

EDUCACIÓN BÁSICA REGULAR

Ciclo Avanzado

A60-EBAA-11 / Inglés

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PERÚ

Ministerio
de Educación



Siempre
con el pueblo



BICENTENARIO
DEL PERÚ
2021 - 2024

INSTRUCCIONES

Esta prueba contiene sesenta (60) preguntas. A continuación, se presenta la cantidad mínima de preguntas que usted 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.

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: ●.
- **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 contenga las sesenta preguntas y que la prueba no presente 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.

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

Tania's students are going to perform a dialogue about Mother's Day celebration in Peru.

- 1** First, she would like her students to think about what expressions they can use in their dialogues. Taking her purpose into account, which of the following strategies is it appropriate to carry out?
- a** Tell the students to write at least ten sentences related to the topic using simple present tense. Ask the students to include some of those sentences in their dialogues.
 - b** Elicit from the students some words in Spanish that they don't know in English, but they need for their dialogues. Write those words on the board, and add their translation in English.
 - c** Write on the board a list of lexical items to talk about celebrations. Ask the students to choose the lexical items that are more suitable for the dialogue and add some words to enrich it.

2 Then Tania gives the following instructions:

“You are going to get in pairs and perform a dialogue in which you talk to each other about the way you celebrate Mother’s Day. Include some activities you and your family do during that day. You have four minutes to organize your ideas and five minutes to rehearse. Then I will call some volunteers.”

Now, she wants to check her students’ comprehension of her instructions. Which of the following set of instruction checking questions (ICQ’s) is **better** to ask?

a

- What do you have to do now?
- What kind of information do you have to include?
- How much time do you have to do the task?

b

- Are my instructions clear?
- Which celebration is the dialogue about?
- Do you have any questions?

c

- Did you understand what you have to do?
- Do you have to work individually or in pairs?
- Who can paraphrase my instructions?

3 Now, the students are going to perform their dialogues. Before they start the activity, Tania gives them the following recommendation:

“Pay attention to the flow of your speech, and try to sound as natural as possible. Please, make sure to convey your message properly.”

Which of the following aspects of speech is **NOT** included in Tania’s recommendation?

a

Voice.

b

Fluency.

c

Articulation.

4

Ursula is going to use important historical events of the 21st century to provide the context for her writing class. Because of this, she would like to know what information students have on that topic, so that she can adapt her lesson plan to their needs if necessary. She gives the following instructions:

“You have ten minutes to write everything you know about important historical events of the 21st century. Continue writing until the time is over.”

Based on the teacher’s purpose and the instructions given, which of the following types of assessment is she carrying out?

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

5

Marlene’s students are going to have a group discussion on the following question: “What are some challenges the next generation will face?” She asks her students to use some of the following expressions:

- What’s more, ...
- Not to mention that ...
- You also have to consider...

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

- a Adding an argument.
- b Introducing a point of view.
- c Expressing degrees of certainty.

Read the following situation and answer questions 6, 7, 8 and 9.

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>

6 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.

7 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.

8 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.

9 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.

10 Rogelio wants his students to express *impossibility in the past* through a speaking activity. Which of the following structures is appropriate for the language function Rogelio wants his students to work on?

- a** Action verbs.
- b** Modal verbs.
- c** Auxiliary verbs.

Brando's students are going to read a well-known story, as part of a reading session. Here is part of the sequence he has designed:

Stage 1:

- The teacher asks the students the following questions: "What is your favorite story?" and "What is it about?" He invites some students to share their answers with the class.
- Then, on the board, the teacher sticks some pictures related to the story he will use. He tells the students to analyze the pictures and predict what the story is about.
- The students work in pairs then the teacher invites some students to share their answers with the class.

Stage 2:

- Next, the teacher gives each student a copy of the story and asks them to do silent reading.
- Then the teacher writes, on the board, some questions related to the story.
- He asks the students to read the text again and answer those questions orally.

Stage 3:

- The teacher writes the following on the board: "Knowing what a story is about helps you understand that story better. Support your answer."
- After that, the teacher asks the students to get in pairs and exchange their opinions about the statement on the board.
- Then some volunteers share their opinions with the rest of the class.

11 Which of the stages described in the sequence above encourages the students to use *bottom-up* processing?

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

12 Which of the stages described in the sequence above encourages the students to use *top-down* processing?

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

13 Which of the stages described in the sequence above encourages the students to use metacognitive skills?

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

14 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.

15 Arturo's students are going to discuss the following question: "Should students use cellphones in class?" Before the students start the discussion, he provides them with a checklist so that they know which criteria will be assessed. Here is a list with some of the criteria included in it:

- **Criterion 1:** The student uses the expressions for discussions learned during the previous sessions.
- **Criterion 2:** The student links his ideas properly using various types of connectors.
- **Criterion 3:** The student varies intonation to emphasize some ideas.

Which criterion assesses *cohesion*?

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

16 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.

17 Beatriz has planned the following activities for her reading session:

- The teacher writes the title of a text and asks the students to figure out what it is about.
- The teacher writes some of the students' ideas on the board.
- The teacher gives the students some minutes to read the text and decide if those ideas are correct.

Which reading skill is **NOT** being reinforced with the activities presented?

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

18 Ernesto's students have been practicing "Relating past events" lately. Now, the teacher wants to promote this language function through a *meaningful speaking activity*. Given the teacher's goal, which of the following activities is appropriate?

- a** The students read a short interview of a famous person on his/her early years. The teacher tells them to highlight the questions and expressions used in the interview to inquire about past events and describe them. Finally, the students work in pairs and use the questions and expressions to interview each other.
- b** The students listen to the audio of a short story narrated in the past tense. The teacher tells the students to take notes as they listen. Then the teacher puts the students in groups and tells them to use their notes to reconstruct the story. Once they finish, one representative of the team reads the story to the rest of the class.
- c** The students look at a picture of a family that lived in the 1950s. The teacher writes on the board sentences with "used to + infinitive" to describe the family's routines at that time. He explains that this structure is used to talk about past habits. The students write more sentences on that family using "used to" and then read their examples to the class.

19 Antonia's students are going to debate on the statement "Junk food should be banned in schools." She wants her students to use the following expressions while debating:

- I beg your pardon?
- Sorry to butt in, but...
- I don't quite see what you mean.
- Can I add something here?

Which two language functions does Antonia want her students to practice?

- a** Apportioning blame / apologizing.
- b** Asking for information / arranging one's ideas.
- c** Expressing lack of understanding / interrupting someone.

20

Tina's students have been talking about their favorite dish. Now, she wants them to participate in a *communicative* oral activity using that topic. Which of the following strategies is it **more** appropriate to carry out?

- a The students write the recipe of their favorite dish in their notebooks. Next, they read it aloud to the whole class. Finally, the teacher invites some volunteers to recall the ingredients mentioned in the recipe.
- b The students record a video in which they give instructions to prepare their favorite dish. The teacher asks the students to use simple language for their classmates to understand the instructions given. Finally, the teacher plays some of the videos in class.
- c The students ask five peers what their favorite dish is, why they like it and what ingredients it is made of. Then they compare and analyze the answers they got in order to find out similarities and differences. Finally, the students share their findings with the class.

Read the following situation and answer questions 21 and 22.

During the past few sessions, Maribel's 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.

- 21** 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?
- 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.

22 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:

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?

23 Karina’s students are participating in a speaking activity. They are answering the question: “What would you do if you won the lottery?” She asks her students to answer with the following expressions:

- If only ...I would...
- Imagine that you won...
- I’d rather...
- Don’t you think you could...?

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

- a** Summarizing information.
- b** Expressing wishes.
- c** Hypothesizing.

24 Genesis’ students are going to give an oral presentation about “Technology and employment opportunities.” She asks her students to use the following expressions in their presentations:

- To return to...
- As I mentioned earlier, ...
- Anyway, as I said before, ...

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

- a** Making predictions.
- b** Emphasizing information.
- c** Getting back to the point.

Patricia's students are going to listen to an audio that includes three news reports about video games. Here is the script of the audio she will play:

News report 1

Paul Colling, a military veteran said video gaming has helped him deal with the trauma of his career ending and the mental health strains caused by injuries. When he was discharged, he struggled with the loss of his military identity, but playing video games helped him fix his brain injury and his emotional health while he was playing with others.

News report 2

Playing video games can make you a better driver. Supporting this idea, a recent study from the University of Toronto, stated that playing action-intense video games improve sensorimotor learning, meaning gamers are better at performing tasks with a «consistent and predictable structure.» Additionally, game players have better visual acuity and sharper perception of different shades of gray.

News report 3

Playing video games may boost children's learning, as well as their health and social skills, said a review of a research published by the American Psychological Association. The more adolescents play strategic video games, the more they improve in problem solving and school grades. Children's creativity and problem-solving skills are also enhanced by playing any kind of video game.

Adapted from <http://www.bbc.co.uk/news/uk-england-tees-59266779>
<https://www.thecut.com/2016/07/action-games-improve-motor-control.html>
<https://www.apa.org/news/press/releases/2013/11/video-games>

25 Before playing the audio, Patricia wants to do a *warm-up* activity related to video games. Which of the following *warm-up* activities is it **NOT** appropriate to carry out?

- a** Ask the students to make a graphic organizer about the history of video games in their notebooks. Once the students finish, tell them to exchange their graphic organizers with a partner. Ask the students to give each other suggestions on how to improve their graphic organizers.
- b** Bring copies of a word search puzzle that contains vocabulary related to video games. Pair up the students and give each pair a word search puzzle for them to find together the words as fast as possible. When they finish, ask them to mention which topic the vocabulary is related to.
- c** Pair up the students and give them a piece of paper for them to write the names of their favorite video games. When they finish writing, collect the pieces of paper and put them in a bag. One at a time, take some pieces of paper and ask the whole class what they know about the video games written on those papers.

26 Now, Patricia will play the audio for the first time. She gives her students the following instructions:

“Now, I will play an audio about the benefits of playing video games. In this audio, you will listen to three different news reports that mention the positive effects of video games on people’s lives.”

What is Patricia’s purpose when giving the instructions above?

- a** Setting the scene of the audio.
- b** Making sure the students stay on task.
- c** Providing the students with scaffolding strategies.

27 Then the students are going to listen to the audio for the second time. Patricia asks them to identify the following information:

- Two benefits of playing video games.
- Two institutions that did research on video games.

Which of the following listening skills is Patricia trying to promote with her activity?

- a** Listening for gist.
- b** Interpreting information.
- c** Listening for specific information.

28 Next, Patricia wants her students *to reflect* on the content of the audio. Which of the following questions is **NOT** appropriate to ask?

- a** Why playing video games can make you a better driver?
 - b** Should teenagers be encouraged to play video games? Why/Why not?
 - c** Would you be willing to play video games to improve some of your skills? Support your answer.
-

29 Now, Patricia wants to *wrap-up* her session. Which of the following activities is appropriate to achieve her purpose?

- a** The teacher asks the students to make a concept map on the information they learned in today's session.
 - b** The teacher asks the students to paraphrase, in their notebooks, one of the news reports they listened to in today's session.
 - c** The teacher asks the students to mention three things they have learned, two things they think about the topic and one question they still have about the topic.
-

30 The students have been learning how to describe things. Their teacher wants to help them reinforce their oral ability through a *communicative* activity in which they describe something in detail. Given this goal, which of the following strategies is **least** appropriate?

- a** The teacher pastes the picture of an object on the board. He tells the students they have to describe its characteristics. They observe the picture for some minutes and then the teacher calls for the students' participation.
- b** The teacher puts the students in groups. One student in the group picks a vocabulary card and describes the characteristics of the object in the card without saying its name. The other members of the group try to guess what the object is, and then they switch roles.
- c** The teacher puts the students in pairs. In each pair, student A receives the picture of a room, and student B gets the picture of the same room with some small differences. Without looking at each other's picture, the students describe what they see and try to find out the differences.

31 Sonia's students are going to design a poster about recycling in order to make the school community aware of how important it is. To help the students design their posters, she brings different samples. Here are two of the activities she does during the session:

- The teacher groups the students and gives each group two sample posters for them to analyze the features. (Language conventions, style, organization, etc.).
- Once familiar with the features analyzed, each group designs their poster using the samples as models.

Based on the activities presented above, which approach to writing is the teacher using?

- a** Process approach.
- b** Product approach.
- c** Genre approach.

32

Emerson will get his students involved in writing by having them email a contemporary writer they admire. He has designed the following sequence:

- The teacher asks for the students' favorite young adult contemporary books and takes notes on the board.
- After that, the teacher asks the students to do some research on the writer of their favorite book. They go to the computer lab to make a brief search on the web.
- Later, the teacher tells them that they are going to write an email to their favorite young adult contemporary writer to comment on his/her work.
- In their notebooks, they list the comments they would like to send. Using their lists, the students write an email draft while the teacher monitors the activity helping out when necessary.
- Then the teacher pairs up the students and asks them to share the comments they wrote. They analyze the language included in their drafts.
- Finally, the students look for the author's contact information and send him/her the final version of their email.

In the teaching sequence above, what is the teaching method applied?

- a Task-Based Learning.
- b Presentation-Practice-Production.
- c Content-Based Learning.

33

Bruno wants his students to use the following expressions in a conversation: "In other words,...", "To put it differently,..." and "Let me put it in another way." Which of the following language functions is Bruno trying to promote?

- a Giving clarifications.
- b Giving commands.
- c Giving opinions.

34 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.

35 Ana wants to help her students improve their speaking fluency through a group discussion. During the discussion, Ana wants her students to use the following expressions:

- Why do you think so?
- That’s interesting!
- Tell me more.

Which of the following language functions is involved in the expressions above?

- a** Agreeing or disagreeing.
- b** Keep a discussion going.
- c** Persuading others.

36 Fernanda's students are having a conversation in which they are using the following expressions:

- Hey, what happened?
- I swear I didn't mean to be late.
- Did you miss the bus or something?
- I hope you didn't wait for a long time.

Which language function is **NOT** involved in the expressions provided?

- a** Asking for explanations.
- b** Offering apologies.
- c** Making promises.

Read the following situation and answer questions 37 and 38.

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

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

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."

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

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.

39 Yolanda wants to help her students improve their speaking skills. Before starting a speaking practice, she provides them with the following expressions: “That’s exactly how I feel” / “That’s so true” / “You’re absolutely right” / “You have a point there.”

Considering the expressions provided, which is the language function that Yolanda wants her students to practice?

- a** Making suggestions.
- b** Persuading someone.
- c** Expressing agreements.

40 Marlon’s students have been talking about movies using present perfect and simple past tenses. Now, he wants his students to develop their oral fluency in a *freer way*. He carries out the following sequence:

- First, the teacher elicits some vocabulary related to movies and writes it on the board. Additionally, he elicits which forms are used to talk about recent past events.
- Next, the teacher pairs up the students and tells them to ask each other questions to get information about the movie they have seen recently.
- After the students have talked for some minutes, they stand up and look for a different classmate and repeat the procedure.
- While the students are working, the teacher monitors. When he notices a student makes a mistake, he corrects the student on the spot.
- Finally, on the board, the teacher writes some of the mistakes the students made during the activity and elicits the correct form from the students.

Given the teacher’s purpose, which of the following criticisms of this sequence is appropriate?

- a** The teacher shouldn’t have corrected the students’ mistakes while they were performing the task.
- b** The teacher shouldn’t have written, on the board, the mistakes the students made during the activity and elicited the correct form.
- c** The teacher shouldn’t have recycled vocabulary related to the topic and reminded the structures used to talk about recent past events.

Read the following situation and answer questions 41, 42, 43 and 44.

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

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

- 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.

42 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:

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.

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

- 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.

44 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.

45

Nelly's students are describing people they know using different adjectives. During the activity, one of her students says the following sentence: "My brother is *sensible* because he is kind and understands people's feelings." Aware of the student's mistake, Nelly wants to make a comment to help the student reflect on the use of the adjectives 'sensitive' and 'sensible.'

Which of the following comments is appropriate to achieve Nelly's purpose?

- a** "I understand what you want to say. However, using sensible instead of sensitive is a common mistake Spanish speakers usually make. In your example, the best adjective to use is sensitive."
- b** "A psychologist is a sensitive person because he understands people's feelings. A judge is a sensible person because he judges based on evidence. Which adjective is better to use in your example?"
- c** "Nice try! But, sensible refers to a person that is able to make good judgements based on reason and experience, not on emotion. You said that your brother is kind and understands people's feelings, so look for an adjective that really means that."

CLOZE

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

How Much Water Do You Actually Need?

If you've spent any time on social media, you've surely been bombarded with encouragements to drink more water. "Stay hydrated" has become a new version of the old salutation "Stay well." But the interpretation of hydration "has been completely blown (46) _____ of proportion." Staying hydrated is definitely important, (47) _____ the idea that the simple act of drinking more water will make people healthier isn't true. In fact, hydration is the result of the good balance between electrolytes (48) _____ sodium and water in the body. And you don't need to (49) _____ glass after glass of water throughout the day to maintain it.

How much water do I really need to drink?

We've all been (50) _____ that eight glasses of water per day is the magic number for everyone, but that notion is a myth. The amount of water you need in a day (51) _____ on factors like body size, outdoor temperature, how hard you're breathing and sweating, and your health or medical conditions like heart failure or kidney stones. For most young, healthy people, the best way to stay hydrated is simply to drink (52) _____ you're thirsty.

- 46
- a down
 - b away
 - c out

- 47
- a but
 - b unlike
 - c despite

- 48
- a like
 - b such
 - c unlike

- 49
- a choke
 - b gasp
 - c chug

- 50
- a teach
 - b taught
 - c teaching

- 51
- a depend
 - b depends
 - c depending

- 52
- a where
 - b when
 - c what

Do I have to drink water to stay hydrated?

Not necessarily. From a purely nutritional standpoint, water is a better choice than (53) _____ healthy options like sugary sodas or fruit juices. But when it comes to hydration, any beverage can add water (54) _____ your system. For instance, a 2016 randomized controlled trial of 72 men concluded that the hydrating effects of water, beer, coffee and tea were (55) _____ identical. You can also get water from fluid-rich foods and meals like fruits, vegetables, soups and sauces.

But drinking more water, even when I'm not thirsty, will improve my health, right?

No. Actually, if you drink at a rate (56) _____ what your kidneys can excrete, the electrolytes in your blood can become too diluted and it could make you feel "off." In the most extreme case, drinking too much water in a short period of time could (57) _____ to hyponatremia, or "water intoxication." If the sodium levels in your blood get too low, it can cause brain swelling and neurological issues like seizures, coma or (58) _____ death.

How do I know if I'm hydrated enough?

Your body will tell you. One of the best things you can do is to stop (59) _____ it. (60) _____, the best advice for staying hydrated is also the simplest: Drink when you're thirsty.

Adapted from <https://www.nytimes.com/2021/09/17/well/live/how-much-water-should-i-drink.html>

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- 53
- a less
 - b more
 - c fewer

- 54
- a up
 - b on
 - c to

- 55
- a rarely
 - b nearly
 - c scarcely

- 56
- a ahead
 - b farther
 - c beyond

- 57
- a lead
 - b cause
 - c follow

- 58
- a yet
 - b too
 - c even

- 59
- a overthinking
 - b overreacting
 - c overworking

- 60
- a As well
 - b Instead
 - c Although



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