

CONOCIMIENTOS PEDAGÓGICOS,  
CURRICULARES Y DISCIPLINARES DE  
LA ESPECIALIDAD  
EBR Secundaria Inglés como  
Lengua Extranjera  
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PERÚ

Ministerio  
de Educación

# 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 presentan la cantidad de preguntas de cada cuadernillo, la numeración de dichas preguntas y los puntos 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 de su 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 los cuadernillos, 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 borradores o enmendaduras, pues podrían afectar la lectura de su ficha.

Cuando el aplicador dé la indicación de inicio de la prueba, y antes de resolverla, verifique con detenimiento que el cuadernillo de **Habilidades Generales** tenga 25 preguntas, y el cuadernillo **correspondiente a su grupo de inscripción**, 50 preguntas. Además, corrobore que ninguno de los cuadernillos presente algún error de impresión o compaginación. Si esto ocurriera, avise al aplicador para que le ofrezca el apoyo respectivo.

**La revisión de los cuadernillos que le fueron entregados y el correcto marcado de la ficha de respuestas es de su exclusiva responsabilidad y debe ser realizado conforme a lo señalado en estas orientaciones.**

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

Read the following situation and answer questions 26, 27, 28 and 29.

Pablo wants his students to work on their reading skills through a text titled “Interesting facts of chocolate,” so he has planned the following activities:

**26** As first step, Pablo wants to activate the students’ schemata on the topic “facts of chocolate.” Which of the following activities is **most** appropriate to carry out?

- a** The teacher gives each student the first paragraph of the text. Then he asks the students to think about the possible content of the following paragraphs.
- b** The teacher shows two bars of different chocolate brands. Then he asks the students to say which chocolate brand they prefer and explain the reasons for their choice.
- c** The teacher writes “What do you know about chocolate?” in the center of the board. Then he asks the students to go to the board and write some ideas to answer the question.

**27** In a further step of the lesson, Pablo provides the students with the text and does the following:

- First, the teacher asks the students to read the text individually to look for the following information:

- Three benefits of chocolate
- Two countries where cacao grows
- Four kinds of chocolate
- Three ways to prepare chocolate

- The students highlight the information in their texts and compare their answers in pairs.

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

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

**28** Now, the teacher wants the students to work on the skill **Inferring information** from the text. Which of the following questions would be appropriate to achieve the teacher's purpose?

- a** Would you try chocolate to benefit your health? Explain.
- b** Which of the facts mentioned in the text is new to you?
- c** What do you think is the author's knowledge area?

**29** Finally, Pablo wants his students to work on a **communicative** post-reading activity. Which of the following activities is **least** appropriate to carry out?

- a** The teacher puts the students in groups and gives each group a piece of flip chart paper and markers. Then he asks the students to make a graphic organizer about the facts of chocolate. Finally, each group presents their flip chart orally in front of the class and the audience asks questions in case they have any doubts.
- b** The teacher pairs up the students and asks them to think of a name for a new chocolate brand. They have to create a slogan for their brand and prepare a brief talk on the facts of chocolate to be presented at the upcoming school fair. Finally, the students present their work orally and the whole class agrees on the slogan and talk to be given at the fair.
- c** The teacher pairs up the students and assigns each student a role: Student A is an entrepreneur that has run a chocolate business in the community and Student B is a journalist who interviews the entrepreneur. In the interview, the students have to use some of the facts they learned about chocolate. Finally, some volunteers present the oral interview to the class.

**30** The teacher wants her fourth graders to develop their oral skills through the topic “Life experiences.” She has thought of three strategies to achieve her purpose. Which of the following strategies she has thought of is **more** meaningful for her students?

- a** The teacher has the students answer a questionnaire about life experiences. She asks them to exchange it with a classmate and read the classmate’s answers for some minutes. Then the teacher calls on volunteers to report some of their classmate’s answers aloud.
- b** The teacher tells the students to use the question “Have you ever...?” to interview their classmates. She tells the students to ask follow-up questions to get details about their peers’ experiences. Finally, the teacher calls on volunteers to report their findings to the class.
- c** The teacher puts the students in groups and gives them biographic information about famous singers. She tells the students to read the information and decide which singer has had the most interesting experiences. Finally, the students report the singer’s experiences to the class.

**31** Isabel’s third-grade students have written a text narrating an anecdote using past tense verbs. While checking the students’ texts, Isabel noticed that some of them still have difficulties using the past form of the irregular verbs. Therefore, she plans to carry out an activity that helps the students overcome those difficulties. Which of the following activities is **more** appropriate to carry out?

- a** Provide the students with bingo cards that have the past simple form of different verbs in each card. Read the verbs in present tense and tell the students to mark those verbs in the bingo card, but in their past forms. The student that finishes first says “Bingo” aloud, which means he is the winner of the activity.
- b** Bring envelopes that contain copies of a comic story cut into different scenes. The scenes depict the story only through pictures, they don’t contain any text. Group the students and give each group an envelope then tell the students to organize the scenes and describe them using the past tense.
- c** Give each student a copy of a text that describes past events. The text has some gaps in it and next to each gap there is a parenthesis with a verb in its base form. Ask the students to complete the gaps changing the verbs in parenthesis into their past forms and then compare their answers in pairs.

Hortencia is planning a communicative speaking session about eating habits following the Task-Based Learning method. This is the first part of her plan:

**Pre-Task cycle**

- First, the teacher shows the students a video about four people discussing their eating habits. She asks the students to take some notes of the eating habits of each person on the video.
- As a whole class, the students share some of the ideas they got. The teacher adds some information if needed.

**32** Now, she wants to include some activities for the **task cycle**. Which of the following activities should **NOT** be considered at this stage of the session?

- a Students interview each other about their eating habits.
- b Students present reports about their eating habits to the class.
- c Students analyze language structures and vocabulary about eating habits.

**33** At the end of the speaking session, Hortencia asks her students to discuss the following questions:

- Was the task useful? Why?
- What was the most difficult part of it?
- How can you overcome this difficulty?

Which of the following learning management processes does Hortencia want to encourage with this activity?

- a Metacognition.
- b Decision making.
- c Autonomous learning.

**34** Jose's students have finished writing an e-mail to a friend that is not in town. Now, he collects the texts for correction. Here is Vanessa's e-mail, one of the students in Jose's class:

Dear Rosa,

Hi, how are you? What are you up to? Have you finish your exams all? I'm going to be in Trujillo next week. I'll be busy, but if we meet, it'd be great. My sister is also in Trujillo. She is workin as a teacher. She was there since March and she likes to see me.

Lots of love,

Vanessa

Based on Vanessa's e-mail, which of the following aspects does she still need to improve?

- a The spelling of some words included in the text.
- b The tense or form of the structures used in the text.
- c The order of the words within the sentences of the text.

**35** Manuela's students are going to give an oral presentation about "global warming and its possible consequences on the planet." She asks her students to build their arguments using the following expressions:

- It is likely to...
- They won't be...
- There might be...
- There will definitely be...

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

- a Making predictions.
- b Making comparisons.
- c Making generalizations.



**36** Claudia's students have been working on giving directions to places. Now, she wants to take advantage of this context to help her students improve their speaking skills in a meaningful way.

Which of the following strategies is **least** appropriate for the teacher's purpose?

- a** The teacher pairs up the students and assigns them a role. Student A is a foreigner who gets lost and student B is a local citizen. The foreigner asks how to get to some specific places in town and the local citizen gives him directions.
- b** The teacher displays, on the board, a map of the neighborhood showing places and their locations. She writes prompts such as: "How do I get to...?", "Go straight", "Turn left", etc. In pairs, the students ask for and give directions to get to some of those places.
- c** The teacher gives each student a conversation between a police officer and a tourist who is asking for directions. She tells them to practice the conversation with different classmates changing some prepositions and places every time they talk to a new peer.

**37** Diana wants her students to participate in a speaking activity in which they use the language function "Stating facts." Considering the teacher's purpose, which type of conditional does she have to ask the students to use?

- a** Zero conditional.
- b** Second conditional.
- c** Third conditional.

**38** John's students are talking about "Likes and dislikes." At the beginning of an activity, he gives them the following instruction: "Ask each other the question 'What's your favorite hobby?' as well as other wh-questions to get additional information." Before the students begin the task, he wants to check the students' comprehension of his instruction. Which of the following strategies is **more** appropriate for his purpose?

- a The teacher repeats the instruction as many times as necessary until the students know what to do.
- b The teacher chooses some students to come to the front of the class and help him model the activity.
- c The teacher calls one volunteer to explain to his classmates, in Spanish, what the instruction for the task is.

**39** Belinda's students are participating in a guessing game in which they have to give descriptions of people, places and things. Which of the following grammatical structures is **most** appropriate for the language function "Describing people, places and things"?

- a Adverbs.
- b Adjectives.
- c Prepositions.

40

Miranda's students have just finished reading a text about different ways to deal with stress. Now Miranda wants to check if her students have acquired a **global understanding** of it. Which of the following instructions can be delivered for that purpose?

- a "Look for the expression 'pamper yourself' and tell me what you think it means. You can't use a dictionary."
- b "Close your books and discuss the following questions in pairs: 'What is the text about?' 'Why do you think so?'"
- c "The text mentions six relaxation techniques. 'Which are those techniques?' Take a look at the article again and underline the techniques."

## CLOZE

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

### Digital habits across generations

Today's grandparents are joining their grandchildren on social media. In the UK the over-55s are joining Facebook in increasing numbers, meaning that they **(41)** \_\_\_\_\_ soon be the site's second biggest user group.

Sheila, aged 59, says, 'I joined to see what my grandchildren are doing, as my daughter posts videos and photos of them. It's a **(42)** \_\_\_\_\_ better way to see what they're doing than waiting for letters and photos in the post. That's how we did it when I was a child, but I think I'm lucky I get to see so much more of their lives than my grandparents **(43)** \_\_\_\_\_.'

Ironically, Sheila's grandchildren are less likely to use Facebook **(44)** \_\_\_\_\_. Children under 17 in the UK are leaving the site, but they're not going far from their smartphones. Chloe, aged 15, even sleeps with her phone. 'It's my alarm clock so I have to,' she says. 'I look at it before I go to sleep and **(45)** \_\_\_\_\_ I wake up.'

Unlike her grandmother's generation, Chloe's age group is spending so much time on their phones at home that they are missing out on spending time with their friends in real life. Sheila, **(46)** \_\_\_\_\_, has made contact with old friends from school she hasn't heard **(47)** \_\_\_\_\_ in forty years.

Teenagers' parents were the early **(48)** \_\_\_\_\_ of the smartphone. Peter, 38 and father of two teenagers, reports that as a teenager, he **(49)** \_\_\_\_\_ on his phone or laptop constantly. 'How could I tell my kids to get off their phones if I was always in front of a screen myself?' So, in the evenings and at weekends, he takes his SIM card out of his smartphone and puts it into an old-style mobile phone that can only make calls and send text messages. 'I'm not completely **(50)** \_\_\_\_\_ from the world in case of emergencies, but the important thing is I'm setting a better example to my kids and spending more quality time with them.'

Adapted from <https://learnenglish.britishcouncil.org/skills/reading/intermediate-b1/digital-habits-across-generations>

41

- a will
- b shall
- c would

42

- a many
- b much
- c more

43

- a were
- b had
- c did

44

- a ourselves
- b yourselves
- c themselves

45

- a just
- b as soon as
- c immediately

46

- a yet
- b in spite of
- c on the other hand

47

- a from
- b out
- c by

48

- a donors
- b adopters
- c receptors

49

- a is
- b will be
- c used to be

50

- a cut in
- b cut off
- c cut across

**51** Lorena would like her third-grade students to practice **written coherence**. Which of the following strategies is **more** appropriate to carry out?

- a** The teacher brings a text about coherence, its elements, and its importance when writing. The text has comprehension questions to be completed after reading. She pairs up the students, gives each pair a copy of the text, and asks them to read it and answer the questions together.
- b** The teacher brings a piece of flip chart paper that has a two-paragraph story written on it. She sticks it on the board and gives the students some minutes to read the story. Next, she asks the students to answer the following questions: Is the information in the story well organized? How are the ideas within the story connected?
- c** The teacher brings copies of an article, gets the students in pairs and provides each pair with a copy of the article. Then she asks the students to identify the topic sentence in each paragraph, as well as the information such as details and examples that support each topic sentence. Last, they compare if they have identified the same information.

**52** Sofia wants to involve her students in **extensive listening** tasks outside of class. Which of the following strategies would be **more** appropriate to assign for this purpose?

- a** Encourage the students to look for some podcasts about the topics they are interested in. Tell the students to choose their favorite podcasts, listen to them at home and report the most important ideas in class.
- b** Give the students an audio related to one of the topics previously seen in class and ask them to listen to it at home. Give the students a list of specific questions for them to answer based on the audio they listened to.
- c** Provide the students with the links of the audios they will listen to during the following sessions. Ask the students to select two of the audios provided, listen to them at home and write the main idea of each of the audios in their notebooks.

**53** Estela's students are going to write a short paragraph. She asks them to use the following expressions:

- It is obvious that...
- Knowing the trends, ...
- We can establish that...
- According to the information I got...
- The way in which the information was compiled...

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

- a** Interpreting data.
- b** Expressing wishes.
- c** Showing preferences.

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?

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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.

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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.

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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.

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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>



**54** 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.

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**55** 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.

**56** 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.

Leonardo's fifth-grade students are going to listen to the recording of the following telephone conversation between two people:

**A:** Good morning.

**B:** Uh, good morning. I'd like to make a reservation for the third weekend in September. Do you have any vacancies?

**A:** Yes sir, we have several rooms available for that weekend. When exactly will you be arriving?

**B:** Er..., the 24th.

**A:** How long will you be staying?

**B:** Two nights. What's the rate for a room with twin beds?

**A:** Um, it's 150 dollars per night. Under what name do you want the reservation?

**B:** Charles. I mean, Charles Hannighan.

**A:** Alright, Mr. Hannighan, your reservation has been made for the twenty-fourth of September. Check-in is at 2 o'clock. If you have any other questions, please do not hesitate to call us, ok?

**B:** Great, thank you so much.

**A:** My pleasure. Have a nice day.

Adapted from <https://www.vocabulary.cl/Lists/Hotel-Dialogues.htm>

**57** Leonardo wants his students to work on the listening skill **Listening for specific information**. Which of the following strategies is **NOT** appropriate to achieve his purpose?

- a** Give each student a worksheet that contains a gap filling exercise related to the conversation. While the students listen to the audio, ask them to fill in the blanks with the missing information.
- b** On the board, write four false sentences related to the conversation. Play the audio of the conversation and ask the students to correct the sentences in their notebooks, using the right information.
- c** Divide the class into groups A and B: group A writes speaker A's lines and group B speaker B's lines. After the students listen to the conversation, one student A works with one student B to reconstruct the conversation using the information they got.

**58** Leonardo wants his students to work on the listening skill **Inferring information**. Which of the following set of questions is appropriate to help the teacher achieve his goal?

**a**

- What are the speakers talking about?
- What type of language register are the speakers using?

**b**

- Where does speaker A work?
- How many people will arrive with speaker B?

**c**

- When will speaker B arrive?
- How much does the room with twin beds cost?

**59** During the listening activity, one student raises his hand and asks: “Teacher, what is the meaning of ‘vacancies’?” Which of the following actions is **more** appropriate for the teacher to carry out?

- a** Write, on the board, an extract of the dialogue where the word ‘vacancies’ is mentioned and ask the student for its possible meaning. Give the student some examples using the word and then ask him to give his own example.
- b** Lend the student an English-Spanish dictionary and ask him to look for the meaning of the word ‘vacancies.’ Ask him to write the definition in his notebook and two sentences using the word.
- c** Tell the student the definition of the word ‘vacancies’ in English. If the student doesn’t understand the definition in English, translate the word ‘vacancies’ into his native language.

**60** After answering some listening comprehension questions, Leonardo wants to help his students identify nonverbal and paraverbal resources in the conversation. Which of the following strategies is the **best** to achieve his purpose?

- a** Ask the students to pay attention to the type of language the speakers use and decide whether it is formal or informal. Tell them to write examples of that language in their notebooks. Then invite some volunteers to share their examples with the rest of the class.
- b** Ask the students to pay attention to the fillers the speakers use during the conversation. Tell the students to make a list of those fillers in their notebooks. Give each student a copy of a different telephone conversation and ask them to place the fillers wherever they consider suitable.
- c** Ask the students to pay attention to the voice volume, fluency and pauses the speakers use. Encourage the students to imagine gestures, facial expressions and body movements the speakers may make. Have them discuss how these features could help the speakers make themselves understood.

61

Felipe wants his students to practice their writing skills through the topic “my favorite cartoon of all time.” With that purpose in mind, he has designed a sequence. Here is **part of the sequence**:

- First, the teacher shows the students some characters of a popular cartoon among the students. He elicits from the students the cartoon name, the characters’ names and some of their characteristics.
- Then he draws a mind map on the board and writes the cartoon name in the center of it. The mind map has branches for the students to brainstorm some ideas related to the cartoon.
- The teacher tells the students they have some time to go to the board to complete the branches with those ideas.
- After that, the teacher explains the drawing on the board is a mind map and asks the students the following questions: “What is the purpose of a mind map?” and “Would you make one before writing a text?” The students discuss the questions in groups.
- Next, the teacher tells the students they will make a mind map about their favorite cartoon. That mind map will be used to write their text at a further step.

Which approach to writing is involved in the sequence presented above?

- a Genre approach.
- b Process approach.
- c Product approach.

62

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.

**63** 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.

**64** Camilo's students are going to write on the topic "How social networks influence people's lives." He wants to know what information students have on that topic, so that he can adapt the lesson to the students' needs and context. Having this in mind, he does the following activities:

- The teacher groups the students. He gives each group a flipchart paper and markers.
- He asks them to make a brainstorming chart containing their thoughts about the way social networks influence people's lives.
- Then the teacher calls on some volunteers to present their charts.
- Finally, the teacher collects the charts.

Which of the following types of assessment is Camilo carrying out?

- a Final assessment.
- b Process assessment.
- c Diagnostic assessment.



**65** The students in Paulina’s class have been describing past events using the simple past tense. During a pair work activity, using the target language, Paulina hears one student say, “I visit my cousin last weekend.” What should Paulina do **first** in order to help the student **become aware** of this mistake?

- a** She should prompt the student to correct the sentence himself.
- b** She should say the verb correctly and then ask the student to repeat after her.
- c** She should give the student two choices (visit/visited) for him to select the correct one.

**66** Augusto’s students are going to work in pairs in order to practice how to make invitations. After Augusto assigns each student a role and gives instructions for the activity, he provides the students with the following expressions:

- Unfortunately, now is not the best time for me.
- Normally, I would say it’s great, but...
- I would love to help you, but...

Considering the expressions provided, which of the following language functions is **mainly** going to be promoted in Augusto’s activity?

- a** Saying no politely.
- b** Giving clarifications.
- c** Expressing uncertainty.

Read the following situation and answer questions 67, 68 and 69.

Jorge wants his students to talk about “the importance of mobile apps in everyday life.” He will use a survey as input for his session.

- 67** First, Jorge wants to activate the students’ prior knowledge about the topic. Which of the following activities is **most** appropriate to carry out?
- a** Elicit from the students some common mobile apps and write them on the board. Then ask the students to choose the apps they use more and explain why those apps are necessary for them.
  - b** Ask the students to get in pairs and mention how often they or the people they know use mobile apps. After that, ask the students to report their findings to the rest of the class.
  - c** Play an audio about the newest mobile apps and ask the students to write some interesting information about those apps. Next, ask the students to share their answers aloud.

**68** Next, Jorge provides each student with the following survey:

<b>SURVEY</b>	<b>Me</b>	-----	-----	-----
How often do you use mobile apps?				
What mobile apps do you use more frequently?				
Why do you prefer those mobile apps? a. They are easy to use. b. They have different tools. c. They are free of charge.				
Is it possible to do the same things you do with the apps using another tool? a. Yes b. No				
In the future, what kind of apps do you think are going to be available?				

After the students have completed the survey and compared their answers in pairs, the teacher asks them to get in groups to discuss the following questions:

- What types of questions can you identify in the survey?
- Which type is more useful to get detailed information?
- Which questions are easier to answer in a survey?

What is Jorge **mainly** aiming at with this activity?

- a** He wants the students to understand key vocabulary from the survey.
- b** He wants the students to retrieve information from the survey.
- c** He wants the students to reflect on the form of the survey.

**69** Now, Jorge wants to carry out an activity to help his students develop their writing skills. Which of the following activities is **more** appropriate to achieve his purpose?

- a** The teacher asks the students to write a report based on the information they got when they surveyed their classmates. Then the students compare their reports in pairs and give each other feedback.
- b** The teacher asks the students to write a concept map about the process of designing a survey. Then the students present their concept maps in front of the class and answer some questions from the audience.
- c** The teacher asks the students to make a two-sided card about an app they mentioned in the survey: on one side, they draw the app and on the other side they describe it. Then the students mingle and read the cards to different peers.

**70** Filomeno wants his students to practice **oral fluency** using the topic “at the market.” He groups the students and asks them to propose some activities that help them develop oral fluency. Which of the following students’ comments is **least** appropriate to achieve the teacher's purpose?

- a** Christian says: “We can improvise a conversation between a customer and a seller at the market. Then we can present it in front of the class.”
- b** Danilo says: “I think an announcement of a product in a market could be a good idea. We can write some announcements and then read them aloud.”
- c** Esmeralda says: “Maybe, we can exchange experiences that happened to us at the market. We can get in groups to listen to all our experiences and select our favorite.”

**71** Gerardo has noticed that his students need to develop their listening skills, so he wants them to reinforce those skills. He has planned the following activity:

- First, Gerardo gives each student a worksheet with three different pictures: A) a girl and a waiter in a café, B) a patient and a nurse in a hospital and C) a student and a teacher in a classroom.
- Then he gives the following instructions: “Listen to three short conversations. Match each of the conversations with one of the pictures on the worksheet. Write a number 1, 2 or 3 next to each picture.”

Which skill is the teacher aiming at with the activity presented above?

- a** Interpreting information.
- b** Predicting content.
- c** Listening for gist.

**72** Dunia's fourth-grade students are going to write a persuasive text **for the first time**. She wants her students to get familiar with that type of text, so she will provide them with input to revise at home, before they come to class. Which of the following sources of input is **least** appropriate for her students?

- a** A sample of a persuasive text. The text has different types of mistakes, corrections next to the mistakes and a section with detailed written feedback.
- b** A video about the format that needs to be followed in order to write a persuasive text. The presenter explains the sections and gives tips to write a successful text.
- c** A graphic organizer containing key ideas related to persuasive texts. The graphic organizer has understandable language, as well as catchy pictures that go well with the content.

**73** Angela wants her students to work on the function "Expressing possibility" through a speaking activity. Which of the following structures is appropriate for the language function Angela wants her students to work on?

- a** Modal verbs.
- b** Stative verbs.
- c** Action verbs.

**74** Renato has just modeled a conversation about daily schedules. Now, during the **semi-controlled stage**, he has asked his students to practice the same conversation, but they should personalize some of the activities they do every day. While the students are practicing, Renato notices that some of them make some mistakes when describing the activities. Aware of the situation, Renato wants to give the students some feedback at the end of the activity.

Considering the stage mentioned, what should the teacher focus on when giving feedback?

- a** Fluency.
- b** Accuracy.
- c** Mechanics.

Delia's third graders are going to practice their listening skill **Inferring attitude** after listening to the following dialogue:

**Martha:** Can you come to my house later?

**Susana:** I have to visit my grandma.

**Martha:** And tomorrow?

**Susana:** Movies with my neighbors.

**Martha:** Then when can you come?

**Susana:** Hmm...next week. I will let you know.

**Martha:** Oh, come on!

Delia asks the following questions: "What is Martha's attitude towards the invitation?" and "What about Susana's attitude towards going to Martha's house?" She asks the students to write down their answers and discuss them with a classmate for some minutes before they share their ideas with the class. These are the ideas of three volunteer students:

Luis says: "Martha invites Susana to her house. Susana says she will let her know. They have different personalities."

Andres says: "They want different things but Martha convinced Susana. Susana accepted because they are friends."

Tulio says: "Martha is persistent and doesn't give up. Susana is giving a lot of excuses, maybe she is not interested."

Which of the students' opinions provides **more** evidence that the listening skill **Inferring attitude** has been developed?

- a Luis'
- b Andres'
- c Tulio's



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