

# EDUCACIÓN BÁSICA REGULAR EBR Secundaria Inglés como Lengua Extranjera A28-EBRS-11

## Concurso de Ascenso Educación Básica

Convocatoria 2024



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** Dario wants his students to work on **written cohesion** before they start writing their own article. Which of the following strategies is appropriate to achieve Dario's purpose?

- a** The teacher brings envelopes that contain pieces of an article that he has previously cut up and mixed up. Next, he groups the students, gives each group an envelope and asks them to put the parts of the article in the correct order. Then they check the order of the article as a whole class.
- b** The teacher gives each student a five-paragraph article and writes some sentences on the board. Next, he asks the students to insert the sentences in the most logical place within the paragraphs. Then they compare their choices with a classmate.
- c** The teacher gives the students an article that has some blanks. Next, he asks the students to fill in the blanks with an appropriate signal or reference word. Then the students get in groups to check their answers.

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

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

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

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

**3** Ofelia wants to help her third-grade students improve their listening skills using **authentic listening resources** on movie reviews. Which of the following activities is using those types of resources?

- a** The students listen to the recording of a graded level movie review. Then they discuss if they agree or not with the comments given in the review.
- b** The students listen to a movie review podcast. After that, based on the content of the podcast, they make a comic strip that depicts the story of the movie.
- c** The students listen to an audio of a movie review recorded by their teacher and a colleague. Next, based on the information heard, the students identify the elements of the movie review.

**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?

- 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.

Read the following situation and answer questions 5, 6 and 7.

During a speaking session, Sara provides the students with the following input:

A says:  Great, thank you. And is there a good restaurant in this part of town?

A says:  Excuse me, can you help me?

A says:  OK, thanks for your help.

A says:  Are there any good cafés near here?

B says:  Yes, Café Milano is the best in town. You should definitely go there.

B says:  No, but there's one near the station.

B says:  Yes, of course.

B says:  No problem.

Adapted from Cambridge University Press (2016). Empower A1 Second edition.

- 5** First, Sara gives each student a copy of the conversation above. She asks them to put the sentences in the correct order, following the logical sequence of the conversation and paying attention to how well the ideas fit together.

Which of the following **aspects of language** is involved in Sara's activity?

- a Fluency.
- b Cohesion.
- c Coherence.

- 6** Considering the content of the conversation, which of the following functions is involved in it?

- a Asking for location.
- b Giving directions.
- c Offering help.

7 Next, Sara would like her students to practice the conversation using their **nonverbal and paraverbal sources**. She is about to give the students some instructions to practice the conversation. Which would be the **least** appropriate instruction to accomplish Sara’s aim?

- a “Practice the conversation using the right pace to deliver the information thoroughly. Don’t forget to focus on your body language.”
- b “Practice the conversation using the right tone to convey your message clearly. Also, remember that you have to focus on your facial expressions.”
- c “Practice the conversation using the right pronunciation to make sure your classmates understand you. Additionally, be ready to say your lines properly.”

**8** During a writing session, Rosa has asked her students to imagine they have a friend in another country. She asks them to write an e-mail to that friend describing their vacation plans. Before the students write the text, Rosa wants them to make **an outline**.

Which of the following strategies is appropriate to achieve the teacher's purpose?

- a** Tell the students to write some sentences describing their vacation plans and put those sentences into paragraphs. Ask the students to connect the sentences and paragraphs using varied linking words. Then ask the students to exchange their paragraphs with a classmate for correction.
- b** Tell the students to make a list of their vacation plans and add some details about each plan. Ask the students to use brief and concise information in each plan. Last, ask them to compare their list with a partner and give each other suggestions on how to improve it.
- c** Tell the students to write, in their notebooks, as many ideas as possible about their vacation plans. Ask the students to choose the information they consider more interesting to include in their texts. Next, ask the students to share their ideas with a peer.

**9** Luisa's students are going to watch a short video about popular sports among young people. She wants to engage the students in a **meaningful** activity before they watch the video. Which of the following activities is **most** appropriate to achieve Luisa's purpose?

- a** The teacher shows the students pictures of sports and athletes. Next, the students mention what they see in the pictures and the teacher writes this information on the board.
- b** The teacher gets the students to brainstorm words connected to sports. They write the words in their notebooks and then they share the words with the whole class.
- c** The teacher writes questions related to the sports the students play or would like to play. They discuss the questions in pairs and then report their answers to the class.



**10** Amanda wants the students in her class to use the following expressions in a dialogue:

- I'd rather go to ...
- It's very kind of you, but...
- Actually, I think I'm going to pass on it.
- Let me sleep on it.

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

- a** Disagreeing with an opinion.
- b** Expressing preference.
- c** Rejecting an offer.

**11** Maximiliano wants to use **bottom-up processing** to help his students develop their listening skills. He has thought of three activities to be presented before the students listen to the talk "Stay safe during an earthquake."

Which of the activities he has thought of is related to **bottom-up processing**?

- a** The teacher gives each student a list of key words from the talk. He practices the pronunciation of the words with the students. While listening, the students underline the words mentioned in the talk.
- b** The teacher shows some pictures that are related to the talk and some pictures that aren't. Next, in pairs, the students decide which pictures are related to earthquakes and explain the reasons of their choice.
- c** The teacher writes on the board the title of the talk. He asks the students to think of the possible content of the talk and write their ideas in their notebooks. Then they listen to the talk to check their predictions.

Read the following situation and answer questions 12, 13, 14, 15 and 16.

Daisy, a second-grade teacher, wants to help her students develop their reading skills. She has brought the following story to be read in class.

### The Ugly Duckling

Mother Duck lived on a farm. In her nest, she had five little eggs and one big egg. One day, the five little eggs started to crack. Tap, tap, tap! Five pretty, yellow baby ducklings came out. Then the big egg started to crack, too. Bang, bang, bang! All of a sudden, one big, ugly duckling came out. "You do look different from my other ducklings," exclaimed Mother Duck, "but never mind. I'm sure you've got a heart of gold," she added, looking at him tenderly, as she cuddled all the ducklings.

As time went by, the baby ducklings and the other animals refused to play with the big duckling. "Go away, you are ugly!" they said. "Even though I'm not fluffy and golden as my brothers and sisters are, I'm just as good!- and I'm even better at swimming!" the ugly duckling said to himself. He was sad, so he tried to make some new friends, but no one wanted to be his friend. So, he sat down under a bush and started to cry. Just then he heard the sound of a dog barking frightfully and approaching dangerously. The duckling decided to stay under the bush until it was dark and safe enough to come out. When the dog was gone, the duckling tried to find his way home but he couldn't remember where it was. Sadly, he was lost!

The ugly duckling wandered for a very long time, until at last he reached a barn. There he could live without anyone to bother him. He lived in the barn for many months. When spring arrived, the duckling left the barn and looked for a pond. He was very thirsty and put his beak into the water. It was when he saw a beautiful, white bird! "Wow! Who's that?" he said. "It's you," said another beautiful, white bird. "Me? But I'm just an ugly duckling" he said. "Not any more. You are the most handsome swan that I have ever seen. Would you care if I join you?" said the other white bird. "So that's what I am, I'm a swan," said the bird that had once been an ugly duckling. "Our growing process takes longer. Still, we have to be patient. But, hey! Cheer up! Here we are now. Do you want to be my friend?" said the white bird. "Yes," the duckling said as he smiled cheerfully for the first time.

Adapted from <http://learnenglishkids.brithiscouncil.org/en/short-stories/the-ugly-duckling>

**12** Before the students read the text, Daisy wants to activate the students' prior knowledge about the story. Which of the following activities is **NOT** appropriate to carry out?

- a** Tell the students they are going to read the story of "The Ugly Duckling" using a puzzle that contains parts of the written story. Divide the class into groups of four students and give each group an envelope containing a copy of the story split into pieces. Ask the students to put the pieces together and then read the story to the whole class.
- b** Stick, on the board, pictures of the characters of the story. Write the names of the characters under each picture: The Ugly Duckling, Mother Duck, swam, etc. Pair up the students and ask them to tell each other what they know about the story. Then ask some volunteers to share their ideas aloud.
- c** Show the students the cover of the story "The Ugly Duckling." On the board, write some questions to predict what comes in the story. Pair up the students and ask them to answer the questions together. Then invite some students to share their answers with the rest of the class.

**13** After the students read the text once, Daisy wants them to interpret information from it. Which of the following questions is appropriate for the teacher's purpose?

- a** Why did The Ugly Duckling live in the barn for some time?
- b** Why did Mother Duck say "but never mind. I'm sure you've got a heart of gold"?
- c** Why did the other animals reject The Ugly Duckling when he wanted to play with them?

**14** Here are some sentences that the characters used in the story:

- “You do look different from my other ducklings...**but never mind**. I’m sure you’ve got a heart of gold.”
- “**Even though** I’m not fluffy and golden as my brothers and sisters are, I’m just as good!- and I’m even better at swimming!”
- “Our growing process takes longer. **Still**, we have to be patient.”

Which of the following language functions is related to the expressions in bold?

- a** Contrasting ideas.
- b** Expressing disbelief.
- c** Restating information.

**15** Next, Daisy writes some questions on the board and asks the students to discuss them in pairs. Here are the questions she presents:

- What do you think about the behavior of the characters in the story?
- What would you do if you were The Ugly Duckling’s mother?
- What did you learn from the story?

What is Daisy aiming at with the questions presented?

- a** Having the students retrieve explicit information.
- b** Having the students develop critical thinking skills.
- c** Having the students summarize the content of the story.

**16** After the students have worked on different comprehension tasks, Daisy wants them to develop their writing skills through a **post-reading task**. Which of the following tasks is **more** appropriate to carry out?

- a** Ask the students to write an extra paragraph about the future of the duckling after realizing he was a beautiful swam.
- b** Write, on the board, five questions about the text and ask the students to answer them using the information provided in the story.
- c** Encourage the students to make a list of words that were new for them in the text and ask them to make a sentence with each of those words in their notebooks.

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

### Strategy 1

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

	<b>near</b>	<b>far</b>
<b>singular</b>	this	that
<b>plural</b>	these	those

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

### Strategy 2

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

### Strategy 3

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

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

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

**18** Marisela's students are participating in a debate as part of a **free speaking activity**. While debating, a student forgets a word, stops speaking, and makes some effort to remember the word. Given that situation, which could be the **best** way to correct the student's mistake?

- a** Say the word the student has forgotten and ask him to repeat the word after her.
- b** Call on a volunteer to help the student recall the word he has forgotten.
- c** Tell the student not to worry and ask him to carry on with his arguments.

**19** Aldo's fifth-grade students are reading an article called "Cultures around the world," and he wants to check students' understanding of the content through **formative assessment**. Which of the following activities is **NOT** appropriate to achieve Aldo's purpose?

- a** The students work in groups to make a poster about the article. After that, they present the posters to the whole class. Aldo uses a rubric to give a score to each of the presentations of the posters.
- b** The students work in groups to draw a concept map about the article. Next, they hand in their maps to the teacher. Aldo uses a checklist to monitor reading comprehension and writes some recommendations if needed.
- c** The students work in pairs to discuss some open-ended questions about the article. Then they share their answers with another pair. While the students are discussing the questions, Aldo walks around the classroom and makes some comments about the students' answers.

**20** Luz is checking the written production of her second-grade students. They presented a short text describing the routine of a member of their family.

Leonardo, one of her students, has handed in his first version of the text:

My brother is a student. He wakes up 7am. He has breakfast 7.20. We go school 8 am. Next, he studies 8.15am and 1pm. He does homework 4pm. He watches TV and has lunch. He sleeps 10pm.

Luz will check Leonardo's text. Which of the following aspects should be **prioritized** in the revision of Leonardo's text?

- a Word order.
- b Prepositions.
- c Verb tense.

**21** During a reading session, Oswaldo's students are giving the text a **first reading**. While reading, a student raises his hand and asks the teacher for the meaning of the phrasal verb "back up." Which of the following actions is **better** for the teacher to carry out?

- a Tell the student that, at this point, it is important to understand the general idea. Then point out that there will be a moment to check vocabulary as a whole class. When the students finish reading, ask them to circle the words they don't understand in order to clarify their meaning.
- b Tell the student that the phrasal verb "back up" is similar in meaning to "support" or "confirm," but that it's more informal. Then give the student an example using "back up." After that, encourage the student to think of another situation in which he could use that phrasal verb.
- c Tell the student what a phrasal verb is and explain the meaning of "back up" in English. If the student doesn't understand the meaning of that phrasal verb, translate it into Spanish. Finally, ask the student if he has problems with the meaning of other words in the text.



22

Teofilo has noticed that some of the students seem uninterested and bored at the beginning of the lessons. He asks his colleagues to suggest an activity to start his lesson. Here are some of the activities his colleagues recommend:

Bernardo says: "I suggest an activity that helps activate students' schemata. It is a good way to make sure they get familiar with the topic."

Carmen says: "You should start the lesson with an activity in which the students introduce each other. That way, they will feel more relaxed together."

Dionisio says: "Maybe you can involve the students in an activity such as a game or an energizer. This will engage your students and get them in the mood to learn."

Which of Teofilo's colleagues has suggested a **warm-up**?

- a Bernardo.
- b Carmen.
- c Dionisio.

23

Irene would like her students to perform a roleplay, within the context of two language functions. For this purpose, she provides them with these expressions:

- What happened? How are you feeling?
- Are you ok? You look worried.
- Is everything under control?
- Before you move on, I'd like to say...
- Can I just add something here?

Which two language functions are the ones Irene would like her students to practice?

- a Complimenting someone / establishing guidelines.
- b Expressing concern / interrupting another speaker politely.
- c Asking about other people's opinions / clarifying or arranging one's ideas.

**24** Anna's students are going to listen to the following conversation:

A: I saw the movie "The walker" yesterday.

B: Really! How did you like it?

A: I loved it! The soundtrack and the special effects were amazing.

B: Oh yeah! The special effects really impressed me too.

Before the students listen to the conversation, Anna gives the following instructions: "You are going to listen to a short conversation between two friends. Listen to it once and answer: What is the subject of the conversation?"

Which skill is the teacher trying to develop with her question?

- a Listening for gist.
- b Inferring attitude.
- c Listening for details.

**25** Victor's third-grade students have written a text in which they give advice to a friend. Now, the teacher is correcting the students' texts. Here is a comment he has written in one of the students' texts:

"This is a great text. You have included really useful pieces of advice to help your friend solve a problem. However, you could have used more of the expressions to give advice we studied in our previous sessions."

Based on the comment above, what was Victor's feedback focus?

- a Organization.
- b Accuracy.
- c Range.

**26** During a reading session, Hubner's students have answered some questions related to the text they have just read. Before he calls on volunteers, he asks them to compare their answers in pairs.

Which of the following purposes is involved in Hubner's action?

- a** He wants to give the students some thinking time.
- b** He wants to make sure that the students complete the task quickly.
- c** He wants to give the students confidence before the whole class hears their responses.

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.

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

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

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

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

**29** 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.

Read the following situation and answer questions 30, 31 and 32.

Mario wants his fourth-grade students to improve their reading skills. He has planned a session about product reviews.

- 30** At the beginning of the session, Mario gives each student the reviews of two products, an iron and a microwave oven. Then he sticks the pictures of those two products on the board. Next, he asks the students to read the reviews and decide which picture each review is describing.

Which reading skill does Mario want to promote with his activity?

- a Scanning.
- b Skimming.
- c Categorizing.

- 31** After having done some reading comprehension activities, Mario tells the students to **paraphrase**, orally, the review of the microwave oven, which is the following:

I'm sorry to say I'm very disappointed with this microwave oven. It's big, awful and very heavy, so I can't carry it. It's also very difficult to use. So overall, it's definitely not worth the money and it's very poor value. Also, it was nearly two weeks late. My advice is don't buy it.

Jen Swift

Retrieved from Hugues, J. & Wood, K. (2019). Navigate Elementary. Unit 5 p 53. Oxford University Press.

These are some of the students' samples. Which one shows **paraphrasing** skills?

- a Juan says: "Jen is very mad at the company that sent her the product. I think the product is ugly and big so I wouldn't buy it. It was too expensive and didn't arrive on time. In my opinion, the product is terrible and the company, too."
- b Alicia says: "Jen is really unhappy with a product. The product is large, horrible, weighty and not easy to operate. In general, it is not good value for money. Besides, it arrived two weeks late approximately. She recommends not buying it."
- c Lucia says: "Jen is very disappointed with this product. It's big, awful, and very heavy so she can't carry it. It's also very difficult to use. It is definitely not worth the money and it's poor value. Also, it was nearly two weeks late. Her advice is don't buy it."

**32** Mario wants his students to work on a **meaningful** extension activity in which they will write a product review. He has thought of three different activities.

Which of the activities Mario has thought of is appropriate to achieve his purpose?

- a** The teacher brings cards with the name of different products in each one. He asks the students to randomly pick a card. After that, they write a review of the product.
- b** The teacher gives the students a review of a product. He asks them to highlight the key words in it. Then they rewrite the review substituting the key words.
- c** The teacher tells the students to think about the products they have at home. He asks them to choose one of those products. Next, they write a review of it.



Read the following teaching sequence and answer questions 33 and 34.

Antonio wants to help his students develop their listening skills. For this purpose, they will listen to an interview of a celebrity. He has designed the following listening activity:

The teacher asks the students to listen to an audio. They will listen three times with different purposes:

- **First listening:** The students listen to recognize the type of oral interaction, as well as the roles of the speakers in the audio. They check their findings in pairs and volunteer to share their answers with the whole class.
- **Second listening:** The teacher asks the students to identify some of the questions used in the audio. Then, in pairs, they compare the questions they got.
- **Third listening:** The students listen to analyze the reporter's mood while asking the questions. Also, they try to identify the celebrity's reaction when answering the questions.

**33** Which listening skill is involved in the **second listening** of the sequence?

- a Listening for global understanding.
- b Inferring meaning from context.
- c Listening for specific information.

**34** Which of the following listening skills is involved in the **third listening** of the sequence?

- a Inferring attitude.
- b Detecting connectors.
- c Deducing meaning from context.

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** Camila's students are participating in a semi-controlled speaking activity about their holiday plans, while she is monitoring and correcting mistakes if necessary. Suddenly, she overhears Lucas, one of the students say, "I go to travel to Cusco."

Since Camila wants to provide Lucas with a chance to **correct himself**, which of the following techniques is **more** appropriate to use?

**a** **Recast:**

Student says: "I go to travel to Cusco."

Teacher says: "**I'm going** to travel to Cusco."

**b** **Repetition:**

Student says: "I go to travel to Cusco."

Teacher says: "I **go** to travel?"

**c** **Clarification request:**

Student says: "I go to travel to Cusco."

Teacher says: "Could you repeat your sentence?"

**37** Fernando has asked his students to have a conversation in which they talk about things they did in the past, but they wish they had not done. Which language function is **better** to achieve Fernando's purpose?

**a** Offering apologies.

**b** Showing sympathy.

**c** Expressing regrets.

**38** Patricia wants to check her students' listening comprehension through a **communicative** task. Given Patricia's goal, which of the following tasks is appropriate to carry out?

- a** The students listen to a few radio news about a sports event and try to identify as many verbs as they can. Then they compare their answers in pairs.
- b** The students listen to an audio of a man who has to make a difficult choice in his life. They get in pairs and come up with a solution for his problem.
- c** The students listen to the recording of a conversation about global warming. Then they answer some questions about the audio in pairs.

**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.

Danny is going to teach “double comparatives” using the Presentation-Practice-Production method (PPP). The students have previously learned how to compare things. This is the teaching sequence he will follow:

- The teacher asks if the students know how to dance some folk dances. After that, he shares his own experience, and then writes *The more I practice, the better I dance* on the board.
- He writes some incomplete sentences with the same structure on the board. For example: *The more you study.../ The more I use English.../ The less I sleep...* The students complete the sentences with the teacher’s help.
- The teacher gives the students some time to discuss with a partner the way the new structure works. Then the teacher confirms or corrects the students’ hypothesis.
- The teacher gives each student a strip of paper with one half of a double comparative sentence. For example:

One student receives the first half of the sentence: *The more I eat vegetables,...*

Another student receives the second half of the sentence: *The better I grow.*

- The students stand up to look for the student who has the missing half of their sentence. The teacher repeats this final exercise several times.

Which of the PPP method stages is missing in Danny’s teaching sequence?

- a The Presentation stage.
- b The Production stage.
- c The Practice stage.

41

Eugenia wants her students to discuss the following question: “Are video games one of the leading causes of violence among teenagers?” 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 **mostly** involved in the expressions above?

- a Making speculations.
- b Making suggestions.
- c Making requests.

Read the following situation and answer questions 42 and 43.

Melina wants to help her students develop their listening skills. In a lesson about birthdays, she asks her students to listen to an audio whose transcript is as follows:

Rosalba says: Tommy, have you bought dad's birthday present yet?

Tommy says: No, I haven't. I don't know what to buy. He's difficult to please.

Rosalba says: Why don't you buy him something related to his new interest?

Tommy says: Good idea. He's into gardening now, right?

Rosalba says: Yes, he is.

- 42** After having worked on some comprehension activities, Melina writes a list of three items on the board: a flowerpot, a flashlight, and a watch. She asks the students to choose the item that would make an appropriate present for Tommy's dad. Then they have to justify their choice.

Based on Melina's activity, which listening skill does she want the students to develop?

- a Ordering.
- b Inferring information.
- c Deducing meaning from context.

- 43** Finally, Melina wants to involve her students in a **communicative** post-listening activity. Which activity is **NOT** appropriate to reach Melina's goal?

- a The teacher groups the students and asks them to talk about a present they gave to their dads in the past. One student talks about the present and the others ask follow-up questions. They repeat the same procedure until all the members have participated.
- b The teacher pairs up the students and assigns each student a role: One student is Tommy and the other is Tommy's dad. They have to role-play a conversation in which Tommy is giving the present to his dad. Then they present their role-play in front of the class.
- c The teacher tells the students to individually think about other possible presents Tommy's father would like to get. They make a list and get ready to explain the reasons of their choices. Finally, the students read their lists and explain their reasons to the class.

44

Ruben's fourth-grade students have finished writing a text on "The role of technology in education." Now, Ruben gives the students the following instructions:

"Exchange your text with another classmate. Read the text and add some recommendations. Then return the text to your classmate so that he can improve it before handing in the last version."

Which of the following types of assessment is Ruben promoting with his instructions?

- a Co-assessment.
- b Self-assessment.
- c Peer assessment.



45

Manolo's students are going to participate in a debate based on the statement "Animal testing should be banned." He wants them to focus on the use of the language function **Acknowledging ideas**. Considering the teacher's purpose, which set of expressions is appropriate to work on this function?

a

- You are right! I also believe that...
- I agree with you based on....
- My opinion builds upon ...'s opinion.

b

- From my perspective, ...
- I feel that...
- I'm sure that...

c

- In fact, it is not true that...
- I'm afraid you'll have to do it.
- You must reconsider...

## CLOZE

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

### Fight a cold by eating yogurt?

This winter, there's a good chance you might be **(46)** \_\_\_\_\_ for anything and everything to rid yourself of an annoying, lingering and sometimes debilitating cold. You **(47)** \_\_\_\_\_ want to add yogurt to your list of cold-fighting remedies. When it comes to yogurt specifically, there's not a lot of research that indicates yogurt reduces symptoms of a cold. That being said, there are some things in yogurt we can point to that, in theory, would be **(48)** \_\_\_\_\_.

First, yogurt is full of probiotics, which can help **(49)** \_\_\_\_\_ the immune system. Studies that have looked at probiotics have found promising results in terms of reducing the duration and incidence of colds. However, specific benefits can only be **(50)** \_\_\_\_\_ to the actual strains studied - which do not necessarily exist in regular, non-supplemented yogurt. **(51)** \_\_\_\_\_, yogurt contains another immune stimulator: zinc. Research indicates that zinc can reduce the duration of cold symptoms, but the amounts of zinc needed for benefits - at least 75 milligrams - is much higher than the 2 milligrams present **(52)** \_\_\_\_\_ an 8-ounce cup of yogurt.

Second, yogurt is a nutritious food choice **(53)** \_\_\_\_\_ probiotics are beneficial to health, so including them in an overall healthy eating plan makes sense, but recommending them specifically for the common cold **(54)** \_\_\_\_\_ be premature.

46

- a finding
- b looking
- c wanting

47

- a will
- b must
- c may

48

- a advantageous
- b supportive
- c profitable

49

- a promote
- b boost
- c rise

50

- a added
- b delivered
- c attributed

51

- a Additionally
- b As well as
- c Indeed

52

- a at
- b on
- c in

53

- a because of
- b due to
- c since

54

- a would
- b should
- c ought to

Third, carbohydrates in yogurt (55) \_\_\_\_\_ energy, which helps you recover from a cold. One recent study, funded by the National Dairy Council, found that when women consumed yogurt every day for nine weeks, they (56) \_\_\_\_\_ reduced inflammatory markers in their blood. These findings suggest a mechanism by which yogurt might be helpful in (57) \_\_\_\_\_ cold symptoms.

(58) \_\_\_\_\_ the ability of yogurt to help fight a cold is theoretical right now, experts say there's no good reason not to choose yogurt when you have the sniffles or difficulty swallowing. Yogurt is (59) \_\_\_\_\_ and goes down easy, so if you have a sore throat, or even a runny nose, it's comfortable to eat. So, choose yogurt (60) \_\_\_\_\_ its soothing texture and nutritional attributes, which include calcium and vitamin D, along with possible cold fighters like zinc and probiotics.

Adapted from Drayer, L. (2018). *Fight a cold by eating yogurt?* CNN. <http://www.google.com/amp/s/amp.cnn.com/cnn/2018/01/19/health/fight-cold-yogurt-food-drayer/index.html>

55

- a grant
- b hand
- c provide

56

- a had
- b has
- c have

57

- a giving up
- b turning in
- c fighting off

58

- a So
- b Though
- c Despite

59

- a dull
- b rough
- c smooth

60

- a by
- b for
- c about



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