

EDUCACIÓN BÁSICA ALTERNATIVA

Ciclo Avanzado: Idioma Extranjero - Inglés

A21-EBAA-11

Concurso para el Ascenso de Escala en la Carrera Pública Magisterial

Fecha de aplicación: julio de 2018

www.minedu.gob.pe

INSTRUCCIONES

Esta prueba consta de sesenta (60) preguntas que usted deberá responder. A continuación, se presentan el puntaje por respuesta correcta y el puntaje mínimo requerido para clasificar a la siguiente etapa según la escala magisterial a la que postula:

| Escala magisterial a la que postula | Cantidad de preguntas | Puntaje por respuesta correcta | Puntaje máximo | Cantidad mínima requerida de preguntas acertadas | Puntaje mínimo requerido |
|-------------------------------------|-----------------------|--------------------------------|----------------|--|--------------------------|
| Segunda escala | 60 | 1,5 | 90 | 36 | 54 |
| Tercera escala | 60 | 1,5 | 90 | 38 | 57 |
| Cuarta escala | 60 | 1,5 | 90 | 40 | 60 |
| Quinta escala | 60 | 1,5 | 90 | 42 | 63 |
| Sexta escala | 60 | 1,5 | 90 | 44 | 66 |
| Séptima escala | 60 | 1,5 | 90 | 46 | 69 |

En este cuadernillo, usted deberá responder únicamente las preguntas que corresponden a la opción en la que se ha inscrito, según consta en sus datos impresos en la carátula. En la tabla que sigue, busque la opción en la que se inscribió e identifique las páginas en las que se encuentran las sesenta preguntas que le corresponden.

| Opción | Ubicación en el cuadernillo |
|---|---------------------------------|
| EBA Avanzado Comunicación Integral | De la página 5 a la página 37 |
| EBA Avanzado Educación Artística | De la página 38 a la página 82 |
| EBA Avanzado Idioma Extranjero - Inglés | De la página 83 a la página 118 |

El tiempo máximo para el desarrollo de las sesenta preguntas es de tres horas (3h). Usted puede administrar dicho tiempo como lo estime conveniente.

ORIENTACIONES PARA EL MARCADO DE LA FICHA DE RESPUESTAS

Las sesenta preguntas presentan **tres** alternativas de respuesta (A, B, C). Usted deberá marcar sus respuestas en la ficha correspondiente teniendo en cuenta las siguientes indicaciones:

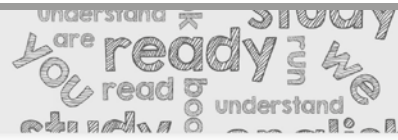
- Use el lápiz que el aplicador le entregó.
- Marque solo una alternativa de respuesta por pregunta, rellenando el círculo completamente de la siguiente manera: ●
- Recuerde que las marcas parciales o tenues (por ejemplo: ☑ ☒ ☓ ☙ ☚ ☛) podrían no ser tomadas en cuenta por la máquina lectora de fichas ópticas, bajo su responsabilidad.

El correcto marcado de la *Ficha de Respuestas* es de su exclusiva responsabilidad y debe ser realizado conforme a lo señalado en estas instrucciones.

- No debe deteriorar su *Ficha de Respuestas*. Evite borrones, enmendaduras y/o marcas tenues que podrían afectar la lectura de su ficha.
- No se tomarán en cuenta las respuestas marcadas en el cuadernillo, sino solo aquellas marcadas en su *Ficha de Respuestas*.
- No se descontará puntaje por las respuestas erradas o sin marcar.

Cuando el aplicador dé la indicación de inicio de la prueba y antes de resolverla, verifique con detenimiento que contiene las sesenta preguntas que le corresponden y que la prueba no presenta algún error de impresión o compaginación. De ocurrir esto, el aplicador le facilitará el apoyo respectivo.

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



1

AA18_25_41

A teacher wants her students to reflect on Peruvian cultural practices in the framework of the intercultural approach. In this context, she is planning a teaching unit on carnival celebrations. Which of the following actions is it **most** appropriate to carry out to develop this unit?

- a Design sessions on the most popular carnival celebrations in Peru and the way those celebrations contribute to the promotion of the Peruvian culture.
- b Design sessions on the carnival celebrations of the students' towns and their level of importance with respect to other carnival celebrations in Peru.
- c Design sessions on the carnival celebrations of the students' communities and their connection to other carnival celebrations in Peru.

2

AA18_25_42

A teacher wants to promote his students' participation in the construction of rules that favor coexistence in the classroom. Which of the following actions is **more** appropriate for this purpose?

- a The teacher tells the class delegates to go over the rules of classroom coexistence the class used last year. Then he asks the delegates to think of ways to improve those rules. Finally, the teacher encourages the class delegates to incorporate their improvements to the old rules.
- b The teacher asks the students about the aspects in which they think that coexistence in the classroom has improved, or not. Then he invites the students to set goals they would like to attain regarding classroom coexistence. Finally, he asks them to propose rules that could help them reach those goals.
- c The teacher, together with other staff members, evaluates the real situation of the students' coexistence. Then he asks the students to determine which aspects of classroom coexistence need to be improved. On this basis, the teacher proposes new coexistence rules for the classroom.

Raul, a blind student, has joined a class in a CEBA. Even though specific sessions were conducted to raise his classmates' awareness on blindness, the teachers have noticed that Raul's classmates avoid including him in group activities. Moreover, a teacher has heard a student saying: "Let's not include Raul in our group. He can't see, so he may not do the homework well enough."

Given this situation, the teachers want the students to question stereotypes about blind people. Which of the following activities is it **more** appropriate to carry out?

- a) Tell the students to observe their surroundings in the community in order to identify the difficulties blind people go through when they move around. Then ask the students to write a proposal on how to reduce those difficulties.
- b) Ask the students to perform, while blindfolded, everyday school activities like moving in the classroom, playing in the school playground, doing team work, etc. Then encourage them to share their individual experiences on how they felt during the activity.
- c) Show the students short biographies of blind people that have made contributions to different fields, such as in science, in the arts, etc. Then help the students analyze the positive or negative influence their environment had on their professional development.

Camila's students are going to practice their oral skills. She wants them to describe location in a functional context, and so she will take advantage of the students' knowledge of the CEBA surroundings. Given her goal, which of the following strategies is it **more** appropriate to carry out?

a

- First, the teacher gives the students a worksheet with true and false statements about the location of some places near the CEBA.
- In groups, the students go through the statements and discuss whether they are true or false.
- Then the teacher dictates the answers and asks the students to construct other sentences about the location of different places near the CEBA.
- Finally, the students read the sentences they have constructed to the whole class for their classmates to say whether their sentences are true or false.

b

- First, the teacher makes a list of places near the CEBA on the board with the students' help.
- Next, the teacher assigns a place from the list to each student.
- Individually, the students have some minutes to prepare an oral description of the place they got without mentioning its name.
- Finally, the students take part in a guessing game in which some volunteers read their descriptions of locations near the CEBA and the other students guess which place they refer to.

c

- First, the teacher pairs up the students and gives them a copy of a map of the places near the CEBA.
- She asks the students to roleplay a conversation: Student A is a visitor that wants to find a place near the CEBA, and student B is a student that gives directions using the map.
- The students think about the phrases they will include and the teacher helps them when necessary.
- Finally, the students practice the conversation and present it to the class.

5

AA18_25_45

Ursula is going to use important historical events of the 21st century to provide the context for her writing class. Because of this, she would like to know what information students have on that topic, so that she can adapt her lesson plan to their needs if necessary. She gives the following instructions:

“You have ten minutes to write everything you know about important historical events of the 21st century. Continue writing until the time is over.”

Based on the teacher’s purpose and the instructions given, which of the following types of assessment is she carrying out?

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

6

AA18_25_46

Pedro intends to teach the language function “Giving instructions” focusing on the language the students need to use to make the recipe of their favorite dish. Which of the following grammatical structures is **least** suited to the language function “Giving instructions”?

- a Phrasal verbs (*chop up, cut out, boil over*).
- b Descriptive adjectives (*new, small, delicious*).
- c Imperative forms (*empty the bin, pass the fries*).

Edward's students have been learning the topic "Birthday celebrations" and he wants to take advantage of that topic to evaluate his students' oral skills in a communicative way. He has thought of three different speaking strategies for that purpose.

Strategy 1: Have the students give a short oral presentation on how people celebrate birthdays in different countries. Then they answer questions from their peers.

Strategy 2: Have the students ask and answer questions, in pairs, on the topic "My dream birthday party." Call on volunteers to present their findings in front of the class.

Strategy 3: Have the students practice a conversation from the book about birthday celebrations. Then call on volunteers to present the conversation in front of the class.

Which of these assessment strategies is **NOT** communicative?

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

8

AA18_25_48

Emmy has given the following instructions for a role play in pairs:

“Student A is having a party and student B is a guest that arrived early. Student A asks student B to help him/her with the music and the organization of the place. Don't forget to include language expressions such as ‘Would you mind...?’, ‘Do you mind...?’, ‘Not at all’, ‘Oh, no problem’.”

Which are the two language functions involved in this speaking activity?

- a Asking politely / agreeing to requests.
- b Asking for suggestions / giving short responses.
- c Making offers or promises / showing interest or surprise.

9

AA18_25_49

Maria'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 Maria'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 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.
- c 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.

Ronnie's students have been practicing describing physical appearances. In order for his students to develop their writing skills, he will ask them to compare two famous singers. He has designed the following activity:

- Show the students pictures of two famous singers and invite the students to describe them. Write their ideas on the board.
- Write a couple of sentences in comparative form using the ideas from the board: "Marc Anthony is shorter than Romeo Santos", "Romeo Santos is more handsome than Marc Anthony."
- Paste pictures of other famous singers on the board and have the students write some comparisons following the teacher's model.
- Next, tell the students to write a short paragraph comparing two of their favorite singers.
- Collect the papers once the students finish.

In the sequence above, what teaching method is Ronnie using?

- a Task-Based Learning.
- b Total-Physical-Response.
- c Presentation-Practice-Production.

11

AA18_25_51

Mario's students are going to read the article "Dealing with stress." Mario wants to help them develop their *skimming skills*. Given Mario's goal, which of the following strategies is appropriate?

- 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 some questions about stress on the board. 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.

12

AA18_25_52

Fiorella wants to help her students develop their listening skills. She has planned the following sequence:

- The students listen to the audio of a conversation. The teacher pauses the recording every few sentences.
- After the teacher pauses the audio, the students say what information the speakers might say next.

Which listening skill does the teacher want her students to develop?

- a Listening for gist.
- b Predicting content.
- c Detecting connectors.

Emerson will get his students involved in writing by having them email Mario Vargas Llosa. He has designed the following sequence:

- The teacher asks for the information the students know about Mario Vargas Llosa and takes notes on the board.
- After that, the teacher asks the students to look for information about one of Vargas Llosa's most important books. They go to the computer lab to make a brief search on the web.
- Later, the teacher tells the students that they are going to write an email to Mario Vargas Llosa to comment on the book they have chosen.
- In their notebooks, they list the comments they would like to send. Using their lists, the students write an email draft while the teacher monitors the activity helping out when necessary.
- Then the teacher pairs up the students and asks them to share their comments. They analyze the language included in their drafts.
- Finally, the students send their final version to Mario Vargas Llosa's email.

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

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

14

AA18_25_54

Timoteo's students are going to work on the language function "Speculating and expressing future possibility" using conditionals. Considering his purpose, which type of conditional does he have to ask them to use?

- a First conditional.
- b Second conditional.
- c Third conditional.

15

AA18_25_55

Yolanda wants to help her students improve their speaking skills. Before starting a speaking practice, she provides them with the following expressions: "That's exactly how I feel" / "That's so true" / "You're absolutely right" / "You have a point there."

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

- a Making suggestions.
- b Persuading someone.
- c Expressing agreements.

Ernesto's students have been practicing "Relating past events" lately. Now, the teacher wants to promote this language function through a meaningful speaking activity. Given the teacher's goal, which of the following activities is appropriate?

- a** The students read a short interview of a famous person on his/her early years. The teacher tells them to highlight the questions and expressions used in the interview to inquire about past events and describe them. Finally, the students work in pairs and use the questions and expressions to interview each other.
- b** The students listen to the audio of a short story narrated in the past tense. The teacher tells the students to take notes as they listen. Then the teacher puts the students in groups and tells them to use their notes to reconstruct the story. Once they finish, one representative of the team reads the story to the rest of the class.
- c** The students look at a picture of a family that lived in the 1950s. The teacher writes on the board sentences with "used to + infinitive" to describe the family's routines at that time. He explains that this structure is used to talk about past habits. The students write more sentences on that family using "used to" and then read their examples to the class.

Karla has planned the following strategy in order to help her students develop their oral fluency:

- First, the teacher puts the students in pairs and reminds them of vocabulary related to holidays and structures used to talk about future plans.
- Next, the teacher shows the students pictures of tourist attractions and tells them to imagine they are going to visit those places during the holidays. They will describe to their classmate what they plan to eat and do in those places.
- Afterwards, the students talk to each other while the teacher monitors. When she identifies grammar mistakes, she interrupts kindly and corrects them.
- Finally, the teacher has the students practice the pronunciation of some mispronounced words.

Given the teacher's purpose, which of the following criticisms of this sequence is appropriate?

- a The teacher shouldn't have corrected the students' grammar mistakes.
- b The teacher shouldn't have had the students practice the mispronounced words.
- c The teacher shouldn't have reminded the students of the vocabulary related to holidays.

Read the following teaching sequence and answer questions 18 and 19.

Carmen has planned the following teaching sequence to develop her students' writing skills:

- The teacher writes "Pollution is destroying our planet" on the board. Then she adds two questions: "What do you know about the issue?" and "How could we solve this issue?"
- The students work in groups to answer both questions. Later, the students write some of their group's ideas on the board.
- After that, the teacher asks the students to look for information to improve the solutions they came up with. They go to the CEBA library and take notes of some relevant ideas.
- Then the students come back to the classroom and, in groups, they choose the best ideas to save our planet. Finally, the teacher asks them to work on a short text to present their ideas to the class.

18

AA18_49_58

Based on the sequence above, which of the following teaching methods is involved in Carmen's sequence to develop writing?

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

19

AA18_25_59

Which of the following is **NOT** an objective developed in Carmen's lesson?

- a Checking students' accuracy.
- b Promoting cooperative learning.
- c Developing students' speaking skills.

Ronald's students are going to listen to the recording of the following telephone conversation between two people:

A: Hi, Dan, I didn't see you in class today. Are you still sick?

B: Hi, Susan. Yes, I'm still sick. I have a fever.

A: Oh! That's too bad.

B: That's okay. Thanks for calling.

A: No problem. I'll stop by your place later. We have a new biology assignment.

Ronald wants to take advantage of this conversation to help his students develop the listening skill *inferring meaning*. Which of the following strategies is appropriate to achieve Ronald's goal?

- a** Ask the students the following two questions: Who is sick? What subject do they have an assignment in?
- b** Have the students figure out the relationship between the speakers and the place where Dan is at the moment of speaking.
- c** Tell the students to listen to the recording and then discuss with a classmate what the general idea of the conversation is.

21

AA18_25_61

Milena wants to help her students improve their speaking skills through a short discussion. She tells them to use the following expressions: "Speaking personally..." / "In my view..." / "The way I see it..."

What language function corresponds to the structures Milena wants her students to practice?

- a Making complaints.
- b Giving clarifications.
- c Expressing opinions.

22

AA18_49_62

Gabriel has noticed that when his CEBA students 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 and use linking words. Follow a coherent sequence in your dialogue."
- b "Try to be fluent and continue the dialogue without gaps in it. Practice the dialogue several times."
- c "Stress the relevant phrases and make pauses when necessary. Remember that facial expressions matter."

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

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

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

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

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

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

B: Really! How did you like it?

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

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

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

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

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

The students have been learning how to describe things. Their teacher wants to help them reinforce their oral ability through a communicative activity in which they describe something in detail. Given this goal, which of the following strategies is **least** appropriate?

- a The teacher pastes the picture of an object on the board. He tells the students they have to describe its characteristics. They observe the picture for some minutes and then the teacher calls for the students' participation.
- b The teacher puts the students in groups. One student in the group picks a vocabulary card and describes the characteristics of the object in the card without saying its name. The other members of the group try to guess what the object is, and then they switch roles.
- c The teacher puts the students in pairs. In each pair, student A receives the picture of a room, and student B gets the picture of the same room with some small differences. Without looking at each other's picture, the students describe what they see and try to find out the differences.

Ariana is going to teach her CEBA students how to write a formal letter. She has planned the following teaching sequence:

- First, the teacher shows the students a formal letter. Based on this sample, they analyze the format and the kind of language used in formal letters.
- Next, the teacher gives the students a letter they have to improve, using the language conventions and the format learned.
- Then the teacher tells the students to write a formal letter following the model shown at the beginning.
- The students organize their ideas and write down the letter.
- Finally, the teacher collects the letters for correction.

What teaching approach did the teacher follow?

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

27

AA18_25_67

Zulema wants her students to use the following expressions in a conversation: “What a bummer!”, “I was so looking forward to...”, “Is that it?” and “Why didn’t you...?”

Which of the following language functions is Zulema trying to promote?

- a Expressing wishes.
- b Expressing preferences.
- c Expressing disappointment.

David wants his students to talk about real possibilities in the future using “*First conditional sentences.*” He has planned the following activity as the first step of his lesson:

- The teacher puts the students in groups. Each group gets a set of sentences which have been split into two parts, for example: *If I don't study, / I won't pass the exam.*
- The students have to match two slips of paper to make a complete sentence. When all the groups have finished, the teacher elicits the correct sentences and writes some of them on the board.
- The teacher writes the following questions on the board: *How many clauses do you see? How does the “conditional clause” start? What tense is used in the conditional clause? What tense is used in the “main clause”? When do we use this type of sentences?*
- The students discuss their answers in their groups, then some volunteers share their ideas with the rest of the class.
- Then the students do some exercises about real possibilities in the future using conditional sentences.
- Finally, the students create their own examples.

Which approach is David trying to promote?

- a Inductive.
- b Deductive.
- c Functional.

Ivan wants his students to practice the following expressions in a communicative way: “Excuse me, but there seems to be a problem here”, “Perhaps there was a misunderstanding but...”, “Can I give you a hand?”, “What can I do for you?”

Which of the following language functions are these structures **most** suitable for?

- a Expressing doubt/giving advice.
- b Making complaints/offering help.
- c Demanding explanations/explaining.

A group of CEBA students will work on their reading skills using the following fact file:

FACT FILE: Say no to bullying

Bullying can happen to me or you or anyone. Millions of children around the world are bullied every year, but there are things that we can all do to help.

What is bullying? Bullying is when someone makes you feel bad or hurts you again and again. Bullying can happen at school, out of school or online. Bullying includes: Calling people mean names, laughing at people, telling lies about people, taking someone’s things without permission, not letting someone play in a group, hitting people, etc.

What is cyberbullying? Cyberbullying happens online and includes: Sending mean messages, sharing photos without permission, not letting someone be part of an online group, etc.

What can you do? If someone is mean to you, tell an adult that you know and like. For example, talk to a parent or a teacher. You can block a person who sends mean messages online. Ask an adult to help you. Don’t reply.

Also, say sorry if you are mean to someone. You can write a message or talk to the person. Think about how to be kind in the future. We can all help to say no to bullying.

Source: <https://learnenglishkids.britishcouncil.org/en/reading-practice/say-no-bullying>

The teacher has planned to have the students read the fact file and answer the following questions:

- What kind of behavior shows that someone is bullying others?
- What can you do if you are bullied by someone?
- What should you do when you realize you were mean to someone?

Considering these questions, what is the reading skill the teacher is trying to promote?

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

Read the following teaching sequence and answer questions 31, 32, 33 and 34.

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

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

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

31

AA18_25_71

In the sequence above, which listening skill is involved in the **first listening**?

- a Listening for gist.
- b Contextualizing.
- c Listening for details.

32

AA18_25_72

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

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

33

AA18_25_73

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

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

34

AA18_25_74

Which of the following alternatives is it **most** meaningful to perform as a *post-listening activity*?

- a The teacher pairs up the students, and asks them to think about some other questions a reporter could ask a celebrity. Next, the teacher asks each pair to choose a celebrity they admire, and roleplay an interview: one student is a reporter and the other is the celebrity. Finally, they present their oral interaction to the class.
- b The teacher gives each student a piece of paper. Then he asks them to make up a comprehension question based on the interview and write it on the piece of paper they got. Later, the teacher picks up all the questions and puts them in a box. Finally, the teacher calls on volunteers to take a piece of paper from the box and answer the question aloud.
- c The teacher provides the students with the transcript of the interview and asks them to circle any expression they did not understand well. Then he asks them to write those expressions on the board. Next, the students go over the expressions with the teacher's help. Finally, the teacher asks them to write down the expressions and their meanings in their notebooks.

Read the following situation and answer questions 35 and 36.

Alonso wants to assess the written production of his CEBA students. Since Father's Day was celebrated last week, he tells them to write a paragraph about the activities they did during that day. The best paragraphs will be published on the bulletin board.

35

AA18_49_75

Jessica handed in the first draft of her text:

On the last Father's Day my family and I prepared a delicious lunch. We spend a good day, we invite our relatives. On the morning we clean the house, do the shopping and cooked. On the afternoon we eat and danced. It was nice.

Which of the following aspects should the teacher prioritize in the revision of this text?

- a Verb tense.
- b Punctuation.
- c Prepositions.

36

AA18_25_76

David also handed in the first draft of his text:

On Father's Day, I did many things. I bought my dad a shirt blu. Then we went to a restaurant near my house and we ate food delicious. Then we ate cake chocolate.

Which of the following aspects should the teacher prioritize in the revision of this text?

- a Spelling.
- b Word order.
- c Linking words.

37

AA18_25_77

Julian's students have trouble when they try to get the gist of audios. Therefore, Julian will ask his students to listen to a song in English to help them practice that skill. Taking Julian's purpose into account, which of the following aspects is it **more** important to consider when choosing the song?

- a There must be vocabulary the students do not know.
- b The main idea must be clear for the students to understand it.
- c The students must be familiar with the verb tenses included.

38

AA18_49_78

Danny has developed the following sequence to help his students improve their listening skills:

- The teacher tells the students to listen to an announcement of lost objects in the CEBA. They have to focus on the characteristics of the lost objects and the places where they were found.
- The students listen to the audio and take notes.
- Next, the students use their notes to write a short description of the characteristics of the objects and the places where they were found. They will paste the descriptions on the walls of the CEBA for the owners to identify their objects.
- Finally, the students analyze the kind of language used during the activity and the teacher clarifies if necessary.

Which teaching method to listening is used by the teacher?

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

Gerardo asked his CEBA students 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.

Roberto

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

- 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 less 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**."

Hector, a CEBA English teacher, wants his students to improve their *scanning skills*. For this purpose, he has chosen a short descriptive text about planets. Given Hector's goal, which of the following tasks is it appropriate to carry out?

- a** Ask the students to anticipate information from the text before reading it.
- b** Ask the students to share what they understood from the text with a classmate.
- c** Ask the students to complete a fill-in the gaps exercise with information from the text.

41

AA18_25_81

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.

42

AA18_25_82

Vanessa wants her students to improve their listening skill “*Listening for specific information*.” For that purpose, she is going to play the recording of a conversation. Which of the following activities is appropriate in order to achieve Vanessa’s goal?

- a The teacher plays the conversation. She tells the students to write what they understand. Then, in pairs, they try to reconstruct the conversation.
- b The teacher gives the students a worksheet to fill in the gaps with missing words from the conversation. They listen to the conversation and write the words.
- c The teacher plays the recording of the conversation and pauses it at times. She encourages the students to guess the information the speaker might say next.

Elena has brought the following text for a reading session:

Message Board

• **From: petlover**

We have a beautiful gray cat looking for a good home in the New York area. We can't keep her because I just found out I'm allergic to cats.

• **From: daredevil**

I'd like to try rock climbing, but I don't want to go alone. Is anyone in San Francisco interested in climbing with me? I prefer to go on weekdays, if possible.

• **From: handyman**

Hi. I make wooden boxes and bowls. I'd like to sell my stuff, but I don't know much about the business side of things. Can you help me?

• **From: sushifreak**

I want to learn how to make Japanese food. Do you have any easy recipe ideas?

Adapted from: McCarthy, Michael & McCarten Jeanne & Sandiford, Helen (2014) Touchstone student's book 2 (2a ed.). New York: Cambridge University Press.

Elena has planned the following sequence for the *Pre-reading* stage:

- The teacher writes the word "hobbies" in a bubble in the middle of the board.
- Then she elicits two examples of hobbies from the students and writes them on the board.
- Finally, she asks some students to go to the board and write their favorite hobbies around the bubble.

43

Which of the following is **NOT** a purpose involved in Elena's *Pre-reading* stage?

- a Activating students' schema.
- b Introducing the topic of the text.
- c Pre-teaching the vocabulary of the text.

AA18_25_83

44

AA18_25_84

During the *While-reading* stage, the teacher asks the students to match the messages from the message board with the following hobby groups:

| Hobby groups | | | |
|--------------|----------|------|--------|
| Cooking | Outdoors | Pets | Crafts |

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

- a Ordering.
- b Categorizing.
- c Contextualizing.

45

AA18_25_85

Which strategy is it **best** to do during the *Post-reading* stage?

- a The teacher tells the students to read the messages again. Then they write a short response and include a suggestion for the writer.
- b The teacher writes some comprehension questions about the text on the board. Then the students discuss their answers in pairs and share them with the class.
- c The teacher gives the students a multiple choice quiz. The students mark their answers and the teacher collects the quizzes for correction.

46

AA18_25_86

Choose one of the alternatives to complete the given sentence with the correct phrasal verb.

Sentence: My younger sister has the same eyes and smile as my mother. She really _____ her.

- a gets after
- b takes after
- c looks after

47

AA18_25_87

Choose one of the alternatives to complete the given sentence with the correct verb form.

Sentence: If I _____ the office early, I'll go to the movies. I need to get some relax.

- a leave
- b will leave
- c going to leave

48

AA18_25_88

Choose one of the alternatives to complete the given sentence with the correct preposition.

Sentence: I still remember our last year's vacation. Everyone was so excited _____ traveling around Europe.

- a on
- b about
- c towards

49

AA18_25_89

Choose one of the alternatives to complete the given sentence with the correct preposition.

Sentence: Margo won't be able to attend school today. Janice will be teaching instead _____ her.

- a to
- b of
- c from

50

AA18_25_90

Choose one of the alternatives to complete the given sentence with the correct verb form.

Sentence: I _____ to Spain once. It was a great experience.

- a was
- b gone
- c 've been

51

AA18_25_91

Choose one of the alternatives to complete the given sentence with the correct preposition.

Sentence: He was surprised _____ the way people from his new office welcomed him.

- a on
- b by
- c in

52

AA18_25_92

Choose one of the alternatives to complete the given sentence with the correct verb.

Sentence: Experts say that a language _____ out when the speakers of that language stop using it.

- a runs
- b dies
- c gives

53

AA18_25_93

Choose one of the alternatives to complete the given sentence with the correct verb.

Sentence: Go ahead please. I need to send this document before leaving the office, I'll _____ up with you in a minute.

- a get
- b catch
- c reach

54

AA18_25_94

Choose the best alternative to complete the sentence.

Sentence: Lourdes _____ as a teacher since 2006.

- a was working
- b will be working
- c has been working

55

AA18_25_95

Choose the best alternative to complete the sentence.

Sentence: If she had saved money, she _____ bought a ticket for the concert.

- a had
- b will have
- c would have

56

AA18_25_96

Choose one of the alternatives to complete the idiom within the sentence.

Sentence: Come on! Just tell me what happened and stop beating around the _____.

- a corner
- b bush
- c truth

57

AA18_25_97

Read the first sentence and choose the correct alternative to complete the second sentence so that it means the same as the first.

Sentence 1: When we arrived, someone was serving the dinner.

Sentence 2: When we arrived, _____.

- a the dinner was served
- b the dinner was serving
- c the dinner was being served

58

AA18_25_98

Read the first sentence and choose the correct alternative to complete the second sentence.

Sentence 1: The man said to the police officer: "The driver had left at that time."

Sentence 2: The man said to the police officer that the driver _____ at that time.

- a have left
- b had left
- c has left

59

AA18_25_99

Choose one of the alternatives to complete the given sentence with the correct preposition and noun.

Sentence: I have gained so much weight! I really need to go _____ a strict _____ if I want to feel healthier.

- a on – diet
- b at – regimen
- c in – restriction

60

AA18_25_100

Choose one of the alternatives to complete the given sentence with the correct modal verb.

Sentence: I have no time. I _____ leave now if I don't want to miss the bus.

- a may
- b might
- c must



*Trabajando para
todos los peruanos*



PERÚ

Ministerio
de Educación

Hoja de Respuestas

| Pregunta N° | Respuesta correcta |
|-------------|--------------------|
| 1 | C |
| 2 | B |
| 3 | C |
| 4 | C |
| 5 | C |
| 6 | B |
| 7 | C |
| 8 | A |
| 9 | C |
| 10 | C |
| 11 | A |
| 12 | B |
| 13 | A |
| 14 | A |
| 15 | C |
| 16 | A |
| 17 | A |
| 18 | B |
| 19 | A |
| 20 | B |
| 21 | C |
| 22 | C |
| 23 | B |
| 24 | A |
| 25 | A |
| 26 | B |
| 27 | C |
| 28 | A |
| 29 | B |
| 30 | C |

| Pregunta N° | Respuesta correcta |
|-------------|--------------------|
| 31 | A |
| 32 | C |
| 33 | A |
| 34 | A |
| 35 | A |
| 36 | B |
| 37 | B |
| 38 | A |
| 39 | A |
| 40 | C |
| 41 | B |
| 42 | B |
| 43 | C |
| 44 | B |
| 45 | A |
| 46 | B |
| 47 | A |
| 48 | B |
| 49 | B |
| 50 | C |
| 51 | B |
| 52 | B |
| 53 | B |
| 54 | C |
| 55 | C |
| 56 | B |
| 57 | C |
| 58 | B |
| 59 | A |
| 60 | C |