then, before the students start the debate, the teacher reminds them to use the language they have been practicing for debates.

Taking the teacher's purpose into account, which of the following criticisms to the sequence is appropriate?

a The teacher gave the students only twenty minutes to take a stand on the statement and prepare their arguments and counterarguments. She should have given the students more time to do so.

b The teacher asked the students to prepare their arguments and counterarguments just based on their prior knowledge on the topic. She should have provided the students with different sources to prepare their answers.

c The teacher reminded the students to use the language they have been practicing for debates. She should have written that language on the board to make sure the students use it while expressing their arguments and counterarguments.

Área: Inglés

41 Pablo wants his students to make a timeline of a story they just read. Before the students make the timeline, he asks them to form groups and discuss the following questions:

- What is a timeline?
- What kind of information is usually included in a timeline?
- Have you ever made a timeline? What for?

What is Pablo's **main** purpose when asking the questions above?

a Promote autonomous learning among the students.

b Motivate students' participation in the activity.

c Activate the students' prior knowledge.

42 Eugenia wants her students to discuss the following question: "Are video games one of the leading causes of violence?" During the discussion, Eugenia wants her students to use the following expressions:

- Chances are that…
- My guess is that…
- I wouldn't be surprised if…

Which of the following language functions is **<u>mostly</u>** involved in the expressions above?

a Making speculations.

b Making suggestions.

c Making requests.

Read the following situation and answer questions 43 and 44.

Rommy's students have written a text about "The pros and cons of social networks." Before collecting the texts, Rommy wants her students to do a final revision focused on the three following criteria:

- **Criterion 1:** Make sure that the vocabulary is appropriate for the readers of the text.
- **Criterion 2:** Make sure that linking words have been used properly and whenever necessary.
- **Criterion 3:** Make sure that the topic is well developed and the sentences support it adequately.

Rommy writes those criteria on the board. Then she asks the students to work in pairs to check each other's texts taking into account the criteria presented.

43 Which criterion promotes the revision of *cohesion*?

a Criterion 1.

b Criterion 2.

c Criterion 3.

44 Which criterion promotes the revision of *coherence*?

a Criterion 1.

b Criterion 2.

c Criterion 3.

45 Paulina wants to help her students improve their speaking skills through a round table discussion. She tells her students to use the following expressions:

- Let's just move on, shall we?
- Let's drop it.
- I think we are going to have to agree to disagree.

Which of the following language functions corresponds to the expressions Paulina wants her students to use?

a) Drawing conclusions.

b) Settling an argument.

c) Agreeing with an opinion.

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

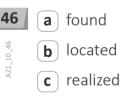**Avocados: History of an unlikely but legitimate healthy food craze**

Avocados are a common ingredient on restaurant menus around the world. They can be **(46)** _____ not only spread on toast and tacos but in ice cream, smoothies, hummus and **(47)** _____ in pasta sauce. Nowadays, avocados are a popular food item, especially **(48)** _____ their health benefits. But what exactly makes them good for you?

"Avocados are a fruit and one of the **(49)** _____ fruits that are high in fat and low in sugar," said Dr. Donald Hensrud, medical director of the Mayo Clinic Healthy Living Program in Rochester, Minnesota. Along with nuts, olive oil and canola oil, the fat content **(50)** _____ avocados is predominantly monounsaturated fat, which provides many health benefits. Also, they contain other nutrients including B vitamins, vitamin E, vitamin C, copper and fiber, **(51)** _____ adds to their health benefits. They have **(52)** _____ potassium content than bananas," he said.

Monounsaturated fats are good for your health in many ways, such as **(53)** _____ lower your "bad" LDL cholesterol levels and being high in vitamin E. "**(54)** _____, the relatively high fat content in avocados is **(55)** _____ with a low glycemic response, which is the tendency of a food to raise blood glucose," Hensrud said. "Evidence from large populations' studies **(56)** _____ that consumption of monounsaturated fats such as the ones **(57)** _____ in avocados decreases overall mortality."

(58) _____ can you get those health benefits? There are, in fact, many ways you can get them. Avocado toast **(59)** _____ a trendy way to consume the buttery fruit, but there are many other ways to include avocado in your daily diet. **(60)** _____, since avocados are high in calories, Stangland cautions to watch portion sizes.

46

A21_10_46

- **a** found
- **b** located
- **c** realized

47

A21_10_47

- **a** plus
- **b** even
- **c** moreover

48

A21_10_48

a since

b due to

c because

49

A21_10_49

a few

b any

c much

50

A21_10_50

a on

b at

c in

51

A21_10_51

a which

b where

c when

52

A21_10_52

a high

b higher

c highest

53

A21_10_53

a help

b to help

c helping

54

A21_10_54

a Unless

b In addition

c Nevertheless

55

(**a**) associate

(**b**) associating

(**c**) associated

56

(**a**) suggests

(**b**) questions

(**c**) recommends

57

(**a**) presenting

(**b**) presents

(**c**) present

58

(**a**) How

(**b**) Why

(**c**) When

59

(**a**) becomes

(**b**) has become

(**c**) was becoming

60

(**a**) Despite

(**b**) Likewise

(**c**) However