»Evaluación Docente

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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** 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 del 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.

Question 1

Susana's students are going to perform a conversation in pairs, in which one student is going to be a customer and the other a shop assistant in a clothes shop. She wants to assess her students' performance in a **formative** way.

Which of the following strategies does **NOT** correspond to the type of assessment Susana wants to use?

Option A

Before the students perform the conversation, she writes on the board the assessment criteria, which includes aspects such as accuracy, fluency, problem solving skills and interaction. She tells the students they will be assigned a score in each of the aspects. Then she listens to their role plays and assigns a score along with a brief comment about their performance.

Option B

After the students perform the conversation, she assesses them by providing oral feedback. She highlights positive remarks with comments such as "You used phrases correctly, which made your language sound natural", "Your body language was approachable, which helped the customer feel comfortable", and some others. She provides more details if necessary.

Option C

While the students are having the conversation, she takes notes on their performance using a printed chart with two assessment categories: strengths and weaknesses. She writes comments such as "Effective use of vocabulary", "Engaging performance", "Incorporate more body language", "Focus on pronunciation" and some others under each category. Then she gives the notes to the students.

Read the following situation and answer questions 2 and 3.

Ricardo's students have been practicing their reading skills with different text genres during the past few sessions. Now, he wants to use the following text about rain and its magical origins:

Rangi's tears

In the beginning, there were Rangi (the sky) and Kaira (the earth). Everything was in darkness. Rangi and Kaira, his wife, lay closely together, so their children were always caught between them. The children needed space and light and struggled hopelessly.

One day, Tane-Mahuta, the strongest child, pushed against Rangi, the father. That's how Rangi and Kaira were separated.
From that day on, Rangi cries for his wife. His tears are said to be the rain and dew which fall on her forever.

Adapted from *Focus on English – 6. Conservation*.

Ricardo provides each student with the copy of the text shown. Next, he gives the students the following instructions: "Read the text individually. Then get in groups and discuss the type of text it is and why you think so."

Question 2

Which of the following reading skills is Ricardo aiming at with his instructions?

Option A
Summarizing.

Option B
Skimming.

Option C
Scanning.

Question 3

While monitoring the discussion, Ricardo overhears the comments of three students in a group. Which of the comments mentioned by the students corresponds to the genre of the text?

Option A

Esmeralda says: “I think this text is a fable because it uses fictional characters.”

Option B

Florian says: “I believe that it is a legend. It contains information of past times.”

Option C

Graciela says: “I consider that the text is a myth since it has supernatural elements.”

Question 4

Abel’s students have been talking about past events during the past few sessions. Now, Abel wants his students to put into practice the language function **narrating events** through a writing activity. He has thought of three possible activities.

Which of the activities the teacher has thought of is **least** appropriate to achieve his purpose?

Option A

The teacher tells the students to imagine they bought an electronic product some days ago, but the product isn’t working now. They have to write a complaint letter to the store manager describing the situation and asking for a solution. Once they finish writing, some volunteers read their letters aloud.

Option B

The teacher asks the students to think of something funny that has happened to them recently. The teacher asks them to write some ideas in their notebooks. Then they have to organize their ideas to write an e-mail telling a friend who lives in another country about their funny experience.

Option C

The teacher groups the students and gives each group an envelope that contains a sequence of pictures. He asks the students to look at the pictures and try to imagine a story. Then, on a piece of paper, they have to write the story based on the pictures.

Question 5

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

Option A

Prepositions.

Option B

Adverbs.

Option C

Modals.

Question 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?

Option A

Reassuring someone.

Option B

Expressing concern.

Option C

Giving advice.

Question 7

After Virginia's fourth-grade students have worked on different listening comprehension tasks based on an audio presentation about the topic "The consequences of academic pressure on teenagers' mental health," she wants them to develop the skill of **drawing conclusions** from what they heard.

Which of the following activities would be **most** appropriate to develop that skill?

Option A

The students think about some school activities that usually stress teenagers out. Then they discuss in groups what could happen if teenagers don't manage their emotions properly while doing those activities.

Option B

The students get in pairs and come up with some tips to help their classmates overcome stress. Then they make a poster with that information, and some volunteers present it to the rest of the class.

Option C

The students take notes on the information from the audio that caught their attention. Then they share their answers with a peer and explain why they have considered that information relevant.

Question 8

At a staff meeting, teachers discuss the components of the right to inclusive education. In this context, Eliana, one of the teachers, says the following:

> "All students have the right to a quality education. To ensure this, teachers must identify and address the learning needs of each student."

Which **component** of inclusive education does Eliana refer to?

Option A

Affordability.

Option B

Adaptability.

Option C

Accessibility.

Question 9

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

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

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

Option A

Asking politely / Agreeing to requests.

Option B

Making invitations / Saying no politely.

Option C

Asking for suggestions / Giving explanations.

Question 10

Before Andrea's students write a paragraph, she would like them to be aware of the structure they should follow. Which strategy would be **most** appropriate for this purpose?

Option A

Explain to the students the importance of a topic sentence, supporting details, and a conclusion when writing a paragraph. Present a graphic organizer with the characteristics of each part. Finally, ask the students some comprehension questions to check whether they have understood the information.

Option B

Pair up the students and provide each pair with a paragraph divided into three parts: topic sentence, supporting details, and conclusion. Ask the pairs to recognize the type of information each part of the paragraph has. Next, encourage the students to come up with other examples for each of the three parts.

Option C

Divide the students in groups and provide each group with a scrambled paragraph divided into individual sentences. Tell the students to arrange the sentences into the following parts: topic sentence, supporting details, and conclusion. Then ask them to explain their order choice to the class, and clarify some doubts if needed.

Question 11

Gladys' students are going to listen to an audio about people going camping. Before exposing the students to the audio, she wants to help them activate their previous knowledge on the topic.

Which of the following activities is **least** appropriate to carry out?

Option A

The teacher tells the students they are going camping. In groups, they have to make a list of the things they would like to take with them. Then some volunteers share their answers aloud.

Option B

The teacher groups the students and gives each group a copy of the transcript of the audio. Then she asks the students to read the transcript and highlight the nouns related to camping.

Option C

The teacher asks the students to close their eyes and imagine they are camping. She asks the following questions: "Where are you?", "Who's with you?", and "What are you wearing?" Then the students share their answers in pairs.

Question 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?**

Option A

Ask the students to rehearse presenting their arguments in order to gain confidence and fluency.

Option B

Ask the students to add extra arguments so that their ideas are more interesting and convincing.

Option C

Ask the students to look for evidence included in different sources of information and add it to their arguments.

Question 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?

Option A
Providing background.

Option B
Summarizing an idea.

Option C
Changing the topic.

Question 14

Arlette wants to design a project about an **extensive reading** program for her class. Therefore, she asks her colleagues for some ideas about the sources her students should read. Here are three different ideas given by her colleagues.

Which of the ideas given is appropriate to develop Arlette's extensive reading program?

Option A
Nancy says: "You should suggest a couple of graded readers to your students. Then ask them to choose one of the readers to read."

Option B
Omar says: "You have to select a book for each student and tell them to read it. That way you make sure that they are reading a book according to their English level."

Option C
Piero says: "You'd better encourage your students to do a large quantity of reading. Remember to let the students choose the books they feel like reading."

Question 15

Arturo's third-grade 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**?

Option A
Criterion 1.

Option B
Criterion 2.

Option C
Criterion 3.

Question 16

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?

Option A
Skimming.

Option B
Scanning.

Option C
Predicting.

Question 17

Oswaldo has asked his students to give a short oral presentation about their families. He will give each student some written feedback at the end of their presentations.

This is the presentation Mario, one of his students, gives:

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

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

Option A

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

Option B

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

Option C

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

Read the following situation and answer questions 18, 19 and 20.

Franco wants to use the audio of a conversation during his session in order to help his students practice their listening skills. This is the script of the audio he will use:

Martha says: Do you have photos of your family?

Sandra says: Sure, here they are. This is my mother. She's a teacher. And this one is my father.

Martha says: Oh, right. Is he a teacher, too?

Sandra says: No, he's a manager. He has a store near my house.

Martha says: Great! And who's this?

Sandra says: This is my sister, Jackeline. And her two girls.

Martha says: Wow, they look lovely.

Sandra says: And what about you? Do you have a photo?

Martha says: Of course! Just a minute... Ah, here it is. So... this is Manuel, my brother.

Sandra says: Oh! He looks nice. What's his job?

Martha says: He works with computers.

Sandra says: Interesting!

Martha says: And this is Helen, his wife. She works in a hotel. She's a manager.

Sandra says: Ah. Great photo!

Martha says: And this is Fabian. He's my cousin.

Adapted from Doff A., Thaine C., Puchta H., Stranks J., & Lewis-Jones P. (2016). *Empower A1 Starter*. Cambridge University Press.

Question 18

Before having the students listen to the audio, Franco wants to introduce the topic of family relationships. So, he has thought of three strategies. Which strategy is **most** appropriate for his purpose?

Option A

Stick, on the board, a poster containing a family tree with some blanks in it. After that, ask the students to come to the board and complete the missing relationship terms. Finally, have them check their answers as a whole class.

Option B

Show the students some photos of celebrity families. Next, write the following questions on the board: “What are their names?”, “How are they related?”, and “Where are they from?” Then ask the students to get in pairs to answer the questions together.

Option C

Ask the students to write the names of their family members in their notebooks. Then group the students and tell them to mention how these members are related to each other. Also, encourage them to add some information about each of the members.

Question 19

After the students have listened to the audio once, Franco sticks a piece of flipchart paper with the following summary on the board:

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sister – cousin – teacher – hotel – computers – store – manager

Sandra's mother's a (1) _____ and her father's the (2) _____ of a (3) _____. She has a (4) _____, Jackeline. Jackeline has two girls.

Martha has a brother, Manuel. He works with (5) _____ and is married to Helen. She's the manager of a (6) _____. Martha also has a (7) _____, Fabian.

He tells the students they will listen to the audio again and use the words in bold to complete the blanks. Next, they will compare their answers in pairs.

Which of the following purposes is Franco **mainly** aiming at with this activity?

Option A

Practicing detailed listening comprehension.

Option B

Recognizing the main idea of the audio.

Option C

Focusing on the order of information.

Question 20

Next, Franco wants his students to practice the language function **expressing reactions**. In order to do this, he elicits from the students the phrases in the conversation that were used to react and writes them on the board. Additionally, he writes other phrases.

Which of the following activities is **least** appropriate to do next in order to achieve Franco's purpose?

Option A

The teacher brings different sets of family pictures of popular cartoons among teenagers. He pairs up the students and gives each pair a set. Then the students take turns to describe the pictures and react to the description by using phrases from the board.

Option B

The teacher asks some volunteers to come to the front, one at a time. Then he gives the student a flashcard of a family in order to describe it. Next, the teacher asks some other students to react to the description given by the student on the front by using phrases from the board.

Option C

The teacher gives the students a written conversation of someone describing his family and a friend reacting to the description. The conversation has gaps for the students to fill them in with phrases from the board. Next, the teacher pairs up the students and asks them to fill in the gaps and then practice the conversation.

Question 21

Mariano's students have been talking about activities they used to do in the past but don't do anymore. Now, he wants to give the students extra practice on this topic through a writing task.

Which of the following tasks is **more** appropriate to achieve Mariano's purpose?

Option A

The teacher asks the students to write a paragraph about the activities they did for fun as a child.

Option B

The teacher asks the students to write a text describing their last vacation explaining why they liked/didn't like it.

Option C

The teacher asks the students to write a biography of their favorite relative in which they include details of him/her.

Question 22

Adela wants her students to have a conversation about what they last bought at a shop. Here's how she organizes her session.

- The teacher shows the students some pictures of items people usually buy at a shop (e.g., "a bag of sugar", "a can of tuna", etc.) and asks the students to say the names of the items, and how often their families buy them.
- Next, she asks the students to mention when was the last time their families bought one of those items. Some volunteers share their answers aloud.
- Then the teacher pairs up the students and gives the following instructions: "Now, imagine you've just come back from the shop. Talk to your partner about what you bought, the cost, and the reasons why you bought those items."
- The teacher elicits from the students some possible sentences they may use in their dialogues.
- The students work together to have their dialogue while the teacher takes some notes to provide feedback later.
- After that, the teacher asks the students to mention the type of language they have used in their dialogues. Also, she asks them to express how they felt during the interaction.
- Finally, she highlights correct language and common errors she has observed during the activity.

Which method is Adela using in her session?

Option A

Collaborative learning.

Option B

Task-based learning.

Option C

Inquiry-based learning.

Question 23

Rafael has noticed that, during reading sessions, some students **lose the overall meaning** of the texts when they find unfamiliar words. Now, the students are about to read a text called “Are you tech-addicted?”, and the teacher wants to help them overcome that problem.

Which of the following strategies is **best** to achieve the teacher’s purpose?

Option A

The students are provided with a list of key vocabulary and their definitions, which they can refer to while reading the text.

Option B

The students are asked to highlight unknown words while reading if necessary; then the teacher reviews those words with the class.

Option C

The students are shown how to use context clues from surrounding words and sentences to infer the meaning of unknown vocabulary found in the text.

Question 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?

Option A

Making predictions.

Option B

Emphasizing information.

Option C

Getting back to the point.

Read the following situation and answer questions 25, 26 and 27.

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

Question 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 **NOT** appropriate to carry out?

Option 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.

Option 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.

Option 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.

Question 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?

Option A

Setting the scene of the audio.

Option B

Making sure the students stay on task.

Option C

Providing the students with scaffolding strategies.

Question 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?

Option A
Listening for gist.

Option B
Interpreting information.

Option C
Listening for specific information.

Question 28

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?

Option A
Expressing disappointment.

Option B
Expressing annoyance.

Option C
Expressing relief.

Read the following situation and answer questions 29 and 30.

Fabricio's students are going to read the following text:

Changes in family styles

Families in the 1950s had very different lives than families do now. Technology was not highly developed, so children used to study using books and encyclopedias. They wrote down information by hand or used a typewriter. People didn't have the Internet or computers or calculators. Many families didn't have TV, so people usually listened to the radio or read instead. For music, people used to buy vinyl records and listen to them on record players. There were no video games, so families played board games. Many women used to sew and knit clothes for their family because it was expensive to buy clothes in stores. Also, people didn't use to go to supermarkets. Those only became common in the 1960s. They went to different stores for fruits and vegetables, meat, bread and clothes.

Adapted from *English 5, Secondary – Teacher's book* (2012).

Question 29

Before the students read the text, Fabricio wants to activate his students' schemata. Which of the following activities is **least** appropriate to carry out?

Option A

Write the title of the text they are about to read on the board. Ask the students to think about the possible content of the text and ask them to give examples to support their answer.

Option B

Present two pictures, (1) a picture of a family in the 50s doing different activities, and (2) a picture of a modern family doing different activities. Ask the students to discuss the differences between both pictures for some minutes.

Option C

Give each student an envelope containing scrambled letters to form words related to family. Ask the students to get in pairs to participate in a competition in which they have to unscramble the letters to form words, and the pair that has more words is the winner.

Question 30

Now, Fabricio wants to check his students' global understanding of the text. Which of the following activities focuses on developing that skill?

Option A

Ask the students to underline four habits families used to have in the past and share their answers aloud.

Option B

Ask the students to discuss if families in Peru have gone through similar changes and support their ideas orally.

Option C

Ask the students what the most important ideas of the text are and call on some volunteers to share their answers with the rest of the class.

Question 31

Pedro's students are working on their first draft of an article about water use. While he monitors his students' work, he notices some mistakes and wants to offer **corrective** feedback.

Which of the following strategies is **most** appropriate to carry out?

Option A

The teacher writes, on the board, the most common mistakes identified and guides the class in analyzing those mistakes together. After that, he asks the students to check whether they can identify those mistakes in their drafts or not, and make the necessary adjustments to the text.

Option B

The teacher approaches each student whose draft shows some mistakes and asks him/her questions like "Can you read this sentence out loud?", "Is the idea clear?", "What does 'it' refer to in this line?", etc. Next, he asks the students to rewrite their drafts making the necessary changes.

Option C

The teacher encourages the students to review their notes from previous classes to remind themselves of the appropriate structures learned. Later, he asks the students to exchange their drafts with a peer to check if he/she has used the structures appropriately.

Question 32

Adriana's students have been recently talking about famous destinations. Now, she wants her students to develop **speaking fluency** through that topic. She has thought of three activities to help the students achieve that purpose.

Which of the following activities Adriana has thought of is **most** challenging?

Option A

The teacher asks the students to write in their notebooks some sentences about popular places in our country. Next, the teacher pairs up the students and asks one of them to read the sentences to his or her peer, and asks the other student to make some comments. Then they swap roles.

Option B

The teacher groups the students and gives each group a couple of brochures featuring places for holidays. She asks the students to read the information about the places and then come to a decision on a place to book together for an upcoming holiday. Then they have to explain their choice and their reasons to the class.

Option C

The teacher divides the class into pairs: student A and student B. Student A receives a picture that depicts popular places. Student B asks student A questions such as "Where is the place?", "What is it popular for?", "What can you do there?", and so on. Student A answers student B's questions providing information until student B guesses the place.

Question 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?

Option A

Giving clarifications.

Option B

Giving commands.

Option C

Giving opinions.

Question 34

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

Option A

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

Option B

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

Option C

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

Read the following situation and answer questions 35, 36, 37 and 38.

Clarisa wants her fifth-grade students to write a biography of someone famous using the genre approach to writing. This is the input she will use to achieve her purpose.

Mario Vargas Llosa

Mario Vargas Llosa was a Peruvian novelist, journalist, and politician. He won the Nobel Prize in Literature in 2010. His works include novels, plays, essays, and journalistic pieces, which often explore the complexities of Latin American society.

Although Mario was born in 1936 in Arequipa - Peru, he spent most of his childhood with his mother in Bolivia because his parents separated after he was born. He attended a military school in Lima and studied Literature and Law at the National University of San Marcos.

The novelist's first work, a collection of stories, was published in 1959. However, he only achieved real success with his first novel, "*La ciudad y los perros*" (The Time of the Hero), published in 1963. Some years later, with the publication of other popular novels, this talented writer started to receive awards and prestigious visiting lectureships throughout the world.

Mario's literary production had a substantial effect on literature. Moreover, he made significant contributions to the "Latin American Boom" and explored social and political themes through innovative narrative techniques. All of his works were written in Spanish and then translated into different languages, so they have resonated with readers all over the world.

Mario Vargas Llosa is considered to be one of the best Latin American writers. Because of his dedication to complex themes and his mastery of storytelling, he has inspired numerous writers, both within and outside Latin America. He died in 2025 in Lima - Peru.

Adapted from The Modern Novel. (n.d.). *Mario Vargas Llosa*. https://www.themodernnovel.org/americas/latin-america/peru/vargas-llosa

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Question 35

First, Clarisa wants the students **to become familiar with the genre of the text** before reading it. She has thought of three different sets of questions for that purpose.

Which of the following sets of questions is **least** appropriate to achieve her purpose?

Option A

- Which tenses can be used in biographies? Give some examples.
- What can we learn from someone's biography?
- Do you read biographies often?

Option B

- What kind of people have well-known biographies?
- What information do you usually find in a biography?
- Are biographies written in formal or informal language? Why?

Option C

- What type of text are biographies?
- Who are the usual readers of a biography?
- Are biographies interesting to read? Why or why not?

Question 36

Now, Clarisa provides each student with a copy of the biography. Then she writes the following words on the board:

turning point	conclusion	background	introduction	impact

She asks the students to read the text and complete the empty boxes in the biography with the words from the board. After completing the task, Clarisa calls on some volunteers to say their answers aloud.

What does Clarisa want the students to recognize with the exercise described?

Option A

Style.

Option B

Structure.

Option C

Formatting.

Question 37

Next, Clarisa wants her students to practice written coherence. Therefore, she has thought of three activities to achieve her purpose. Which of the activities Clarisa has thought of is **more** appropriate to carry out?

Option A

The teacher sticks on the board a list of extra sentences about Mario Vargas Llosa's life events. Then she pairs up the students and asks them to put those sentences in the places they fit better along the biography. Later, the students explain to the class why they have decided to place the sentences there.

Option B

The teacher asks the students to read the biography and circle all the transitions they see. Next, she groups the students and asks them to identify the function—addition, contrast, and cause-effect—those transitions have in the sentences. Finally, some volunteers share their findings with the whole class.

Option C

The teacher writes the following questions on the board: "What pronouns are used in the biography to avoid repetition?" and "Are those pronouns necessary to have an easy-to-read text?" After that, she asks the students to read the biography and answer the questions. Then she pairs up the students and tell them to compare their answers.

Question 38

As the next step of her session, Clarisa gives the students the following instructions:

"Now, you will write a short biography of a famous person you admire. Remember to include the five sections you have seen in Mario Vargas Llosa's biography. Make sure your text is cohesive and coherent."

Which **stage** of the genre approach are the teacher's instructions related to?

Option A
Modeling.

Option B
Joint construction.

Option C
Independent construction.

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

Camila wants to develop listening skills in her fourth-grade class. She has selected an interview about the topic “Teenagers that have changed the world.”

This is the beginning of the sequence she has planned:

- The teacher pastes on the board pictures of two famous teenagers: Malala Yousafzai, an activist who advocates for girls’ education and their right to go to school; and Greta Thunberg, an environmental activist who campaigns against climate change. The teacher asks the students to mention everything they know about the two teenagers.
- Next, she tells the students they will listen to an interview and answer the following question: “What is the interview about?”

Question 39

Which of the following listening skills is the teacher trying to develop?

Option A
Inferring information.

Option B
Deducing meaning from context.

Option C
Listening for general understanding.

Question 40

After that, Camila continues with her session as follows:

- The teacher gives each student a paper with a two-way chart with the names of the two teenagers and three questions: “Where are they from?”, “What do they fight for?” and “When did they start their fight?”
- The teacher tells the students they have to listen to the interview twice to complete the chart.

Which of the following listening skills is Camila aiming for?

Option A
Predicting content.

Option B
Listening for details.

Option C
Summarizing information.

Question 41

Finally, to close the session, Camila wants the students to practice their critical thinking skills orally. Which of the following activities would be **most** effective to achieve Camila’s purpose?

Option A
The students participate in a class discussion where they express which teenager has had a more significant effect on people’s lives. They have to support their reasoning using their own ideas, as well as ideas from the audio.

Option B
The students share some ideas about the achievements of each teenager and select their favorite. Then they vote to determine which achievements are the most and least difficult to accomplish.

Option C
The students mention how Malala’s and Greta’s actions differ from those of other well-known activists. Next, the teacher calls on some volunteers to share their ideas with the rest of the class.

Question 42

Gael wants to use the **product approach** to teach his students how to write an e-mail requesting information about a summer course. During **one of the stages** of his session, he uses the following strategies:

- The students brainstorm some ideas related to the information they would like to know about the summer course.
- The students use a template of an e-mail to organize their ideas in a logical structure.

What **stage** of the product approach do these strategies belong to?

Option A
Familiarization.

Option B
Guided writing.

Option C
Controlled practice.

Question 43

Claudio wants his students to work on a speaking activity in which they talk about the skills Peruvians have. Which of the following activities is **least** communicative?

Option A
The students, in groups, are given pictures of skillful Peruvian citizens. They share ideas about the people in the pictures. Then they come up with other Peruvian citizens who have similar skills to the ones depicted in the pictures.

Option B
The students are given a text about skills people from other countries have. Then the students read the text for some minutes. Next, the teacher pairs the students up and asks them to discuss whether Peruvian people have the same skills or not.

Option C
The students are given a piece of paper with a skill written on it. They stand up and mingle in order to mime the skill to a peer. The peer guesses the skill and says the name of a famous Peruvian who has that skill. Then they switch roles and repeat the same procedure with some other peers.

Question 44

Marco's students have been practicing conversations that usually take place at a "flea market" between customers and sellers. Now, he wants his students to enrich their conversations with the following expressions:

- Done.
- I'll take it.
- It's a deal.

Which of the following language functions corresponds to the expressions Marco wants his students to practice?

Option A
Offering things for sale.

Option B
Agreeing on a sale.

Option C
Persuading.

Question 45

Since World Autism Awareness Day is coming up, Sergio wants to raise his students' awareness of this issue taking into account the **Approach to Inclusive Education** of the National Curriculum for Basic Education.

Which of the following actions would be **most** effective to achieve the teacher's goal?

Option A
Present a story about people with autism spectrum disorder (ASD), highlighting how they interact in society, overcoming their own difficulties and the barriers caused by their condition.

Option B
Present the challenges faced by students with autism spectrum disorder (ASD), identifying the limitations and difficulties they encounter in school to come up with solutions to help them integrate better.

Option C
Present the skills, communication methods, and learning styles of people with autism spectrum disorder (ASD), identifying the barriers they face in their environment to propose actions that enable them to function in daily life.

CLOZE

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

Cultural expectations and leadership

Gabriela worked for a multinational company as a successful project manager in Brazil and was transferred to manage a team in Sweden. She was excited about her new role but soon **(46)** _____ managing her new team would be a challenge.

(47) _____ her team's friendliness, Gabriela didn't feel respected as a leader. Her new staff would question her proposals openly in meetings, and when she gave them instructions on how to carry **(48)** _____ a task, they would often go about it in their own way without checking with her. When she announced her decisions on the project, they **(49)** _____ continue giving their opinions as if it was still up for discussion.

After weeks of frustration, Gabriela emailed her Swedish manager about the issues she was facing with her team. Her manager simply asked her if she felt her team was still performing, and what she thought would help her better collaborate with her team members. Gabriela found her manager's answer **(50)** _____ and didn't feel as if he was managing the situation satisfactorily.

Question 46

Option A
realized

Option B
discerned

Option C
comprehended

Question 47

Option A
Although

Option B
Despite

Option C
Instead

Question 48

Option A
on

Option B
out

Option C
over

Question 49

Option A
will

Option B
might

Option C
would

Question 50

Option A
vague

Option B
elusive

Option C
evasive

What Gabriela was experiencing was a cultural **(51)** _____ in expectations. She was used to a more hierarchical framework where the team leader and manager took control and gave specific instructions on how things were to be **(52)** _____. This more directive management style worked well for her and her team in Brazil but did not transfer well to her new team in Sweden, who were more used to a flatter hierarchy **(53)** _____ decision making was more democratic.

Dutch social psychologist Geert Hofstede uses the concept of 'power distance' to describe how power is distributed and how hierarchy is **(54)** _____ in different cultures. In her previous work environment, Gabriela was used to a high-power distance culture where power and authority are respected and everyone has their rightful place. In **(55)** _____ culture, leaders make the big decisions and are not often challenged.

Question 51

Option A
collision

Option B
bump

Option C
clash

Question 52

Option A
done

Option B
made

Option C
executed

Question 53

Option A
when

Option B
where

Option C
which

Question 54

Option A
noticed

Option B
guessed

Option C
perceived

Question 55

Option A
such a

Option B
such

Option C
so

Her Swedish team, however, were used to **(56)** _____ in a low power distance culture where subordinates often work together with their bosses to find solutions and make decisions. Here, leaders act as coaches or mentors who encourage independent thought and expect to be challenged.

When Gabriela became aware of the cultural differences between **(57)** _____ and her team, she had an open conversation with them about their feelings about her leadership. Gabriela's team openly expressed that they enjoyed having more **(58)** _____ for initiative and creative freedom. When she told her team exactly what she needed them to do, they felt that she didn't trust them to do their job well. They realized that Gabriela was taking it personally when they tried to challenge or make changes to her decisions, and were able to explain that it was how they **(59)** _____ always worked.

With a better understanding of the underlying reasons behind each other's behavior, Gabriela was then able to make adjustments to her management style so **(60)** _____ better fit the expectations of her team and more effectively motivate them to achieve their goals.

Adapted from British Council. (n.d.). *Cultural expectations and leadership*. https://learnenglish.britishcouncil.org/skills/reading/b2-reading/cultural-expectations-leadership

Question 56

Option A
work

Option B
working

Option C
have worked

Question 57

Option A
her

Option B
she

Option C
hers

Question 58

Option A
aid

Option B
room

Option C
capacity

Question 59

Option A
had

Option B
has

Option C
have

Question 60

Option A
as with

Option B
as for

Option C
as to

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