

EDUCACIÓN BÁSICA ALTERNATIVA

Ciclo Avanzado

A60-EBAA-11 / Inglés

Concurso de Ascenso

Educación Básica

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PERÚ

Ministerio
de Educación

INSTRUCCIONES

Esta prueba contiene 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 60 preguntas es de 3 horas. Usted puede administrar dicho tiempo como lo estime conveniente.

Al terminar de resolver la prueba, usted podrá llevarse su cuadernillo, pero recuerde que **solo** podrá hacerlo siempre y cuando hayan transcurrido al menos **2 horas y 30 minutos** desde el inicio del desarrollo de la prueba.

Recuerde que **NO** debe portar objetos prohibidos, realizar suplantación, copiar o intentar copiar, arrancar o sustraer parte de algún cuadernillo o ficha de respuestas durante la aplicación de la prueba. De lo contrario, su prueba será anulada y será retirado del local de evaluación.

ORIENTACIONES PARA EL MARCADO DE LA FICHA DE RESPUESTAS

Cada pregunta presenta 3 alternativas de respuesta (A, B y C). Marque la alternativa que considere correcta en la ficha verificando que corresponde a la pregunta de su cuadernillo.

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.

El correcto marcado de la ficha de respuestas es de **su exclusiva responsabilidad** y debe ser realizado conforme a lo señalado en estas indicaciones.

Cuando el aplicador dé la indicación de inicio de la prueba, y antes de resolverla, verifique con detenimiento que el cuadernillo contenga las 60 preguntas **correspondientes a su grupo de inscripción** y que la prueba no presente algún error de impresión o de compaginación. Si esto ocurriera, **avise al aplicador** para que le ofrezca el apoyo respectivo.

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

1 Fernanda is a student that has physical disability and uses a wheelchair to move around. She is going to enroll in a new school next week. Therefore, the classroom teacher organizes an assembly to raise awareness of Fernanda's condition. During the assembly, three students are discussing the different ways in which they can help Fernanda move around the school. Which of the following students' comments is aligned to the **Approach to Inclusive Education** of the National Curriculum for Basic Education?

- a** "To move Fernanda around, we have to take her in her wheelchair so that she can go with us wherever we go. In that way, we will help her move around the school and she will always be with a classmate by her side."
- b** "If we want to help Fernanda move around the school, we'd better ask her when she requires our help. I believe she could give us some guidance on what the best way to help her is."
- c** "I consider it will be a good idea to keep an eye on Fernanda to help her move around whenever she wants to. For that reason, I think we should take turns to take care of her in order to prevent her from having an accident at school."

2 As part of the project "I take care of my community," the students have identified different problems that affect the public places around. One of the problems identified is that the neighbors are not able to use the soccer field of the community due to its deterioration.

The teacher wants the students to work on this problem taking into account the **Human Rights-Based Approach** of the National Curriculum for Basic Education. Which of the following strategies is **more** appropriate to carry out?

- a** Tell the students to ask the neighbors what complaints they have regarding the condition of the soccer field. Then ask the students to organize the information they got. Next, ask them to write a letter addressed to the mayor of the district in order for him to find a solution to the neighbors' complaints.
- b** Discuss with the students the limitations that not being able to use the soccer field causes in their lives and in their neighbors' lives. Then ask the students whether or not it is necessary to take action to face this problem. Based on that, tell the students to propose solutions to improve the condition of the soccer field.
- c** Ask the students to be part of a plenary session to talk about the improvements the soccer field requires so that it can be used by the neighbors. Then tell the students what actions have been taken in other communities to solve a similar problem. Finally, ask the students to choose the best action to be replicated in their community.

- 3** Brenda has asked the students to describe the furniture in their favorite room at home. After giving the instructions for the activity, one student asks, “*What does ‘furniture’ mean?*” and Brenda answers, “*Oh, tables and chairs are pieces of furniture.*”

Which strategy for scaffolding students’ understanding has Brenda used?

- a Chunking.
- b Modeling.
- c Exemplification.

- 4** Harold wants the students in his class to improve their cohesion in a written text through the use of *discourse markers*. With that purpose in mind, he asks the students to write a text about local food.

Which of the following writing tasks will **better** help the students practice the use of *discourse markers*?

- a A brief article about the importance of consuming local food. The students have to include convincing information to motivate readers to eat local food.
- b A list of the five most popular local food in the students’ community. The students have to include brief descriptions of the meals so that everyone gets to know them.
- c A poster encouraging people to consume local food more often. The students have to include catchy phrases and interesting pictures to attract the audience’s attention.

5

Dario wants his students to describe past events using the simple past tense, so he has planned a lesson using the *Inductive Approach*. Which of the following strategies is **most** appropriate to carry out?

- a The teacher tells the students a well-known fairy tale emphasizing the past events of the characters. After that, the teacher asks the students to identify the tense used to narrate those past events. Finally, the teacher asks the students to retell the story using their own words.
- b The teacher talks about the activities he did for fun when he was a child. Then, on the board, he writes some sentences describing the activities he mentioned, in simple past tense. Finally, with the help of the students, the teacher identifies and analyzes the structure used in those sentences.
- c The teacher asks the students to read a singer's biography and underline five sentences in simple past tense. Next, the students share the underlined sentences aloud and the teacher corrects if necessary. Finally, with the help of the teacher, the students analyze the form of those sentences and write their own biography using the same structure.

6 Jaime has told the students to imagine they have to talk to a friend who is having trouble. Based on that situation, they have to create and practice a dialogue. He wrote the following expressions on the board so that they can include them in their dialogues:

- It'll turn out all right.
- There's no need to worry.
- I'm always there for you.
- Take it easy.

Which of the following language functions promotes the use of the expressions provided?

- a** Reassuring someone.
- b** Expressing concern.
- c** Giving advice.

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.

Read the following situation and answer questions 8, 9, 10 and 11.

Marina's students are going to read a short text about the way people learn English. Here is the text:

Miriam is 6. She is from Brazil. She has just started learning English at school. She studies 3 hours a week.

Santiago is 13. He studies in a school in Colombia. In his English class he is given a lot of grammar exercises. He thinks English is boring.

Binh is 33 and is from Vietnam. He learnt English at secondary school but has not studied it since then. He usually talks to English native speakers in order to improve his speaking skills.

- 8 Before the students read the text, Marina conducts a short survey in which the students have to write what things they have done to improve their English level.

What's Marina **mainly** aiming at with her survey?

- a Promoting students' motivation.
- b Familiarizing students with the topic.
- c Activating students' prior knowledge.

9 Now, Marina wants the students to practice their *skimming* skills, so she gives each student a copy of the text. Which of the following strategies is appropriate for Marina’s purpose?

- a** She asks the students to read the text quickly in order to get the general idea. Then they exchange their findings with a classmate next to them.
- b** She asks the students to read the text carefully in order to answer some comprehension questions. Then she calls on some volunteers to share their answers aloud.
- c** She asks the students to read the text and circle the words they are not familiar with. Then she encourages the students to get the meaning of those words by using the context.

10 At another stage, Marina gives each student the following chart:

Activities	People’s names
Playing games in English in the classroom	
Using websites to search information	
Using free mobile apps	
Doing communicative tasks	
Reading books or magazines in English	
Watching movies in English	

Then she gives her students the following instructions: “Read the text again, and based on the information, decide which activity is best for each of the people presented in the text. Write the person’s name next to each activity.”

Which reading skill is **NOT** promoted in the activity above?

- a** Ordering.
- b** Scanning.
- c** Inferring information.

11 In the next activity, Marina groups the students and asks them to answer the following questions:

- Is a person's age relevant to learn English? Explain.
- What advice would you give the people in the text to learn English in a fun way?

Which reading skill are the students in Marina's class working on?

- a Contextualizing information from the text.
- b Reflecting on the content of the text.
- c Retrieving information from the text.

12 Diana wants her students to develop *stronger argumentation skills* through a class discussion on the question “Are schools better or worse than thirty years ago?” With that purpose in mind, she has planned the following sequence:

- First, on the board, the teacher writes the question “Are schools better or worse than thirty years ago?” and sticks pictures that depict schools now and then.
- Next, she writes a sentence comparing the schools and asks the students to think about other possible comparisons.
- She pairs up the students and asks them to discuss the sentences they came up with for some minutes.
- When the students finish discussing, she calls on some volunteers to write one of their sentences on the board.
- As a whole class, the teacher asks the students to select the sentences they agree on and explain the reasons of their choice.
- After that, the teacher encourages the students to take a stance based on their own point of view.
- Then the teacher tells the students they have some minutes to write their arguments according to the stance taken.

Which of the following activities is **more** appropriate to assign the students as homework in order to help them develop *stronger argumentation skills*?

- a** Ask the students to rehearse presenting their arguments in order to gain confidence and fluency.
- b** Ask the students to add extra arguments so that their ideas are more interesting and convincing.
- c** Ask the students to look for evidence included in different sources of information and add it to their arguments.

13 Consuelo's students are going to be speakers in their science school fair. She provides the students with the following expressions to be used during the event:

- As you probably know, there have been...
- Turning to...
- You may be aware of...
- Now, we'll move on to...

Which of the following language functions **DOES NOT** correspond to the expressions presented above?

- a** Providing background.
- b** Summarizing an idea.
- c** Changing the topic.

14 Manuela has asked the students in her class to role-play a situation in pairs. When Sheila and Joaquin are performing the role-play, Joaquin makes a grammar mistake, but Sheila understands what he means and continues with the activity.

Which of the following actions is **NOT** appropriate to carry out after the role-play?

- a** Repeat Joaquin's sentence emphasizing the mistake and encourage him to say the correct form.
- b** Give Joaquin a note including the mistake and its correct form so that he can be aware of the mistake.
- c** Make a comment pointing out Joaquin's mistake, correct it and tell him to write a sentence using that form.

Read the following situation and answer questions 15, 16, 17 and 18.

Gabriela's students are going to write an essay about the effects of online education on students. Here are some of the steps she will follow throughout her lesson.

15 Before the students start writing their essays, Gabriela wants them to discuss what they usually do during the planning stage. She asks the students the following question: "What activities do you carry out to plan a text?" Here are some of the students' answers to her question:

Mario says: "I usually write a list of key words or ideas about the topic because they help me write the text better."

Noelia says: "In my case, I look for websites or books that have reliable information about the topic I have to write about."

Oscar says: "I prefer looking for a good sample of the text and then write something similar to it."

Which student's comment is **NOT** aligned to the actions done during the planning stage?

- a Mario's.
- b Noelia's.
- c Oscar's.

16 Once the students have finished planning their texts, Gabriela wants to give them some recommendations to write their *first draft*. Which of the following set of recommendations is appropriate to give at this stage of the writing process?

- a** “Choose the most important ideas from your plan to be used as main ideas in each paragraph of your text. Then try to add supporting sentences and examples in each paragraph.”
- b** “Use all of the ideas from your plan to develop the texts of the essay. Use as many linking words as possible to connect your ideas in each paragraph and throughout the whole essay.”
- c** “Organize the information from the planning stage into sections. Pay attention to the grammar structures in each paragraph and check punctuation.”

17 When the students finish writing the first version of their texts, Gabriela asks them to exchange their text with a peer in order to revise it. Which of the following aspects should be a focus of this *first revision*?

- a** Appropriate extension and organization of the paragraphs.
- b** Use of varied words and accurate grammar structures.
- c** Understanding and delivery of the message.

18 After the students have finished writing their essay, Gabriela wants them *to reflect* on the writing process they have gone through. Which of the following activities is **least** appropriate to carry out?

- a** The teacher sticks, on the board, a flipchart that shows the steps to write a text. She encourages the students to say aloud whether or not each of the steps was followed during their writing activity.
- b** The teacher asks the students to mention the steps they have followed during the writing process. From the steps mentioned, the students choose which step was the easiest or the most challenging and support their ideas in spoken English.
- c** The teacher draws, on the board, three faces with different expressions: happy, sad and confused. She asks the students to choose the face that shows how they feel after having gone through the writing process and explain their choice orally.

Read the following situation and answer questions 19, 20 and 21.

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 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?

- a** How does Stephanie feel about acting?
- b** How experienced is Stephanie at acting?
- c** How long has Stephanie worked non-stop?

21 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.

22 The students in Andrea's class are working on the text "The future of technology." During one of the activities, Andrea notices that some students are having difficulty understanding the meaning of some words from the text. As a consequence, those students are taking longer to finish the activities planned.

What should Andrea do to prevent this situation from happening again?

- a Letting students use a bilingual dictionary.
- b Pre-teaching vocabulary.
- c Allowing extra time.

23 Josue has asked his students to bring some items to sell at the classroom market. He has planned the following speaking activity:

At the classroom market

- The students will move around the classroom trying to sell their items; they will discuss on the conditions of sale: "How much...?", "How many...?"
- They will also use language such as "How about...?", "Could you make that...?", "Why don't you...?", and expressions such as "That's a deal", "No deal", etc.
- Finally, the students will report to the class what they bought, what they sold or could not sell.

What are the two language functions involved in this speaking activity?

- a Talking about prices and quantities/ Using expressions to negotiate.
- b Requesting services / Asking and answering in a polite way.
- c Getting to know likes and dislikes/ Requesting deeper information.

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.

25 Rafael wanted to plan a communicative speaking assessment for his students. Since his students have been talking about the weather, he has decided to evaluate them through the following game-like activity:

Divide the class into groups of four. Each group gets a dice. In each of the dice's faces, there is a word related to the weather (cloudy, windy, snowy, etc.). The students take turns to throw the dice and say a sentence using the word they got (e.g. "Today is cloudy").

Given Rafael's goal of designing a communicative speaking assessment, which of the following criticisms of this activity is appropriate?

- a The activity provides limited speaking practice.
- b Game-like activities may not be used for speaking evaluation.
- c Students do not have enough vocabulary to build complete sentences.

26 Carmelo's students have been talking about activities they used to do when they were younger, but they don't do anymore. Now, he wants them to participate in a discussion related to that topic using some of the following expressions:

- I wouldn't want to do that again.
- That's a load off my mind.
- Phew! Thank goodness!

Which of the following language functions is Carmelo trying to promote?

- a Expressing disappointment.
- b Expressing annoyance.
- c Expressing relief.

27 Patricia wants the students in her class to get familiar with the topic of daily routines using the *Lexical Approach*. Which of the following strategies is it appropriate to carry out?

- a** The teacher gives each student a worksheet containing sentences that describe people's daily routines. Each sentence has a gap that should be filled in with a verb. Then the students fill in the gaps.
- b** The teacher hands out each student an infographic that contains a famous person's routine. She asks them to read and identify collocations such as "take a shower," "have breakfast," etc. Then the students use those collocations to describe their own daily routines.
- c** The teacher reads the students the story "A day in my life." The story describes the teacher's daily routine. As she reads the story, she asks the students to raise their hands every time they hear an expression or phrase that describes a daily activity they do.

28 Marcos has noticed that the English level of one of his students, Federico, is way higher than the rest of the class. As a result, he finishes all the writing tasks too soon and, of course, they are flawless. How should Marcos handle Federico's case?

- a** He can tell Federico to remain in silence and allow him to do something else.
- b** He can plan a more challenging version of the writing tasks for Federico.
- c** He can appoint Federico as secretary and let him assess his classmates' texts.

29 Eulogio wants his students to *infer information* from the audio of a story. Which of the following activities develops that skill appropriately?

- a** Ask the students to pay attention to the expressions the characters used in the story. Encourage the students to say if the characters know each other and explain why.
- b** Ask the students to take notes on the most important ideas included in the story. Encourage the students to write a summary including that information.
- c** Ask the students to choose the moment from the story they liked or didn't like the most. Encourage the students to support their ideas.

30 Vanessa's students are going to read a text titled "How to help your community" and she wants to set a *pre-reading* task. In order to achieve this goal, which of the following tasks is appropriate?

- a** Have a discussion about the text.
- b** Read the title, and predict the content of the text.
- c** Scan new idiomatic expressions shown in the text.

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 Mario wants his students to do *free writing* about the topic “Past experiences.” Which of the following activities is it appropriate to carry out?

- a** Ask the students to write “past experiences” in the center of a piece of paper and add some ideas surrounding the phrase. Tell the students to think of new ideas that relate to the ideas previously written.
- b** Ask the students to write, in their notebooks, the following questions: Who? What? Where? When? Why? And How? Tell the students to think about a past experience and answer those questions.
- c** Ask the students to write some sentences about any past experience that comes to mind. Tell the students that they have to write as much as they can for ten minutes.

33 Junior’s students are going to read a text about technology. Before the students start reading the text, he wants to give an appropriate instruction for the *first reading*. What instruction should be given?

- a** “Try to determine the main idea.”
- b** “Focus on what kind of verbs are used.”
- c** “Underline the new expressions displayed.”

Read the following situation and answer questions 34, 35, 36 and 37.

Florencia wants her students to develop their listening skills using a radio spot in English of the Pan American and Parapan American Games 2019. With that purpose in mind, she has designed different activities.

- 34** Before listening to the radio spot, Florencia wants to activate her students' prior knowledge on the topic in a *communicative* way. Which of the following strategies is it appropriate to carry out?
- a** Bring a word search puzzle with some words related to the Pan American and Parapan American Games. Give the students some minutes to find the words in the word search puzzle. Finally, ask the students to get in pairs and compare the words they found.
 - b** Give each student a worksheet with a matching exercise about the Pan American and Parapan American Games. The exercise has two columns with phrases under each column. Tell the students to choose one phrase from each column and connect them in order to make a sentence.
 - c** Write the title "Pan American and Parapan American Games 2019" on the board. Provide the students with prompts such as: "I think that...", "Some sports played at this event are...", etc. Ask the students to stand up, find a peer and start a dialogue about the games using the prompts provided.

35 Florencia asks her students to listen to the following radio spot:

“The Pan American and Parapan American Games are about to start. There will be athletes from different countries such as USA, Brazil, Mexico, Canada, Cuba, Argentina, Colombia, Chile, Peru, Ecuador, Venezuela, Jamaica and some others. Don’t miss this opportunity to see sports like basketball, handball, bowling, boxing, badminton, baseball and many more. Look for information about venues, ticket prices, dates and schedules at Lima2019.pe!”

Then she asks the students to come up with a phrase or sentence that expresses what the audio is about. Which of the following listening skills is being developed through this activity?

- a Listening for gist.
- b Predicting content.
- c Listening for details.

36 Now, the students listen to the radio spot again and write down the sports mentioned in the audio. Which of the following listening skills is being developed through this activity?

- a Paraphrasing.
- b Detecting connectors.
- c Listening for specific information.

37 Next, the teacher wants her students to work on a *post-listening* task to develop their speaking skills. Which of the following tasks is appropriate to achieve the teacher's purpose?

- a** Ask the students to record their own radio spot for a sports event in their community. Tell them to include some features of the spot they have just listened to such as speaker's intonation and adjectives. Encourage the students to add other relevant information like prices, locations, schedules, etc.
- b** Play the radio spot again and ask the students to write as much information as possible in their notebooks. Tell them to use their notes to write a new version of the spot but using their own words. Invite some volunteers to read their own versions of the spot aloud.
- c** Give each student a worksheet that contains the radio spot with some blanks in it. Ask the students to listen carefully and fill in the blanks with the appropriate words. Pair up the students and ask them to compare their answers for some minutes.

38 Read the following teaching sequence and answer the question:

- The students look at some flashcards with vocabulary they will use later in the activity.
- The teacher gives a short dialogue to the students for them to read.
- Next, the teacher asks them to repeat the dialogue twice after him/her.
- Finally, the students read aloud the conversation in pairs.

Why is this teaching sequence **inappropriate** to develop speaking?

- a** It requires more pronunciation practice.
- b** It does not have a presentation stage.
- c** It lacks a production stage.

39 Victor wants his students to practice the speaking skill of *communicating ideas fluently* through the topic “My daily routine.” Which of the following activities is **most** appropriate to carry out?

- a** The teacher asks the students to stand up and mingle. In pairs, one student describes her daily routine and the other asks follow-up questions, then they exchange roles. The same procedure is repeated until the students have talked to at least four classmates.
- b** The teacher asks the students to interview a classmate on everyday activities and write down the answers in their notebooks. Then they prepare a short oral report. Finally, they share the report with the rest of the class.
- c** The teacher asks the students to make a list of the activities they do every day. Then some volunteers read their lists to the rest of the class. The audience can ask each speaker some questions.

40 Kevin has prepared the reading material for his class which includes the fable titled “The tortoise and the hare.” After having worked on different reading tasks, Kevin wants his students to think critically on the text.

Given this goal, which of the following questions is appropriate?

- a** What is the main topic of the fable?
- b** Where did the hare finally take a nap?
- c** Why do you think the tortoise never gave up running?

41 Which of the following sets of strategies is the **most** appropriate to develop the language function “Introducing people” through **speaking**?

a

- The students watch a video in which three people introduce themselves to each other.
- Then the teacher asks his/her students to write down the conversation.
- After seeing the video again, the students complete some related conversations in the book.
- The students practice one of the conversations they completed.
- Finally, the teacher calls on volunteers to present the conversations they chose to the class.

b

- The teacher shows a picture in the book in which people are introducing themselves to each other.
- The teacher explains, on the board, that in English the structure This is + the person’s name is used to introduce people.
- The teacher writes a couple of examples on the board.
- The students complete the blanks in conversations in a worksheet.
- Finally, the teacher calls on volunteers to present the conversations to the class.

c

- The teacher shows flashcards of people introducing themselves to each other.
- Then he/she shows them on the board a model conversation in which someone is introducing two people.
- He/she asks them which expressions are used in the conversation to introduce people.
- The students practice the conversation, first using gestures and exchanging roles, and then using their real names.
- The teacher calls on volunteers to act out the conversation in front of the class.

42 The school year is almost starting so Yola is reviewing the syllabus for the first two months. She identifies the grammar structures she will work on and associates each one to a function in the following list:

Language function	Structure
Talking about location	Prepositions (<i>in, on, under, next, between, at</i>)
Giving directions	Yes-no questions with modals (<i>may, could, would</i>)
Making suggestions	<i>Why don't we</i> (+ base form verb), <i>What about</i> (+ -ing)?

Unfortunately, she has made one mistake. Which of the structures in Yola's notes have been associated to the **wrong** function?

- a** Prepositions (*in, on, under, next, between, at*).
- b** Yes-no questions with modals (*may, could, would*).
- c** *Why don't we* (+ base form verb), *What about* (+ -ing)?

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 Ruben's students are learning how to introduce people for the first time. Even though they still make mistakes, they seem to be really motivated. Which of the following alternatives **best** describes the learning stage Ruben's students have reached?

- a** Unconscious incompetence: the student does not know or understand how to use the language function and does not know it exists.
- b** Conscious competence: the student has mastered the language function and the skill appears easily while performing others.
- c** Conscious incompetence: the student knows the language function exists (though he does not know or understand how to use it) and values it as a learning tool.

CLOZE

Read the following text excerpt and complete the blanks with the best option.

Work-life balance

Ronan

I work in a **(46)** _____ traditional office environment doing a typical nine-to-five job. I like my job, but it's annoying that my commute to work takes an hour and a half each way and most of my work could really be **(47)** _____ online from home. But my boss doesn't seem to trust **(48)** _____ we will get any work done if left to our own devices, and everyone in the company has to clock in and out every day. It's frustrating that they feel the need to monitor what we do so **(49)** _____ instead of judging us based on our task performance, like most companies do these days.

Jo

I used to do a typical five-day week, but I wanted to spend more time with my children before they start school, so I talked to my boss to have a hybrid schedule. After negotiating with him, we decided to cut my working week **(50)** _____ to a three-day work week. I've noticed, though, that my workload **(51)** _____ decreased in the slightest! **(52)** _____, I find myself having to take work home just so that I can meet the deadlines. It's wearing me out trying to juggle work with **(53)** _____ my family.

- 46**
- a** fairly
 - b** extremely
 - c** constantly

- 47**
- a** done
 - b** started
 - c** explained

- 48**
- a** where
 - b** which
 - c** that

- 49**
- a** nearly
 - b** closely
 - c** promptly

- 50**
- a** in
 - b** up
 - c** down

- 51**
- a** didn't
 - b** hasn't
 - c** hadn't

- 52**
- a** On the contrary
 - b** Even though
 - c** Despite

Martina

I work for a global IT company, but **(54)** _____ their headquarters is in the States, I do all my work online from home. That means that I don't waste time **(55)** _____ or making idle chit-chat with colleagues. I work on a project basis, and this flexibility is very valuable to me because it means that I can easily take some time off if I need to **(56)** _____ an appointment with the dentist. The downside is that I sometimes miss sharing ideas with colleagues.

Leo

I'm a freelancer and work for myself. This is great because I am in control of what I do and how I spend my time. At first, I was working from home, but I found it really hard to concentrate because there were just **(57)** _____ distractions around. **(58)** _____, I started to go to a nearby café to work, but the Wi-Fi connection wasn't ideal and I found myself drinking too much coffee. In the end, I decided to rent a desk in a co-working space with five other freelancers like **(59)** _____. I liked getting dressed to go to work in the morning and being able to focus in an office environment. The other freelancers do similar kinds of web-based work to me and so it's nice to have workmates to bounce ideas **(60)** _____ as well.

British Council (2019) Retrieved January 25, 2023 from <https://learnenglish.britishcouncil.org/skills/reading/upper-intermediate-b2/work-life-balance>

- 53**
- a** taking up
 - b** looking after
 - c** bringing along

- 54**
- a** because
 - b** due to
 - c** thus

- 55**
- a** transferring
 - b** commuting
 - c** going

- 56**
- a** call
 - b** separate
 - c** schedule

- 57**
- a** many
 - b** much
 - c** a lot

- 58**
- a** For instance
 - b** Although
 - c** Thus

- 59**
- a** myself
 - b** herself
 - c** yourself

- 60**
- a** back
 - b** into
 - c** off



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