

DESARROLLO DE EXAMEN – DEVELOPMENT EXAM

- 1** Read the following paragraph and choose among the underlined phrases, the one that contains an error.

One sunny afternoon, a soldier was resting over the grass by the side of a road. He was sleeping soundly upon his stomach and his head lying on his left arm.

Adapted from <http://www.classicshorts.com/stories/horsemansky.html>

- a over the grass
- b upon his stomach
- c on his left arm

- 2** Read the following paragraph and choose among the underlined verbs, the one that does **NOT** correspond to the context presented.

The soldier extended his right hand and took his rifle. In that position, he assembled dead. However, if detected, he would be dead afterward due to the crime he had committed.

Adapted from <http://www.classicshorts.com/stories/horsemansky.html>

- a took
- b assembled
- c committed

3 Read the following paragraph and choose among the underlined connectors, the one that does **NOT** correspond to the context presented.

Countries are not so wild or difficult, as far as men make them a place of war. For instance, an army in possession of the frontiers could bring a nation either death or suffering.

Adapted from <http://www.classicshorts.com/stories/horsemansky.html>

- a** as far as
- b** for instance
- c** either

4) Read and answer questions A, B, C, D and E.

Alberto has brought the following text for a reading session with his third graders:

Time to celebrate

People from all over the world are accustomed to different norms and beliefs and celebrate important events in different ways. Take a look at how the following three events are celebrated in different countries.

- **New Year**

Children in Taiwan love the Chinese New Year because they get *hong bao* (red envelopes with money inside) from their relatives. On the other hand, in Ecuador, people say good-bye to the old year by burning life-size dummies dressed in old clothes on big bonfires. These dummies represent something that had a negative impact on the community or someone's well-being.

- **Birthdays**

In Korea, on a baby's first birthday, parents put money, thread, and pencils in front of their baby. If the baby picks up the money, it means he or she is going to be rich. Choosing the thread means a long life for the baby, and choosing a pencil means he or she is going to be a good student. Meanwhile, in India, kids wear brand new clothes on their birthdays and show their parents signs of respect by touching their parents' feet.

- **Weddings**

In Colombia, the bride and groom each light a candle. Then they light a third candle together and blow out the first two. The third candle means that they are now one and are going to share their lives together. Whereas, in the United Kingdom, Australia, and North America, brides wear "something old, something new, something borrowed, and something blue" for good luck. Simultaneously, in Turkey, the female friends of the bride write their names inside her shoes. After the wedding ceremony, the bride looks inside her shoes. If she can no longer read one of her friends' names, it means that friend is going to get married next.

Adapted from McCarthy, M. & McCarten J. & Sandiford, H. (2014). *Touchstone student's book 2* (2a ed.). New York: CUP.

A) Alberto asks his students to read the text and look for the following information:

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- traditions using fire
- traditions about money
- traditions related to clothes

Which of the following reading skills is Alberto trying to reinforce with his activity?

- a** Scanning
- b** Skimming
- c** Summarizing

B) Alberto wants his students to infer information from the text. Which of the following questions is appropriate to achieve his purpose?

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- a Why do children in Taiwan love Chinese New Year?
- b Why do kids in India touch their parents' feet during birthdays?
- c Why do couples blow out the first two candles during weddings in Colombia?

C) Alberto's students are expressing their thoughts about the text. Here is what Camilo expressed:

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"Wedding traditions in Peru are different. For example, in my community, brides throw a bouquet and other girls try to catch it. The winner is supposed to get married."

Which of the following reading skills is Camilo **mainly** applying in his intervention?

- a Skimming
- b Contextualizing
- c Inferring meaning

D) Alberto wants his students to interpret one of the traditions described in the text they have just read. He asks them to work in groups to discuss the following question: "Why do people in Ecuador burn dummies dressed in old clothes for New Year's Day?" Here are some of the students' answers:

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Fabricio: "They want to say good-bye to the old year."

Joaquín: "People want to leave behind the bad experiences they had last year."

César: "Dummies represent something that had negative impact on the community or someone's well-being."

Which student has given an interpretation of the tradition?

- a Fabricio
- b Joaquín
- c César

E) Alberto wants to work on a *post-reading* task to help his students develop their writing skills. Which of the following activities is **more** appropriate for his purpose?

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- a** The teacher asks the students to make a to-do list for New Year's Eve. They have to include all the tasks they need to do during that day.
 - b** The teacher brings copies of incomplete invitation cards to a New Year party. The students have to complete the following information: name, address, time and date.
 - c** The teacher tells the students to write about the way Peruvians celebrate New Year's Eve. They have to mention the activities people do and the importance of that celebration.
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Alejandro is going to teach his students how to write a formal letter using the *Product approach*. He has planned the following teaching sequence:

- First, the teacher puts the students in groups and gives each group a sample formal letter. Based on this sample, the groups analyze the format and the expressions used in formal letters.
- Then the teacher elicits from the students the parts of a formal letter: salutation, body and closure, and writes them on the board.
- In their notebooks, the students make an outline of their letter taking into account the parts of a formal letter.
- Then, individually, the students write a formal letter considering the sample analyzed at the beginning, as well as their outlines.
- Finally, the teacher collects the letters for correction.

Which of the following *Product approach* stages is missing in Alejandro's teaching sequence?

- a Modeling
- b Controlled practice
- c Organization of ideas

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

Daniela's students are going to listen to the audio of a conversation between two radio speakers talking about summer jobs. Here is the conversation she will play:

Jackie: So, we'll be talking about summer jobs. Richard, tell us about one of your summer jobs.

Richard: I used to work as an assistant in the school stadium. It was really fun because it was outdoors, and I got to talk to a lot of people. What about one of your jobs, Jackie?

Jackie: One summer, I worked in a section of the supermarket selling ice-cream.

Richard: And did you enjoy that?

Jackie: Actually, yeah! It was nice to meet people and talk to the customers.

A Before playing the audio, Daniela wants to help her students develop their listening skill *Predicting content*. Which of the following strategies is it **more** appropriate to carry out?

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- a** The teacher writes three sentences on the board: "Jackie had a job in a supermarket", "Richard enjoyed his job as an assistant", and "Jackie worked near her house." Then the students guess which of these sentences will be part of the audio.
- b** The teacher writes, on the board, the following words from the listening: "summer", "assistant", "fun", "supermarket", "enjoy" and "customers." Then, in small groups, the students use those words to discuss what they think the audio will be about.
- c** The teacher writes, on the board, the topic of the listening: "summer jobs." Then she elicits some words related to it and writes them next to the topic. She tells the students to work in pairs to discuss what summer jobs they think will be in the audio.

B After listening to the audio, Daniela tells her students to answer the following questions:

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- What did Jackie sell?
- Where did Richard work?
- During which season did both speakers use to work?

Which of the following listening skills is Daniela trying to promote?

- a** Listening for gist.
- b** Inferring meaning.
- c** Listening for specific information.

7 Eduardo wants to help his students develop their oral skills. He has designed the following teaching sequence:

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- The students watch a video about traffic issues (traffic jams, bad driving, etc.) in different cities around the world. Next, in pairs, the students discuss their impressions about the video.
- Then the teacher writes the following questions on the board: “What do you think about the traffic in our city?”, “What can our authorities do to deal with traffic issues?” and “How can we contribute to the authorities’ efforts?”
- Next, the teacher forms groups of three and asks the students to discuss the questions and write their conclusions on a flipchart.
- After that, the groups give an oral presentation in front of the class and answer some other questions made by the audience.
- Finally, the teacher asks the students to report how they organized the activity and what difficulties they found during the process.

Which of the following methods has **NOT** been promoted in Eduardo’s teaching sequence?

- a** Task – Based Learning
- b** Content – Based Learning
- c** Problem – Based Learning

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.

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.

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

Ximena's students have written an e-mail inviting someone to visit them to spend New Year's Eve. Now, Ximena is revising her students' writings to give them constructive feedback.

A Tabata, one of her students, has handed in the following e-mail:

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From: Tabata
To: Leonardo
Subject: New Year's Eve

Hello, Leonardo

How is Canada? How is you? Last year my mother cooked in New Year's Eve, she cooked delicious. We has turkey, potatos, vegetables, chocolate, chicha. I liked it and my mom were happy. In 2019 we will have food, drinks, gifts, music. Come visit me in New Year's Eve.

See you.

Greetings from Peru.

Tabata

Here is the feedback Ximena has written for Tabata:

"Dear Tabata, there are some problems in your writing. Check verb agreement, spelling and punctuation, please. Write a new version of your e-mail and hand it in to me next week. You can do it better."

Considering the teacher's purpose of giving the students constructive feedback, which of the following criticisms is appropriate?

- a** The teacher has given a shallow feedback. She should have given examples of the errors the student made.
- b** The teacher has mainly corrected mechanics. She should have focused on the purpose of the task instead.
- c** The teacher has used complex language. She should have used familiar words so that the student understands the feedback easily.

B

Here is the e-mail Jorge, another student, wrote:

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From: Jorge
To: Zulema
Subject: Visit in New Year's Eve

Hi, Zulema!

I invite you to celebrate New Year's Eve in my house in Peru we celebrate New Year's Eve in December we do party, and dance people use yellow clothes we cook chicken, and drink wine. We eat grapes at 12 you have fun

Take care

Jorge

Ximena wants to give Jorge constructive feedback so that he reflects on his mistakes. Which of the following pieces of advice is **more** appropriate for Ximena's purpose?

- a** "The content of your writing is ok. However, there are some punctuation mistakes in it. I have included commas and periods where necessary."
- b** "The message is clear, but you haven't used commas and periods adequately. Remember commas help you separate clauses and periods introduce new ideas."
- c** "The purpose of inviting someone was achieved. On the other hand, what do you think about the punctuation? How can you improve the flow of your message?"

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After having been working on the topic “daily routines” for some sessions, Guillermo wants his students to develop their *oral fluency* on that topic. He puts the students in pairs and gives each pair a picture of a famous singer. He asks them to take turns describing the singer’s daily routine. While monitoring, the teacher notices that a couple of students say the following sentences: “He is get up at 10:00 am” and “He don’t have to work.”

Given that situation, which strategy is it appropriate for Guillermo to carry out?

- a Kindly, interrupt the two students and indicate their errors. Then give them a short explanation about the correct use of the simple present tense.
- b Don’t make any comments on the students’ mistakes and let them finish. Then, when the activity is over, remind all the students how the simple present tense is formed.
- c Approach each student that has problems using the simple present tense. Echo the student’s sentence emphasizing the problem and ask him to say the sentence again.

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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

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

Mariela's students are going to listen to a song of a famous singer. Here is the chorus of the song:

I love her so much. That's what I feel.
I love the tenderly kisses my lover brings to me, they are
more beautiful than anything else can be.
I know my love will last forever.

A) Which of the following language functions can the teacher promote using the text above?

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- a Apologizing
- b Complimenting
- c Speculating

B) After having worked on different activities using the song, Mariela would like her students to develop the listening skill *Inferring attitude*. Taking her purpose into account, which of the following strategies is it appropriate to adopt?

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- a Play the audio of the song and write the following questions on the board: "How does the singer feel?" and "How can you tell?" Ask the students to work in pairs and discuss those questions.
- b Play the audio of the song and ask the students to write down the verbs they hear. Pair up the students and have them identify the main idea of the song using the verbs they have written down.
- c Play the audio of the song and write the following sentences on the board: "When I listened to the song, I felt..." and "I liked/didn't like the song because..." Ask the students to complete those sentences in their notebooks.

C) Now, Mariela wants her students to improve their productive skills through a *post-listening* task. Which of the following tasks is it **least** appropriate to use?

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- a The students are given a copy of the song with some blanks to be filled in. They get in pairs and complete the blanks.
- b The students receive a copy of the song. The teacher asks them to choose their favorite verse and explain the reasons for their choice.
- c The students create a dialogue between the singer and his lover. The students practice their dialogue for some minutes and present it to the class.

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During last class, Lorena's students worked on the topic "environmental problems." Now, she wants to help her students develop their speaking skills through a *free activity*. According to the teacher's goal, which of the following strategies is it **more** appropriate to carry out?

- a The teacher groups the students and asks each group to choose an environmental problem. The students reflect on the problem and propose solutions for it. Each group presents their proposals to the rest of the class.
- b The teacher provides the students with a dialogue between two friends talking about environmental problems. The teacher pairs up the students and assigns each student a role. The students practice the dialogue for some minutes.
- c The teacher writes the following questions on the board: "Which environmental problem is affecting our country nowadays?" and "Have the authorities adopted environmental policies to solve that problem?" The students exchange their answers in pairs.

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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