



GRUPO  
**DOCENTE PERÚ**  
ALCANZANDO EL ÉXITO

# INGLÉS

PREPARACIÓN  
**EXAMEN DE  
ASCENSO  
2022**

- 1) Bartolomé wants his students to discuss on the following question: “Should tablets replace textbooks in high schools?” During the discussion, Bartolomé wants his students to use the following expressions:
- I think your idea is pretty accurate. However, we should consider...
  - Could you say that again, please?
  - I’m sorry, I did not get your point.
  - It’s important that you...

Which of the following language functions is **NOT** involved in the expressions above?

- a Asking for clarifications.
- b Responding to praise.
- c Persuading others



2)

Read the following situation and answer questions 2, 3, 4 and 5.

Delia wants to help her fourth grade students improve their reading skills using the fable “The milkmaid and her bucket of milk.”

2 As the first stage of her lesson, she has designed the following sequence:

- The teacher asks the students the following questions: “Have you ever read a fable?”, “Which one?” and “What was it about?” Some students volunteer to answer the questions aloud.
- Then, on the board, the teacher sticks some pictures related to the fable and tells the students to figure out what the story is about. The students exchange ideas in pairs and then express their answers to the rest of the class.
- The teacher asks the students the following question: “How does getting familiar with the topic of a story help us understand that story better?” The students discuss the question for some minutes and finally report their answers.

Which of the following learning processes is **NOT** a focus in Delia’s sequence?

- a Transfer of learning.
- b Activation of prior knowledge.
- c Development of metacognition.

3)

In the previous sequence, Delia sticks some pictures related to the fable on the board and tells the students to figure out what the story is about. Which reading skill is Delia trying to promote?

- a Scanning.   b Skimming.   c Predicting

4)

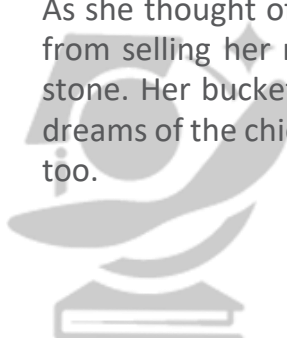
Next, Delia provides her students with the following fable and asks them to read it individually:

### **The milkmaid and her bucket of milk**

Patty, the milkmaid, was going to the market carrying a bucket of milk. While walking, she thought about all the things she would do with the money she would get for selling her milk.

“When they pay me,” she said to herself, “I’ll buy some chickens. The chickens will lay a lot of eggs which I will sell at the market. With the money I make from the eggs, I will buy a pig. I will feed the pig and sell it at the fair. Then with the money I make from the pig, I will buy a cow. This cow will have calves and I will be the owner of a ranch.”

As she thought of everything she would do with the money she would get from selling her milk, the maid soon became distracted and tripped on a stone. Her bucket broke, spilling all the milk. With the bucket broken, her dreams of the chickens and eggs, the pig, the cow and the ranch got broken, too.



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Adapted from Aesop (1867).  
*Aesop's Fables.*

While monitoring, Delia notices that some of her students have difficulties understanding the content of the fable. Therefore, she gives the following instructions:

“Circle the words you don’t understand. Then get in pairs and guess the meaning of those words using the information near them as reference.”

Which reading skill has been promoted with the instructions given above?

- a) Deducing meaning from context.
- b) Contextualizing.
- c) Skimming.

5)

After the students read the fable, Delia writes the following questions on the board:

- What is the milkmaid's name?
- What are the three things she planned to buy?
- What happened when she tripped on a stone?

What is Delia's purpose with her questions?

- a She wants the students to infer meaning from the text.
- b She wants the students to reflect on the content of the text.
- c She wants the students to retrieve information from the text.

6)

Gabriel's students have been discussing what the most interesting tourist attraction in Peru is. In this context, he wants the students to write a *persuasive* piece of writing about the attraction they like the most. Which of the following pieces of writing is more appropriate for Gabriel's purpose?

- a A brochure of the tourist attraction: it must contain short but captivating information on the attraction, as well as eye-catching pictures of it. Additionally, it should state the main reasons why people might like to visit the attraction.
- b An encyclopedic article on the tourist attraction: it should contain information on the most important historical events related to the attraction, along with an explanation of its cultural importance. In addition, it should include a detailed map of the attraction.
- c A short story that takes place at the tourist attraction: it has to narrate the story of some characters that experience an adventure when visiting the tourist attraction. Also, it must contain descriptions of the locations in the tourist attraction where the story takes place.

7)

Omar wants his students to develop their speaking skills. He has planned the following teaching sequence:

- The teacher shows the students an emergency backpack. He asks the students about the purpose of having one and the kind of objects it should carry. The students discuss their answers and then share them with the rest of the class.
- Next, the teacher presents the following situation on the board:

“Lately, there have been frequent tremors in our country and we all know a strong earthquake may occur sooner or later. So, it’s important to have an emergency backpack in which you can carry necessary objects to survive in case of an earthquake.”

- Then the teacher gives the following instructions: “In groups, make a list of the 10 most important objects to carry in your emergency backpack. Then present your list and explain why the objects you have chosen are important to carry.”
- Next, the students are given the following prompts: “We consider that having a...is important because...”, “We chose the... for...” and “We have... since...” in order to use them during the activity.
- After that, each group presents their list and supports their choices using the prompts given.
- Finally, the teacher asks the students to analyze the kind of language they used during the activity.

Which of the following methods is Omar developing in his teaching sequence?

- a) Problem – Based Learning
- b) Content – Based Learning.
- c) Task – Based Learning.

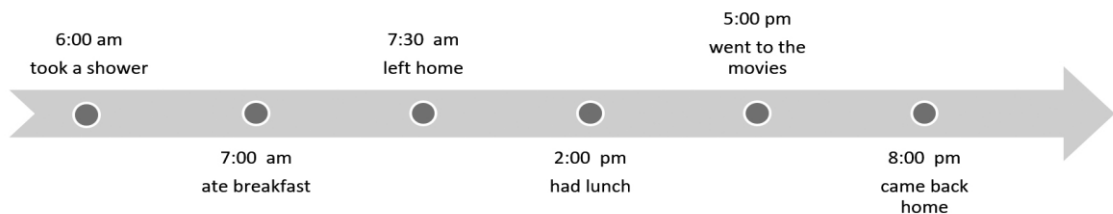
8)

Read the following situation and answer questions 8, 9, 10 and 11.

Tatiana's fifth grade students have been learning how to express the order in which two events occurred in the past, using simple past and past perfect. Now, she wants her students to reinforce what they have learned. With that purpose in mind, she has designed different activities.

8 First, she wants the students to remember how to use both structures. She has designed the following sequence:

- The teacher draws a timeline on the board and writes the activities she did yesterday, as well as the time when she did those activities.



- Next, she writes the following example on the board: "At 7 a.m. I ate breakfast. Previously, I had taken a shower."
- Then the teacher tells the students to focus on the example and the timeline to answer the following questions: "Which of the two past events does the example introduce first?", "What verb form is used to make reference to this event?", "Which event does the example introduce next?", "Did that event take place before or after the first event?" and "What verb form is used to make reference to it?"
- Finally, the students discuss the questions in pairs and then share their answers with the rest of the class.

Which approach has Tatiana used in her sequence?

- Inductive approach.
- Deductive approach.
- Functional approach.

9)

Now, Tatiana would like her students to practice the two structures through a *semi controlled* writing task. Taking her purpose into account, which of the following strategies is it appropriate to carry out?

- a) The students write sentences using the rest of the information from the timeline the teacher presented during the first stage. They have to follow the example presented by the teacher.
- b) In their notebooks, the students make their own timeline and write sentences about the activities they mentioned in it. They can use any language they consider necessary to narrate the events.
- c) The teacher gives the students a worksheet with True/False sentences that make reference to the timeline she presented during the first stage. The students write T or F next to each sentence.

10)

Next, Tatiana's students have drawn the timeline of a typical day in the life of their favorite artist, and they are now getting ready to present it orally. Taking advantage of that context, Tatiana would like her students to develop their *oral fluency*. Considering the teacher's purpose, which of the following set of instructions is it appropriate to deliver before the students give their oral presentations?

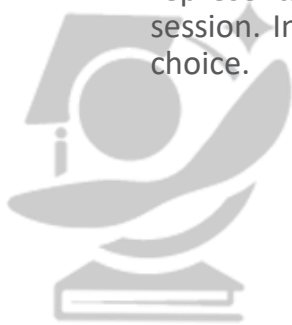
- a) "Practice giving the oral presentation with the help of a classmate. Help each other identify and correct grammar mistakes. Take into account the corrections and rehearse your presentation one last time."
- b) "Think about what you are going to say and write it in your notebooks. Try to memorize the ideas you have written down. Once you can say them quickly and without stopping, come to the front and present them."
- c) "When giving your presentation, use understandable vocabulary related to the topic. Also, try to sound natural and avoid making too many pauses. Remember you have to pay attention to your pronunciation as well."



11)

Finally, Tatiana wants her students to wrap up the lesson in a *communicative* way. Taking her purpose into account, which of the following activities is **least** appropriate?

- a The teacher asks the students the following questions: “After having practiced both structures, do you feel that their use is clearer now?”, “What was the most difficult part of today’s session?” and “Why?” The students discuss their answers in groups.
- b The teacher writes the following sentences on the board: “In today’s session, I learned to...” and “I still have to practice more regarding...” The students complete the sentences individually and then they take turns to read the complete sentences in front of the class.
- c The teacher gives each student a piece of paper showing three faces: happy, sad and doubtful. The students circle the face that represents how they feel about what they learned during the session. In pairs, they explain to each other the reasons for their choice.



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12)

Adrian has noticed that his students have difficulties to express ideas using the future tense. He wants his students to practice that structure through the use of a language function.

Which of the following language functions is **more** appropriate to have the students practice the use of the future tense?

- a Agreeing.
- b Expressing hopes.
- c Blaming someone.

13)

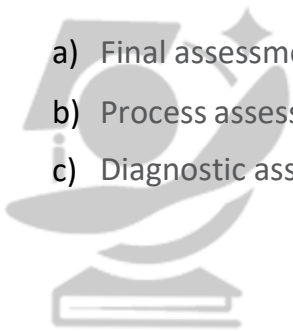
Tobias' students are going to participate in a debate on the motion "We have become a nation of hyper-consumers." First, he wants to find out how much his students know about the topic so he writes the following questions on the board:

- What is hyper-consumerism?
- What are the causes of hyper-consumerism?
- Is your country a hyper-consumerist nation? Why? Why not?

Then Tobias puts the students in groups and asks them to discuss the questions for some minutes. Finally, each group reports their answers to the rest of the class.

Taking into account that Tobias wants to find out how much his students know about the topic, which type of assessment is he aiming at with his activity?

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



14)

Read the following situation and answer questions 14, 15 and 16.

Joaquin's second grade students are going to design a survey in order to find out whether their school community has ecological awareness or not.

14) As the first activity of his lesson, he provides the students with the following text:

Many people around the world are interested in doing what they can in order to help solve global ecological problems. While it is true that some of the issues involved might seem overwhelming (for example, the Amazon deforestation), it is also true that anyone can help protect the environment by doing simple things, such as separating organic and non-organic garbage. Doing so can go a long way toward protecting our Earth. **What other ecological problems have you heard of? What do you do to protect the environment?**

Adapted from MINEDU (2012). *English Student's book 2.*



Then Joaquin gives the students the following instructions:

“Read the text individually then, in groups of three, discuss the two questions at the end of the text.”

Which of the following is **NOT** a purpose of Joaquin's activity?

- a) Rising cognitive conflict.
- b) Activating prior knowledge.
- c) Facilitating the transfer of learning.

15)

Now, Joaquin wants the students to look at different samples of surveys so that they get familiar with the type of questions surveys include. With that purpose in mind, he provides the students with some samples of surveys and writes the following questions on the board:

1. How many questions does each survey have?
  2. What type of questions are used in the surveys? Open-ended? Close-ended?
  3. What questions would you include in a survey about ecological awareness?
- 
- a) Question 1.
  - b) Question 2.
  - c) Question 3.

16)

Next, Joaquin elicits from the students questions about ecological awareness to be included in the survey. Remigio, one of Joaquin's students, comes up with the following question: "How much do you like having pets?" Since that question is not related to the purpose of the survey, Joaquin wants Remigio to reflect on it.

Which of the following actions is appropriate to achieve Joaquin's purpose?

- a Tell the student that the question is not appropriate for the purpose of the survey on ecological awareness. Then ask him to change his question.
- b Ask the student how that question helps him achieve the purpose of the survey on ecological awareness. Then encourage him to come up with more suitable questions for the survey.
- c Write the student's question and other students' questions on the board. Then choose the questions that are appropriate for the purpose of the survey on ecological awareness.