

# CONOCIMIENTOS PEDAGÓGICOS, CURRICULARES Y DISCIPLINARES DE LA ESPECIALIDAD EBR Nivel Secundaria C16-EBRS-11 / Inglés

## Prueba Excepcional del Concurso de Ingreso a la Carrera Pública Magisterial 2022

Fecha de aplicación: mayo de 2023



PERÚ

Ministerio  
de Educación



BICENTENARIO  
DEL PERÚ  
2021 - 2024

# INSTRUCCIONES

Para la Prueba Excepcional del presente concurso, se aplicarán dos cuadernillos. En uno de los cuadernillos, encontrará las 25 preguntas de la subprueba de Habilidades Generales; en el otro cuadernillo, encontrará las 50 preguntas de la subprueba de Conocimientos Pedagógicos, Curriculares y Disciplinarios de la Especialidad.

A continuación, se indica la cantidad de preguntas de cada cuadernillo, la numeración de dichas preguntas y los puntos obtenidos por respuesta correcta:

Cuadernillo	Cantidad de preguntas	Numeración de las preguntas	Puntos por respuesta correcta
Habilidades Generales	25	De la 1 a la 25	2
Conocimientos Pedagógicos, Curriculares y Disciplinarios de la Especialidad	50	De la 26 a la 75	3

Además de los dos cuadernillos, usted recibirá **una única** ficha de respuestas. Esta ficha presenta dos secciones diferenciadas, en las que deberá marcar las alternativas de respuesta a las preguntas de las dos subpruebas.

El tiempo máximo para el desarrollo de la prueba es de tres (3) horas y cuarenta y cinco (45) minutos. Usted puede administrar dicho tiempo como lo estime conveniente.

Al terminar de resolver la prueba, usted podrá llevarse sus cuadernillos, 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 tres alternativas de respuesta (A, B y C). Marque la alternativa que considere correcta en la ficha verificando que corresponde a la pregunta del cuadernillo que está resolviendo.

**NO** se tomarán en cuenta las respuestas marcadas en el cuadernillo, sino solo aquellas marcadas en su ficha de respuestas.

Para marcar sus respuestas:

- Utilice el lápiz que el aplicador le entregó.
- Marque solo una alternativa de respuesta por pregunta, rellenando el círculo completamente de la siguiente manera: ●.
- Evite deteriorar su ficha de respuestas con borrones o enmendaduras, pues podrían afectar la lectura de su ficha.

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

Cuando el aplicador dé la indicación de inicio de la prueba, y antes de resolverla, verifique con detenimiento que los cuadernillos contienen la cantidad de preguntas correspondientes y que no presentan errores de impresión o compaginación. Si esto ocurriera, el aplicador le facilitará el apoyo respectivo.

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

**26** Maricela has planned the following activity:

- First, the teacher divides the class into five groups.
- Each group gets a different short text about aspects of “recycling.”
- After reading, the students are mixed into new groups (so that each new group includes members from each of the original groups) to exchange information orally on the texts they read some minutes ago.
- Then, in each group, the students read the texts together to select the information on recycling they find most relevant.
- Next, the teacher asks the students to work individually on an infographic that summarizes the information about recycling they found in the texts.
- When they finish, the teacher collects the infographics, corrects them and gives them back with some written feedback.

What is the **main** pedagogical aim of Maricela’s activity?

- a** To foster team building among the students.
- b** To generate a debate on the dangers of pollution.
- c** To work on reading comprehension communicatively.

**27** Piero wants to help his students develop the language function *Giving a message for a third person*. Which of the following structures is **more** appropriate to develop that function?

- a** Active and passive voice.
- b** Direct and indirect speech.
- c** Simple past and past perfect.

Read the following situation and answer questions 28, 29, 30 and 31.

Segundo's students are going to listen to an audio, in which someone interviews four people on the street about what they do to keep work-life balance.

**28** During the *pre-listening* stage, Segundo presents the following activities:

- The teacher shows the students some flashcards of people performing different activities such as: exercising, jogging, swimming, riding a bike, eating healthy food, etc.
- Then the teacher writes the following questions on the board: "What activities are these people performing?", "How do these activities help people keep work-life balance?" and "What else can people do to balance their work and personal lives?"
- The students discuss their answers in pairs.
- Finally, the teacher elicits the students' answers and writes some ideas on the board.

Which of the following is **mainly** a purpose of Segundo's *pre-listening* stage?

- a Pre-teaching vocabulary.
- b Activating students' prior knowledge.
- c Having the students understand the listening task.

**29** During the *while-listening* stage, the students listen to the audio about work-life balance once. Next, Segundo delivers the following instructions:

"You are going to listen to the audio again. Write down two things the speakers do to keep work-life balance."

The students listen to the audio and then follow the teacher's instructions.

Which of the following listening skills is the teacher trying to reinforce with his activity?

- a Listening for gist.
- b Inferring information.
- c Listening for specific information.

**30** Next, Segundo wants to assess his students' listening comprehension of the audio in a *formative way*. Which of the following activities is appropriate to achieve his purpose?

- a** The teacher provides each student with a worksheet that has a matching activity. They have to match the name of the person with the activities he/she does to keep work-life balance. Then the students compare their answers in pairs.
- b** The teacher gives each student a quick multiple-choice quiz. It has some sentences extracted from the audio. Each sentence has a blank and three choices to complete the blanks. Then the students have to choose the correct alternative.
- c** The teacher writes the following questions on the board: "How important is it for people to keep work-life balance?" and "What suggestions can you give them to improve their life quality?" Then the students write their answer in their notebooks.

**31** Finally, Segundo is going to carry out an activity to help his students improve their writing skills. Which strategy is **more** appropriate to achieve the teacher's purpose?

- a** The teacher plays the audio about work-life balance again. He tells the students to write the questions the interviewer asks the interviewees in their notebooks. Next, the students compare the questions with a classmate. Finally, some students write their questions on the board.
- b** The teacher writes, on the board, some comprehension questions related to the audio about work-life balance. The students write the answers to those questions individually. Then the students compare their answers in pairs. Finally, some volunteers share their answers with the rest of the class.
- c** The teacher pairs up the students and asks them to design a flyer. The flyer should contain pictures and short texts motivating people to keep work-life balance. Additionally, it should contain a motto that inspires people to live healthier. Finally, the students exchange their flyers with another pair of students to give each other feedback.

**32** Angel is interested in developing his students' *scanning skills*, and so he is planning some reading activities to help his students practice this skill. Given this goal, which of the following activities is it **most** appropriate to carry out?

- a** The teacher gives the students a brochure about healthy food for them to read. Then he asks them five questions to answer individually. Each student must find in the brochure the information they need to answer.
- b** The teacher gives a short movie review of the film "Beauty and the Beast" to each student, and asks them to identify the organization of the review (e.g. introduction, analysis, opinion).
- c** The teacher gives the article "The story of rock n' roll" to each student and asks them to underline all the verbs in the past.

**33** Juana’s students have been learning how to make small talk. She considers they have practiced enough and now she wants to evaluate them. She has thought of three different speaking evaluation strategies:

**Strategy 1:** Students, in pairs, roleplay “making small talk.”

**Strategy 2:** Students are given prompts to practice a conversation in pairs.

**Strategy 3:** Students read an incomplete conversation about “making small talk” and fill in the blanks.

Which of the strategies Juana has thought of is **NOT** communicative?

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

**34** Since Maria’s fifth-grade students are about to finish high school, she wants to teach them how to write a simple curriculum vitae (CV) in a *meaningful way*. Given the teacher’s purpose, which of the following strategies is **more** appropriate?

- a The teacher tells the students that they will write a CV to apply for a job. She writes the organization of a simple CV on the board, and gives a brief definition of each of the sections it includes. Next, the teacher and the students come up with examples to fill in each part of the CV. Then, based on this model, the students write their own CVs individually. Finally, the teacher collects them for correction.
- b The students receive a copy of a simple CV. Then the teacher divides the class in pairs and tells them to analyze the structure of the document. Next, the teacher asks them to imagine that they are going to apply for a job and that they need to write their own CV. She instructs them to use the structure of the CV they previously analyzed to write their own. After finishing, she gathers the products for correction.
- c The students bring information of someone they admire. The teacher asks them to answer questions about his/her background, skills and interests. Afterwards, the teacher shows them a template and asks them to fill it with the character’s information. Then they do the same with their own information, and compare results to give one another suggestions. Finally, the teacher collects the CVs for correction.



**35** Miguel wants to make his grammar teaching more communicative. He wants to teach the structure “can + base form verb.” Which of the following language functions is **more** appropriate to teach this structure communicatively?

- a** Comparing things.
- b** Expressing abilities.
- c** Showing preferences.

**36** For a reading session, Patricia has brought a text according to her students’ level. Sandro, one of her students, is having a hard time understanding the following section of the text:

Before that, Bao was very shy. He didn’t go out much and he didn’t have a girlfriend. He worked in a restaurant, but he didn’t make much money.

Sandro asks the teacher the meaning of the word “shy.” What should the teacher say to Sandro in order to help him *infer the meaning* of the word “shy”?

- a** “According to the information in the text, you can deduce that a shy person is an introvert person.”
- b** “What kind of word is shy in the sentence in which it appears? Is it a verb, a noun or an adjective?”
- c** “Based on the reading, do you think Bao liked to socialize much? Where in the text can you find the evidence?”

37

Romina has presented a set of idioms on the topic of sports at the start of every class. After the first two weeks, she wants to apply a speaking activity to see how well students can use those idioms *communicatively*.

Which of the following activities is appropriate to achieve her purpose?

- a** Provide the students with a familiar situation for them to roleplay using at least two of the idioms they have learned.
- b** Ask the students to collaboratively build a graph displaying the target idiom and the synonyms, examples, or translations related to it.
- c** Have the students hear a dialogue in which the speakers use the idioms learned, and then reproduce the same conversation recalling as much as they can.

Read the following teaching sequence and answer questions 38 and 39.

- The teacher tells her students about her own favorite dish and asks them if they know the recipe.
- Next, the teacher shows some flashcards of the ingredients and writes the cooking process on the board with the students' help.
- After that, the students watch a short video of a chef presenting a different, simple recipe:
  - The students watch the video for the first time. The teacher instructs them to listen and write down the ingredients.
  - The students watch the video for a second time. The teacher asks them to listen and write down the actions using verbs.
- Next, the teacher asks whether there are any words the chef used to make it clear what the sequence of actions was (discourse markers such as first, second, next, finally). If necessary, the students watch the video again.
- Then the teacher gives them a text describing the cooking process of her own favorite dish, with some blanks in it for students to fill in with discourse markers.
- Finally, the teacher asks them to write the recipe of their favorite dish using discourse markers to make the sequence of actions clear.

**38** Which of the following teaching methods does this sequence follow?

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

**39** Which of the following listening skills is involved in the video section of the teaching sequence above?

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

Read the following situation and answer questions 40, 41 and 42.

Mercedes' fourth-grade students are going to write an essay. Before they start writing their first draft, Mercedes provides the students with the checklist they will use to organize their essays. Here are some of the aspects considered in the checklist:

- **Aspect 1:**

The essay follows writing conventions such as spelling, punctuation, capitalization, and abbreviations.

- **Aspect 2:**

The ideas are arranged in logical order and they contribute to the development of clear and strong arguments in the essay.

- **Aspect 3:**

The logical connection is achieved through the use of devices such as transition signals and reference words.

**40** Which of the aspects presented above evaluates *cohesion*?

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

**41** Which of the aspects presented above evaluates *coherence*?

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

**42** Which of the aspects presented above evaluates *mechanics*?

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

**43** A third-grade teacher wants to teach the language function *Hypothesizing and speculating*. Which of the following grammatical structures is **most** suited to this language function?

- a** Modals (could, would, might).
- b** Relative clauses (who, where, when).
- c** Adverbs of manner (badly, well, slowly).

**44** Gerardo's fifth-grade students are going to participate in a reading session. He wants them to differentiate between main idea and supporting information within an argumentative text they are going to read.

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

- a** The teacher reads the text aloud so that the students can use stress and tone as clues to identify what is primary information and what counts as a supporting point.
- b** The teacher explains what the main idea of the text is, how it relates to the examples and explanations provided elsewhere in the text, and asks the students what they think of the author's proposal.
- c** The teacher asks the students to find out what the author wants to convince the reader of, and then tells them to locate the parts of the text that state this idea and those that provide supporting points.

45

When listening to audios, Cristina's students have problems to identify the main idea of the recordings. In order to help them focus on this particular aspect, Cristina selected three short audios for which the students have to answer the following question: "What is the conversation about?"

Which of the following listening skills is the teacher aiming at with her activity?

- a Listening for gist.
- b Predicting content.
- c Deducing meaning from context.

**46** Raquel’s students are practicing how to describe objects, people and places. They have practiced it in different ways, and now she wants her students to do it in writing. She has designed the following sequence:

- The teacher shows the students some ads that include descriptions of different tourist locations.
- Then she tells them that they are going to make an ad to advertise some interesting aspects of their town.
- The students decide, in groups, which aspect of their town they are going to advertise.
- The students write the ad in groups.
- The groups compare their ads. If needed, they improve their own ad. The teacher helps if required.
- Later, each group sticks its ad on the wall. The students walk around the classroom to read the ads and choose the best three.
- Once in their places, the teacher asks the students about their favorite ads. The students justify their answers.
- The teacher asks them to analyze the language structures in the ads.
- The teacher asks them to report on how they accomplished the activity and share their experience on working together.

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

- a** Blended Learning.
- b** Task-Based Learning.
- c** Problem-Based Learning.

**47** Sofia would like to help her fourth-grade students recall the meanings of the new words they have learned while reading. Which of the following strategies is **more** appropriate to meet the teacher’s goal?

- a** Link the words to the students’ own experiences.
- b** Have students listen to a conversation in which the words are used.
- c** Write the meaning of the words in a special “vocabulary” notebook.

Read the following situation and answer questions 48 and 49.

Leo is writing the lesson plan for his following class. The structures he would like his students to practice are:

- Would you be interested in ...?
- How do you fancy...?
- I was just wondering if you ....
- We'd be delighted to...

**48** Which of the following language functions is **more** appropriate to work on the structures above?

- a** Making requests.
- b** Making invitations.
- c** Making appointments.

**49** Which of the following verb forms is **NOT** involved in the structures Leo presented?

- a** Future tense.
- b** Past progressive.
- c** Modal + base form verb.

**50** Rodrigo has a listening activity ahead in which he wants the students to draw some inferences from a conversation. In order to achieve this goal, which of the following instructions is **more** appropriate to give before playing the conversation?

- a** "Take notes of new expressions you hear in the conversation."
- b** "Find out the relationship between the two speakers."
- c** "Copy the main verbs used in the conversation."



Read the following situation and answer questions 51 and 52.

Humberto's students are going to take part of a speaking session on the topic "My favorite superhero."

**51** First, Humberto does the following activities:

- Humberto tells the students the name of his favorite superhero and mentions some information about him.
- Next, he invites some students to share with the class some information about their favorite superhero.

Which of the following steps is involved in the activities presented by the teacher?

- a Follow-up.
- b Warm-up.
- c Wrap-up.

**52** After having worked on different activities on the topic "My favorite superhero," Humberto wants his students to practice their *speaking fluency*. Which of the following activities is it **more** appropriate to carry out?

- a The teacher writes the following prompts on the board: "My favorite superhero is...", "He/She can...", "He/She is able to...", "He/She is a ... person." He asks the students to work individually to complete the prompts with the powers and qualities of their favorite superhero. Next, the teacher groups the students and asks them to share their ideas.
- b The teacher tells the students to write some sentences describing the powers and qualities of their favorite superhero in their notebooks. Then the teacher pairs up the students. He asks them to exchange ideas about their superheroes using the sentences they have written down.
- c The teacher asks the students to think of the powers and qualities of their favorite superhero for about some minutes. Then he tells them to stand up and share that information with at least five different classmates. He encourages the students to report their findings.

53

Daniel has noticed that his students spend much time dealing with new vocabulary when reading a text. He has asked his colleagues for advice. These are the pieces of advice he got:

Lidia says: “Provide students with bilingual dictionaries so that they can quickly check what the translation of a word is and continue their reading in silence.”

Manuel says: “Hand out a vocabulary list containing the most difficult words in the reading passage accompanied by their definitions in English.”

Alberto says: “Advise students to analyze the context surrounding the word to help them infer its meaning.”

Whose piece of advice should the teacher follow?

- a Lidia’s.
- b Manuel’s.
- c Alberto’s.

**54** Dora's students are writing an essay using the *Process writing approach*. Now, she is performing the following activities:

- The teacher asks the students to make sure there is a main idea in each of the sentences they have written, and that the sentences are related to the topic of the essay.
- Then she tells them to add examples to support the topic, as well as commas and periods to separate the ideas.
- Additionally, she suggests the students to add adequate connectors wherever they consider necessary.
- Finally, the students hand in the essay containing the changes they have done.

To which step of the writing process do the activities presented above belong to?

- a** Planning.
- b** Revising.
- c** Drafting.

**55** Rubi wants her second-grade students to work on the language function *Making inquiries* in an interview setting. Which of the following grammatical structures is **most** relevant in a lesson to introduce this language function?

- a** Reported speech.
- b** Yes/No questions.
- c** Mixed conditionals.

**56** Abelardo is conducting a pair work activity in which students are given pictures of famous people and are asked to talk about them. While monitoring, he hears Carol saying: “I have saw Gianmarco in the north of the country, he was there with his family.” The teacher wants to involve Carol in self-correction.

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

- a** The teacher asks Carol’s partner the following: “Can you correct the mistake that Carol has just made?”
- b** The teacher asks Carol the following: “Really? Have you *saw* Gianmarco?” emphasizing the student’s mistake.
- c** The teacher tells Carol the following: “You probably wanted to say that you *have seen* Gianmarco, not that you *have saw* him.”

**57** Elena’s fourth-grade students will be participating in their school’s Olympic Games. In this context, she has planned to have them read about the original Olympic Games. She hands them out an article on the Olympic Games, along with the following list of questions:

- When and where did the most recent games take place?
- How many nations participated?
- How often do the Games take place?
- What inspired the modern Olympics?

The teacher asks the students to look for the answers to these questions in the article.

Considering the questions above, what is the reading skill Elena wants her students to practice?

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

**58** Gloria wants to develop her fourth-grade students' listening skill of *Predicting content*. Given this goal, which of the following activities is it appropriate to carry out?

- a** The students listen to a brief lecture and see how many connectors they can identify (they can listen again if necessary). Then they compare their notes with the audio script of the lecture.
- b** The students listen to a short group conversation. The teacher asks them to write down the speakers' names, the conversation topic and any other piece of information they consider interesting.
- c** The students watch a video about a Do-It-Yourself puppet. The teacher pauses the video after every few sentences. The students compare what they got and think what may happen next or what the speaker might say in the following part.

**59** Edgard has taught his students to describe future events. Now, he wants to conduct a freer speaking activity in a personalized and meaningful way. Which of the following activities is appropriate to achieve Edgard's goal?

- a** The teacher writes, on the board, a list of sentences in present tense, and asks the students to change those sentences into future tense.
- b** The teacher shows some flashcards of different characters and asks the students to make a story on those characters using the future tense.
- c** The teacher tells the students to ask their partners what they are going to do on their next vacation and make follow up questions.

Read the following teaching sequence and answer questions 60 and 61.

- To introduce her reading comprehension lesson, Carola writes on the board: “The right person for the right job.” Then she asks the students what this phrase might mean.
- After that, she introduces some vocabulary related to jobs, duties and obligations.
- Then she asks her students to read a job’s description, as well as the description of the backgrounds and achievements of five candidates for that job. She gives them just enough time to do a quick reading.
- After reading, the students should decide, individually, which is the most suitable candidate for the post.
- Finally, the students personalize the topic and discuss in pairs or groups whether they are or not the right person for the job.

**60** Which of the following teaching methods does this sequence follow?

- a Blended Learning.
- b Task-Based Learning.
- c Project-Based Learning.

**61** In the teaching sequence above, which of the following reading skills is involved?

- a Scanning.
- b Skimming.
- c Contextualizing.

62

Rosa instructs her students to use the following expressions while having short conversations about life decisions:

- What you mean is...
- What you're saying is...
- Let me get this clear.
- Let me get this straight.

Which of the following language functions is Rosa aiming to develop through the use of those expressions?

- a Contrasting.
- b Giving instructions.
- c Paraphrasing.

**63** Esperanza has presented the Past Continuous tense to her fourth-grade students. Now, for the practice stage, she has given the students the following roleplay cards:

**Student A:** Imagine you were present in an accident scene and decided to call the police to report it. Answer the officer's questions saying everything you observed in detail.

**Student B:** Imagine you are the police officer answering a phone call from a person reporting an accident that happened a short time ago. Ask the caller as many questions as possible and take notes on the information he/she gives (When did the accident happen? How many people were there in the scene? What were you doing?, etc.)

During the activity, Esperanza notices that some of her students are having difficulties when making questions in the past (both simple and continuous). Which of the following strategies is it appropriate to carry out?

- a** While monitoring, take notes of the students' mistakes and correct them at the end of the activity with their help.
- b** Stop the activity and explain to the students how to make questions in Past Continuous and Simple Past tenses.
- c** Ask students to open their notebooks and review their notes regarding how to make questions in past.



**64** At an English staff meeting, a senior teacher gave the following advice to novice teachers:

“In general, try not to teach a grammatical structure directly. Instead, you should focus on its use. Rather than giving your students a grammatical template for them to memorize (such as she/he/it + base form verb + S for third person agreement), teach the structure by providing your students with a situation. For example, you could start by telling your students the following: My friend and I are very different. I wake up at 6 am, he wakes up at 10 am! I do boxing but he does yoga. How about you and your relatives or friends?”

What teaching strategy is the senior teacher suggesting?

- a Presenting, practicing and producing the structure.
- b Putting the structure in context and personalizing it.
- c Going from rules to different examples and exercises.

Irma wants to assess her fifth-grade students' writing ability. They will write an opinion essay about global warming. The assessment strategy she has planned has the following sequence:

- As a pre-writing activity, the students outline their writing in pairs.
- Then they do the writing activity individually.
- Afterwards, they compare their writing with their partners and do some peer editing. Meanwhile, the teacher is monitoring and giving feedback.
- Next, the teacher collects the first draft for qualitative assessment.
- In the following class, the students get written feedback and write the second draft, incorporating the teacher's suggestions.
- The students work in pairs checking their drafts again.
- The teacher asks students to bring their final version for the next class.

What kind of evaluation is the teacher doing **overall**?

- a Process evaluation.
- b Diagnostic evaluation.
- c Summative evaluation.

## CLOZE

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

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

Avocados are a common ingredient on restaurant menus around the world. They can be **(66)** \_\_\_\_\_ not only spread on toast and tacos but in ice cream, smoothies, hummus and even in pasta sauce. Nowadays, avocados are a popular food item, especially **(67)** \_\_\_\_\_ their health benefits. But what exactly makes them good for you?

“Avocados are a fruit and one of the **(68)** \_\_\_\_\_ fruits that are high in fat and low in sugar,” said Dr. Donald Hensrud, medical director of the Mayo Clinic Healthy Living Program in Rochester, Minnesota. Along with nuts, olive oil and canola oil, the fat content **(69)** \_\_\_\_\_ avocados is predominantly monounsaturated fat, which provides many health benefits. Also, they contain other nutrients including B vitamins, vitamin E, vitamin C, copper and fiber, **(70)** \_\_\_\_\_ add to their health benefits. They have higher potassium content than bananas,” he said.

Monounsaturated fats are good for your health in many ways, such as helping lower your “bad” LDL cholesterol levels and being high in vitamin E. “**(71)** \_\_\_\_\_, the relatively high fat content in avocados is associated with a low glycemic response, which is the tendency of a food to raise blood glucose,” Hensrud said. “Evidence from large populations’ studies **(72)** \_\_\_\_\_ that consumption of monounsaturated fats such as the ones **(73)** \_\_\_\_\_ in avocados decreases overall mortality.”

How can you get those health benefits? There are, in fact, many ways you can get them. Avocado toast **(74)** \_\_\_\_\_ a trendy way to consume the buttery fruit, but there are many other ways to include avocado in your daily diet. **(75)** \_\_\_\_\_, since avocados are high in calories, Stangland cautions to watch portion sizes.

Adapted from Howard, J. (2018). Avocados: History of an unlikely but legitimate healthy food craze. CNN Health.

66

- a found
- b located
- c realized

67

- a since
- b due to
- c because

68

- a few
- b any
- c much

69

- a on
- b at
- c in

70

- a which
- b where
- c when

71

- a Unless
- b In addition
- c Nevertheless

72

- a suggests
- b questions
- c recommends

73

- a presenting
- b presents
- c present

74

- a becomes
- b has become
- c was becoming

75

- a Despite
- b Likewise
- c However



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