

CONOCIMIENTOS PEDAGÓGICOS, CURRICULARES Y DISCIPLINARES DE LA ESPECIALIDAD EBR Nivel Secundaria C48-EBRS-21 / Inglés

Concurso de Ingreso a la
Carrera Pública Magisterial
2022

Fecha de aplicación: diciembre de 2022

INSTRUCCIONES

Para la Prueba Nacional 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.

CLOZE

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

Trotty Veck and his daughter Meg

“Trotty” seems a strange name for an old man, but it was given to Toby Veck (66) _____ he was always going at a trot to do his (67) _____; since he was a ticket porter or messenger and his job was to take letters and messages for people who were in a hurry to send them by post, which in those days was neither so cheap (68) _____ so quick as it is now.

He did not earn very much, and had to be out in all weathers and all day long. But Toby was of a (69) _____ disposition, and looked on the bright side of everything, and was grateful for any blessing (70) _____ came in his way; and so was happier than many people who never knew what it is to be hungry or in want of comforts. His greatest joy was his dear, bright, pretty daughter Meg, who (71) _____ him dearly.

One cold day, near the end of the year, Toby (72) _____ a long time for an errand, trotting up and down in his usual place near the church, and trying hard to keep himself warm, when the bells chimed twelve o'clock, which made Toby think (73) _____ dinner. [...] He went on trotting up and down, and never noticing (74) _____ was coming near him. “Why, father, father,” said a pleasant voice, and Toby turned to find his daughter’s sweet, bright eyes. “Why, sweetie,” said he, kissing her and squeezing her blooming face between his hands, “What’s up? I didn’t expect you today, Meg.” “Neither did I expect to come, father,” said Meg, nodding and smiling. “(75) _____ here I am! And not alone, not alone!”...

Adapted from Dickens, C. (1929). Dickens’ stories about children.

66

- a so
- b due to
- c because

67

- a errands
- b aims
- c facilities

68

- a or
- b nor
- c and

69

- a gloomy
- b cheerful
- c bland

70

- a that
- b who
- c where

71

- a loved
- b wanted
- c called

72

- a has waited
- b is waiting
- c had been waiting

73

- a of
- b on
- c in

74

- a who
- b which
- c when

75

- a Also
- b But
- c Then

64 Martin wants to help his students improve their speaking skills. Before starting a speaking practice, he provides them with the following expressions: “I wouldn’t be surprised if...” / “Knowing him, he’ll...” / “I bet...”

Considering the expressions provided, which is the language function that Martin wants his students to practice?

- a** Making guesses.
- b** Making complaints.
- c** Making generalizations.

65 During last class, Lorena’s students worked on the topic “Environmental problems.” Now, she wants to help her students develop their speaking skills through a *free activity*. According to the teacher’s goal, which of the following strategies is it **more** appropriate to carry out?

- a** The teacher groups the students and asks each group to choose an environmental problem. The students reflect on the problem and propose solutions for it. Each group presents their proposals to the rest of the class.
- b** The teacher provides the students with a dialogue between two friends talking about environmental problems. The teacher pairs up the students and assigns each student a role. The students practice the dialogue for some minutes.
- c** The teacher writes the following questions on the board: “Which environmental problem is affecting our country nowadays?” and “Have the authorities adopted environmental policies to solve that problem?” The students exchange their answers in pairs.

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.

Read the following situation and answer questions 26 and 27.

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

26 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.

27 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 **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.

62 Franco's second graders have been practicing describing family relationships. He shows the students a picture of a family tree and tells them to describe the family relationships orally, using possessive nouns. The students practice in pairs, and then the teacher calls on volunteers. During the practice, one student comes up with the following example: "Homer is Lisa father."

Aware of the situation, Franco wants to use an appropriate technique to correct the student's mistake on the spot. Given Franco's goal, which of the following actions is **most** appropriate?

- a Indicate the mistake by saying "that's not quite right." Then ask another student to say the correct form.
- b Echo the student's sentence emphasizing the mistake to draw the learner's attention to it. Then ask the student to say the sentence again.
- c Ignore the student's mistake and let him finish. Then when all the students finish participating, remind them the use of the apostrophe to indicate possession.

63 Sergio wants his students to reinforce their planning skills for writing. Since the World Red Cross day is coming, Sergio asks his students to make a brochure on first aid techniques to distribute it at school. In this context, which of the following strategies is **most** appropriate for Sergio's purpose of reinforcing his students' planning skills?

- a The teacher draws three columns on the board and labels them as follows: (1) first aid technique, (2) steps to apply it and (3) pictures to include in the brochure. The teacher elicits some ideas to complete the first column. Next, the students complete the other columns with information related to the topic.
- b The teacher inquires the students about first aid techniques they know and how to put them into practice. On the board, he summarizes the students' ideas using words and phrases. Then the students write complete sentences using the information written on the board. Next, in pairs, the students organize the sentences in their brochures.
- c The teacher tells the students to make a list of first aid techniques they are familiarized with to be included in their brochures. Then he asks the following questions: "What's the purpose of your brochure?", "Who is it written for?" and "What sources can you use?" The students discuss the questions and share their answers with the rest of the class.

61 To continue working on her lesson, Karina has planned the following sequence:

- First, the teacher tells the students that they are going to write their own survey taking into account the survey presented in the previous activity.
- Then she forms groups of four students and gives the following instructions: “Each group has to write one survey. The survey has to include five questions that help you know the free time activities your classmates enjoy doing.”
- The students work in their groups to decide what questions to include in the survey while the teacher monitors and provides help when necessary.
- Next, the students use the survey they elaborated to interview peers from other groups and then report their findings to the class.
- Finally, the teacher asks the students to analyze the kind of language used in their surveys (Wh-questions/Yes-no questions, adverbs of frequency, etc.). She also asks them in which other situations they can use that language.

Which of the following teaching methods has Karina applied in the sequence presented?

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

28 Esteban’s students are going to have a round table discussion in groups. He will provide them with the following expressions to be used during the discussion.

- What do you reckon about...?
- We can’t deny that...
- Where do you stand on...?
- Without doubt...

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

- a** Distrusting information.
- b** Expressing certainty.
- c** Inquiring someone.

Maria's students are going to participate in a reading session. She has brought the following text:

A travel guide to Thailand

Whether you're traveling to the islands or the mountains of Thailand, you're likely to spend at least one night in its capital city on the way. Bangkok might be noisy and polluted but it's also an exciting city with plenty of things to see and do. Why not make it a longer stay?

The Khao San Road was a famous traveler spot even before Leonardo DiCaprio's character in the film "The Beach" stayed there. But it's noisy, not very pretty and not very Thai. For something more authentic, Phra Kanong offers an alternative place to stay, with its fantastic street markets where every day Bangkok people eat, work and live. It's not as convenient for the main tourist sites, but it has a Skytrain station so you can be at the Grand Palace in 20 minutes.

Bangkok's traffic can be a nightmare. Sure, you can easily take a taxi – if you want to spend hours stuck in traffic jams – but there are two much better ways to get around the city. To explore the temples and historical sites, catch an express boat river taxi or a longtail boat along the Chao Phraya River and the canals. For the modern part of the city, the Skytrain is a fast, cheap way to travel from the river to the shopping malls and nightlife of Sukhumvit, and the famous Chatuchak street market.

The simple answer is: everywhere! Thai street food is among the best in the world, and for around \$5 you can eat a filling and delicious meal. Some food stands have little plastic seats where you can sit and eat and they cook the same dish over and over, like fried chicken on rice or Pad Thai noodles. Head for Chinatown – Yaowarat Street – and choose whatever looks most interesting from the many excellent Chinese and Thai restaurants and food stands.

After you've seen the main sites like the Giant Buddha at the temple of Wat Pho and the spectacular Grand Palace, and shopped at Chatuchak market, check out the snake farm and watch the live snake show. You can even touch a snake yourself if you want to!

Adapted from <https://learnenglish.britishcouncil.org/skills/reading/intermediate-b1/a-travel-guide>

60 As the next step of her lesson, Karina has planned the following activity:

- Give each student the following survey for them to mark their answers individually:

Free time activities

Read the questions and check all the answers that apply

What do you enjoy doing in your free time?

- Play sports
- Listen to music
- Watch movies
- Others: _____

Do you do these activities on your own or with others?

- On my own
- With others
- Both

How often do you do these activities?

- Frequently
- Once a week
- Rarely

- Give the students the following instructions:

"In groups, compare your answers. Find similarities and differences between the activities you and your classmates enjoy doing."

Which of the following language functions can **best** be promoted with the activity presented by Karina?

- a Expressing preferences.
- b Approving and disapproving.
- c Expressing degrees of certainty.

Read the following situation and answer questions 59, 60 and 61.

Karina wants to help her students develop their productive skills through the topic “free time activities.” For that purpose, she has designed a teaching sequence divided into three steps.

- 59 First, Karina wants to activate her students’ prior knowledge on that topic. Given the teacher’s purpose, which of the following activities is **least** appropriate?
- a Play a video about free time activities people usually do. Tell the students to identify the names of those activities and write them down in their notebooks. Call on some volunteers to share their answers.
 - b Write “free time activities” on the board and tell the students to think of all the words they can relate to that phrase. Invite some students to go to the board and write the words they thought of.
 - c Show the students some pictures of free time activities. Ask the students which of those activities and/or others they do in their free time. Have them exchange ideas and then call on volunteers.

- 29 After using the text to develop the students’ skimming skills, Maria writes the following subheadings on the board:

- Where to stay
- How to get around
- Where to eat
- What to do

Then she provides each student with a copy of the text and tells them to read it individually. Next, she asks the students to choose one subheading for each paragraph. They have to write the subheadings on the lines at the beginning of each paragraph.

Which of the following skills is the teacher trying to reinforce?

- a Ordering.
- b Categorizing.
- c Paraphrasing.

- 30 Then Maria writes the following questions on the board:

- What means of transport can you catch in Thailand?
- Which place has a Skytrain station?
- What places can you see in Thailand?

Next, she asks the students to read the text again to answer the questions.

What does Maria want her students to achieve with the activity presented?

- a She wants her students to infer meaning from the text.
- b She wants her students to reflect on the content of the text.
- c She wants her students to retrieve information from the text.

31 After the students have read the text, Maria gives them the following instructions: “In groups, express the ideas you’ve come up with after reading the text.” Here is what Alejandra, one of her students, expressed:

“In Peru, we have beautiful tourist places, too. For example, my city is a tourist place because there are beautiful churches, amazing landscapes and waterfalls, too. People like to go to those places to get some relax.”

Which of the following reading skills is evident in Alejandra’s thought?

- a Summarizing.
- b Contextualizing.
- c Inferring information.

32 Finally, Maria wants her students to work on a *post-reading* activity. She has thought of the three following writing activities:

Activity 1:

The teacher tells the students to summarize the paragraphs of the text. They have to include the key points of each paragraph, avoiding irrelevant information such as, examples and details.

Activity 2:

The teacher asks the students to make a list of the most interesting places people can visit in their communities. They have to mention at least five places and add some historical features about them.

Activity 3:

The teacher tells the students to make a brochure about interesting places in their country. They have to include key information about those places as well as catchy pictures to motivate people to go there.

Which of the activities Maria has thought of is **NOT** appropriate to work on a *post-reading* task?

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

57 Martha’s students have been talking about “Eating healthy food” during the past few sessions. She wants her students to reinforce their speaking skills through a role play of a given situation.

Given Martha’s goal, which of the following contexts is **least** appropriate?

- a Student A is the doctor and student B is the patient. The patient wants to lose weight and the doctor gives him advice on what food to eat to achieve his goal.
- b Student A is the chef of a TV show and student B is his assistant. The chef gives instructions for the preparation of a dish and the assistant follows his instructions.
- c Student A is the cook of a high school and student B is the nutritionist. They have to create a balanced menu for the week which will be posted on the school bulletin board.

58 Fabio’s fifth-grade students have been practicing the use of conditionals. Now, he wants them to use conditionals to refer to a time that is now or any time, and a situation that is unreal. Which of the following type of conditionals is appropriate to achieve the teacher’s purpose?

- a Type 1 Conditional.
- b Type 2 Conditional.
- c Type 3 Conditional.

55 Gabriel has noticed that when his fourth graders practice a dialogue, they focus on the language, but not on the *nonverbal and paraverbal resources* they can use to express ideas effectively. Before his students start practicing a dialogue about their vacation plans, Gabriel wants to give them an appropriate instruction to help them focus more on those resources.

Which of the following instructions is **the best** for his purpose?

- a** “Organize your ideas well and use different linking words to connect them properly. You have to follow a coherent sequence in your dialogue.”
- b** “Try to be as fluent as possible while talking to your classmate and continue the dialogue without gaps in it. You have to practice the dialogue several times.”
- c** “Stress the relevant phrases you want to point out in the dialogue and make pauses when necessary. You have to take into account that facial expressions matter.”

56 A fifth-grade teacher wants his students to predict content in a *communicative way*. He is going to play the audio of an adventure trip. Before he plays the audio, which of the following strategies is it **more** appropriate to apply to help his students predict the content of the audio?

- a** The teacher pastes three titles for the story on the board: “The most exciting adventure ever”, “The scariest experience in my life” and “The most difficult activity I have done.” Next, he asks the students to work in pairs to select one of the titles as a guess for the listening they are about to hear.
- b** The teacher writes on the board four words related to the audio: “adventure”, “trip”, “water” and “rapids.” In pairs, the students use those words to discuss the possible context in which the story they are about to hear will take place. Then the teacher asks the students to present their ideas to the rest of the class.
- c** The teacher sticks a picture of a person doing bungee jumping and writes two questions on the board: “What activity is the person doing?” and “Do you think the activity is safe or dangerous?” Next, the students have one minute to think about possible answers. Finally, the teacher elicits the students’ answers and writes the most common ones on the board.

Read the following situation and answer questions 33, 34 and 35.

Mariela’s students are going to listen to a song of a famous singer. Here is the chorus of the song:

I love her so much. That’s what I feel.

I love the tenderly kisses my lover brings to me, they are more beautiful than anything else can be.

I know my love will last forever.

33 Which of the following language functions can the teacher promote using the text above?

- a** Apologizing.
- b** Complimenting.
- c** Speculating.

34 After having worked on different activities using the song, Mariela would like her students to develop the listening skill *Inferring attitude*. Taking her purpose into account, which of the following strategies is appropriate to adopt?

- a** Play the audio of the song and write the following questions on the board: “How does the singer feel?” and “How can you tell?” Ask the students to work in pairs and discuss those questions.
- b** Play the audio of the song and ask the students to write down the verbs they hear. Pair up the students and have them identify the main idea of the song using the verbs they have written down.
- c** Play the audio of the song and write the following sentences on the board: “When I listened to the song, I felt...” and “I liked/didn’t like the song because...” Ask the students to complete those sentences in their notebooks.

35 Now, Mariela wants her students to improve their productive skills through a *post-listening* task. Which of the following tasks is it **least** appropriate to use?

- a** The students are given a copy of the song with some blanks to be filled in. They get in pairs and complete the blanks.
- b** The students receive a copy of the song. The teacher asks them to choose their favorite verse and explain the reasons for their choice.
- c** The students create a dialogue between the singer and his lover. The students practice their dialogue for some minutes and present it to the class.

- 36** Gerardo asked his second graders to write a note to a friend asking for a movie recommendation. Here is the note of one of his students:

Hey, I have time. I want watch movie tomorrow. I like watch horror. Recommend a movie.
Thanks.

Humberto

Given that the teacher wants to assess his students' notes in a *formative way*, which written feedback is **more** appropriate for Humberto?

- a** I understand your note, but it can be improved. Some words are missing. I wrote some asterisks (*) where a word is missing. Check your mistakes and let me see your note again.
- b** I had some problems to understand your note, but I'm sure that you will make fewer mistakes in your next writing. Do not forget to read your writing before you give it to the teacher.
- c** Not bad! I added the missing words to your note: "I have **some free** time", "I want **to** watch **a** movie tomorrow", "**I'd** like **to** watch **a** horror **movie**" and "**Please** recommend a movie **to me**."

- 37** David's students are going to talk about their "Dream job." He wants them to use the following expressions in a free speaking activity:

- All in all, ...
- To put it in a few words, ...
- To be brief, ...

Which of the following language functions are the expressions above suitable for?

- a** Drawing conclusions.
- b** Being imprecise or vague.
- c** Expressing degrees of certainty.

- 53** 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.

- 54** 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.

Read the following situation and answer questions 51, 52, 53 and 54.

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.

51 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.

52 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.

38 Betty's students are going to perform a dialogue in which they are customers and sellers at a flea market. Which of the following grammatical classes is **least** adequate to work on the language function "Bargaining"?

- a Quantifiers.
- b Prepositions.
- c Comparatives.

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

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.

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

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

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

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

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

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

49 Marco's students are going to read the article "Dealing with stress." Marco wants to help them develop their *Skimming* skills. Given Marco's goal, which of the following strategies is it appropriate to carry out?

- a The teacher tells the students to do a quick reading of the article. Then the students work in pairs in order to discuss what the general idea of the article is.
- b The teacher writes, on the board, some questions about stress. He tells the students to read the article and look for the information to answer those questions.
- c The teacher asks the students to read the article and circle the words they don't understand. Then they try to deduce the meaning of those words from their context.

50 Lilian is going to teach the topic "Daily routines" using "Simple present tense." She will use the *Presentation-Practice-Production* method (PPP). This is the sequence she has planned:

- The teacher shows the video "A day in the life of my favorite singer." Then she elicits the activities the singer typically does during the day and writes the new expressions on the board.
- Next, the teacher describes the singer's daily routine using the new expressions in simple present tense.
- Then the teacher tells the students to write a short description of their daily routines following her example.
- Finally, the teacher calls on volunteers to read their daily routines.

Which of the PPP method stages is missing in Lilian's teaching sequence?

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

47 Sophia has planned to give her students a communicative *post-reading* task. Given the teacher's goal, which activity is **least** appropriate for her purpose?

- a** The teacher tells the students to choose their favorite character and draw it on a piece of paper. Then the teacher asks some volunteers to come to the front and describe the drawings.
- b** The teacher asks the students to work in pairs to create a conversation between the fox and the crow. They write the conversation, practice it for some minutes and present it in front of the class.
- c** The teacher groups the students and tells them to change some details of the story in order to make a new version of it. The students discuss, put their ideas together and narrate the new version of the fable to the class.

48 Graciela wants her students to use the following expressions in an oral presentation on "How to prepare a popular dish of your community."

- The first thing to do is...
- Then you will...
- Be careful not to...

Which of the following language functions are those expressions suitable for?

- a** Contrasting ideas.
- b** Giving instructions.
- c** Showing preferences.

42 Adela wants her students to practice *Exchanging personal information* through a speaking activity. She has thought of the three following activities:

Activity 1:

The teacher provides each student with a chart in which they have to complete the following information: name, address and cellphone number. She asks the students to approach at least two students from another classroom and fill in the information. Then some volunteers report the answers they got.

Activity 2:

The teacher asks the students to imagine they are at a party where they don't know each other. She plays some music on and asks the students to stand up and mingle. She stops the music and asks them to do some small talk to the classmate next to them for some minutes.

Activity 3:

The teacher pairs up the students. She assigns them the following roles: student A is a famous artist and student B is a manager who is interested in representing him or her. They introduce each other and share cellphone numbers, social networks, email addresses, etc.

Which of the activities Adela has thought of is **NOT** appropriate to develop the function *Exchanging personal information*?

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

43 Zaida wants to help her students improve their speaking skills. Before the activity starts, she provides the students with the following expressions to be used during the speaking practice.

- I'm afraid that is not right.
- I beg to differ.
- Not necessarily, for example...

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

- a** Expressing doubt.
- b** Expressing disagreement.
- c** Expressing disappointment.

44 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.

Read the following situation and answer questions 45, 46 and 47.

Sophia wants to help her students develop their reading comprehension skills. She gives the students the following written text:

The Fox and the Crow

A Fox once saw a Crow fly off with a piece of cheese in its beak and settle on a branch of a tree. "That's for me, as I am a Fox," said Master Reynard, and he walked up to the foot of the tree. "Good day, Mistress Crow," he cried. "How well you are looking today: how glossy your feathers; how bright your eye. I feel sure your voice must surpass that of other birds, just as your figure does; let me hear but one song from you that I may greet you as the Queen of Birds." The Crow lifted up her head and began to caw her best, but the moment she opened her mouth the piece of cheese fell to the ground, only to be snapped up by Master Fox. "That will do," said he. "That was all I wanted. In exchange for your cheese I will give you a piece of advice for the future: 'Do not trust flatterers.'"

Taken from www.eastoftheweb.com/short.stories/UBooks/FoxCrow.shtml

45 After the students read the text, the teacher writes the following questions on the board for the students to answer them:

- What type of text is this?
- Who is this text written for?
- What is the story about?

Which reading skill is the teacher trying to promote with her questions?

- a** Predicting content.
- b** Reading for specific information.
- c** Reading for global understanding.

46 Sophia pairs up the students and tells them the following: "In the fable, the fox gives the crow this piece of advice: 'Do not trust flatterers.' Do you agree with this advice? Why? Why not?" The students work for some minutes to exchange their opinions. What is Sophia's **main** purpose with her questions?

- a** She wants the students to infer meaning from the text.
- b** She wants the students to reflect on the content of the text.
- c** She wants the students to retrieve information from the text.