

DESARROLLO DE EXAMEN – DEVELOPMENT EXAM

1) Read the following situation and answer questions A, B and C.

Manuel wants his fourth graders to practice *Extensive listening* in the classroom. He brings the audio of the following conversation:

Carmelo: I don't like traveling by bus.

Daisy: Why not?

Carmelo: The service is terrible, and I hate traffic jams!

Daisy: Well, you can take the train.

Carmelo: There are long queues. I can't stand them.

Daisy: Then ride your bike or walk.

Carmelo: I'm lazy.

Daisy: Hahaha. Come on! Stop being negative!

Carmelo: Yeah, you are right. I have to work on that.

A Taking into account Manuel's purpose, which of the following instructions is it **NOT** appropriate to give when starting the activity?

- a** "Listen to the conversation and try to identify which topic they are talking about. Remember that details are not important right now."
- b** "Listen to the conversation and identify the expressions used to give suggestions. Remember they can be phrases, sentences or commands."
- c** "Listen to the conversation and identify the relationship the speakers have. Remember that the speakers' attitude is important to understand what their relationship is."

B) After listening to the conversation, one student raises his hand and asks: “Teacher, what are queues?” Which of the following actions is it **more** appropriate for Manuel to carry out?

- a Tell the student the definition of “queue” in English. If he doesn’t understand it, translate the word “queue” into Spanish.
- b Explain to the students that queue is a British word and its synonym in American English is row. Ask the student if he got the idea or not.
- c Ask four students to come to the front and line up one behind the other. Ask the whole class what their peers are doing and where people usually stand like that.

C) Manuel wants to use the conversation to promote critical thinking. Which of the following questions is it **most** appropriate to ask?

- a Why doesn’t Carmelo like traveling by bus?
- b How may Carmelo’s negative attitude affect his life?
- c What means of transportation would you recommend Carmelo to use?

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

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

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

- B) As the next step of her lesson, Karina has planned the following activity:

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

Free time activities
Read the questions and check all the answers that apply
What do you enjoy doing in your free time? <ul style="list-style-type: none">• Play sports• Listen to music• Watch movies• Others: _____
Do you do these activities on your own or with others? <ul style="list-style-type: none">• On my own• With others• Both
How often do you do these activities? <ul style="list-style-type: none">• Frequently• Once a week• Rarely

- Give the students the following instructions:

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

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

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

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

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

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

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

3 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.

4 Dina wants to help her students develop their speaking skills through the topic "water scarcity." Which of the following activities is **most** meaningful for the students?

- a** Group the students and ask them to give an oral presentation about water scarcity around the world. Tell them to include statistics to support their ideas. They will elaborate a catchy presentation to get others interested in the topic.
- b** Ask the students to elaborate an interview between an environmental engineer and a journalist about water scarcity in their country. Tell them to include interesting questions and answers. They will present their interviews in front of the class.
- c** Pair up the students and ask them to design an action plan to face water scarcity in their community. Tell them to discuss the objectives, strategies, and resources they will include in it. They will present their action plans to decide which one is the most suitable to apply.

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

Jose's students are going to write a short essay on "the advantages and disadvantages of having a pet." He has designed the following sequence:

- On the board, the teacher draws a chart and divides it into the following categories: "advantages of having a pet" and "disadvantages of having a pet." In their notebooks, the students write some ideas under each category.
- After that, the teacher tells the students that they have to make an outline using the ideas in the chart.
- Then, using their outlines, the students write their first version of the essay.
- Next, the teacher asks them to improve their first version by adding topic sentences and supporting ideas in each paragraph.
- Later, the students exchange their essays and correct all the mistakes they find.
- Finally, the teacher collects the essays.

A Which approach to writing is Jose promoting?

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

B Which writing skill needs to be improved in the sequence presented by Jose?

- a** Planning
- b** Drafting
- c** Revising

CLOZE

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

Eyes of a Blue Dog

By Gabriel Garcia Marquez

But then, when she turned around behind the lamp and I kept feeling her slippery and oily look in back of me, over my shoulder, I understood that it was I 6 was looking at her for the first time. I 7 a cigarette. Then I saw her there, as if she'd been standing 8 the lamp looking at me every night. For a few brief minutes that's all we did: look at each other..."

She took two drags 9 the cigarette. I was still standing, facing the lamp, looking at her. "I'd like to touch you," I said again. And she said: "You'll ruin everything." I said: "It doesn't matter now. All we have to do is turn the pillow 10 meet again." And I held my hand out over the lamp. She didn't move. "You'll ruin everything," she said again before I 11 touch her. "Maybe, if you come around behind the lamp, we'd wake up frightened in who knows what part of the world." But I insisted: "It doesn't matter." And she said: "If we turned over the pillow, we'd meet again. But when you wake up you'll have 12." I began to move toward the corner. She stayed behind, warming her hands over the flame. And I still wasn't beside the chair when I heard her say behind me: "When I wake up at midnight, I keep turning in bed, with the fringe of the pillow burning my knee, and repeating until dawn: 'Eyes of a blue dog...'"

Adapted from Garcia, G. (1974). *Eyes of a blue dog*. Colombia: Mondadori.

- 6**
- a** which
 - b** who
 - c** where

- 7**
- a** shone
 - b** lit
 - c** started

- 8**
- a** beside
 - b** next
 - c** above

- 9**
- a** away
 - b** on
 - c** in

- 10**
- a** for
 - b** so that
 - c** in order to

- 11**
- a** could
 - b** should
 - c** ought to

- 12**
- a** forget
 - b** forgotten
 - c** forgetting