

MISCELANEA - RESOLUCIÓN DE

EXAMEN

1

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

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 the first grade class. Even though specific sessions were conducted to raise the first graders' 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 fourth graders are going to practice their oral skills. She wants her students to describe location in a functional context, and so she will take advantage of the school field trip to the zoo they enjoyed the day before. 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 statements that mention where to find some animals at the zoo.
- 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 one more sentence about the location of an animal at the zoo.
- Finally, the students read the sentence they have constructed to the whole class for their classmates to say whether it is true or false.

b

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

c

- First, the teacher pairs up the students and gives them a copy of the map of the zoo.
- She asks the students to roleplay a conversation: Student A is a visitor that wants to find an animal at the zoo, and student B is a guide that gives directions to its location 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

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

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 third graders 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

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

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: "Zendaya is taller than Selena Gomez", "Selena Gomez is more beautiful than Zendaya."
- 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

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

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 a contemporary writer they admire. He has designed the following sequence:

- The teacher asks for the students' favorite young adult contemporary books and takes notes on the board.
- After that, the teacher asks the students to do some research on the writer of their favorite book. They go to the computer lab to make a brief search on the web.
- Later, the teacher tells them that they are going to write an email to their favorite young adult contemporary writer to comment on his/her work.
- 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 the comments they wrote. They analyze the language included in their drafts.
- Finally, the students look for the author's contact information and send him/her the final version of their 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

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

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 third graders' writing skills:

- The teacher writes "Pollution is destroying our planet" and divides the board in two columns. In the first column, she writes the question "What do you know about the issue?" while in the second column, she writes "How could we solve this issue?"
- The students work in groups to answer both questions. Later, a member of each group goes to the board and writes some of the group's ideas in each column.
- After that, the teacher asks the students to look for additional information that will help them put into practice the solutions they came up with. They go to the school 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

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

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.