

# DESARROLLO DE EXAMEN - EXAM DEVELOPMENT

1 Ariana is going to teach her fifth graders 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.

2 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. ✓

3

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. ✓ from specific to general
- b Deductive. from general to specific
- c Functional. ✗

4

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 second graders 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. ✓

6) Read the following teaching sequence and answer questions A, B, C and D.

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.

A

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

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

B

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.

C

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.

D

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.

7) Read the following situation and answer questions A and B.

Alonso wants to assess the written production of his third graders. 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.

A

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.

B

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.

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.
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