INGLÉS

PREPARACIÓN

EXAMEN DE NOMBRAMIENTO 2022

1 Thalia wants her students to practice demonstratives (this/that/these/those). She has thought of the following strategies:

Strategy 1

- The teacher writes the following sentences on the board: *This blouse is beautiful. / Those jeans are expensive. / That jacket is nice. / These shorts are black.*

- Then she draws the following chart on the board:

	near	far
singular	this	that
plural	these	those

- Finally, she explains the rules on how to use demonstratives and asks the students to provide their own examples.

Strategy 2

- The teacher tells the students to imagine they are packing their clothing before going on a trip.

- She writes the following prompts on the board: *Put those.....in the bag. / Do you want that....? / No, thanks, but I want these.... / Don't forget this....*

- Then, in pairs, the students develop a dialogue using the prompts given.

Strategy 3

- The teacher shows her cellphone and says the following: "This cellphone is nice."

- Then she asks the following questions: "Is the noun cellphone singular or plural?" and "Is the cellphone near me or far from me?"

- The students answer the questions. Then the teacher follows the same procedure using other objects.

Which of the strategies Thalia has thought of corresponds to the *Functional approach*?

a Strategy 1.

b Strategy 2.

c Strategy 3.

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

Johnny's students are going to listen to an audio about different ways to relax.

A Johnny has planned the following strategy for the *Pre-listening* stage:

- On the board, the teacher sticks pictures of people doing different activities to relax such as taking a walk, swimming, working out, etc.

- Then he writes the following questions: "Do you do any of these things to relax?", "Which ones?" and "What else do you do to relax?"

- The students discuss their answers in pairs. Finally, the teacher calls on some volunteers to share their answers.

Which of the following is **NOT** a purpose of Johnny's *Pre-listening* stage?

a Introducing the topic of the audio.

b Activating students' prior knowledge.

c Having the students understand the listening task.

B For the *While-listening* stage, the teacher will ask the students to listen to the audio of a reporter interviewing people on the street. Here is the audio he will play:

> **Speaker 1:** "I am Roxana. I always go swimming to a public pool near my house. This activity is good for your lungs and muscles."
>
> **Speaker 2:** "Hello, I'm Natasha. I usually go to the gym two or three times a week and work out. It gets my mind off work and family problems and things."
>
> **Speaker 3:** "Hi! My name is Roger. When I feel stressed, I often go to the movies after work. I can go with friends or just by myself. I really enjoy the atmosphere of movie theaters."
>
> **Speaker 4:** "Hi, my name is Jacob. When I am stressed, I sometimes like to be outdoors. I like to take long walks in the park. It helps me relax and keeps me in good shape."

Before playing the audio, Johnny gives the following instructions: "Listen to the four speakers and write down their names, the activities they do to relax and where they do those activities."

Which of the following listening skills is the teacher trying to reinforce with his activity?

a Listening for gist.

b Inferring attitude.

c Listening for specific information.

C Next, Johnny wants to assess his students' listening comprehension of the audio. Which of the following activities is **least** appropriate to achieve his purpose?

a The teacher writes, on the board, five scrambled sentences extracted from the audio. The students have to unscramble each sentence by organizing the words to form a logical sentence.

b The teacher gives the students a worksheet with five True/False sentences about the content of the audio. The students write T (true) or F (false) and correct the false sentences by providing the right information.

c The teacher gives each student a multiple choice quiz. It has five sentences related to the audio. Each sentence has a blank and each blank has three alternatives. The students read and choose the correct alternative for each blank.

D Finally, Johnny wants to carry out a *Post-listening* activity to help his students develop their productive skills. Which strategy is appropriate for the teacher's purpose?

a The teacher asks the students to write some questions in order to interview a classmate on the activities he does to relax. Then, in pairs, they interview each other. Finally, they report their findings to the rest of the class.

b The teacher writes, on the board, some comprehension questions about the audio. Then the students answer the questions and compare their answers in groups. Finally, each group reports their answers to the class.

c The teacher gives the students a worksheet with incomplete sentences from the audio. The students complete the sentences individually. Finally, they compare their answers in pairs and read the sentences aloud.

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3 Dana's students have finished writing a letter. Now, she wants them to revise their letters in a *collaborative* way. She has designed the following sequence:

- First, the teacher pairs up the students and asks them to exchange their letters.

- Then she tells them to circle all the grammar mistakes they find in their peer's letter.

- Next, the students return the letters to their owners.

- After that, the teacher asks the students to make improvements to their own letters by correcting the grammar mistakes found.

- Finally, the teacher collects the letters.

Considering the teacher's purpose of having the students revise their letters in a *collaborative* way, which of the following criticism is appropriate?

a The students only circled their peer's mistakes. They should have also corrected those mistakes.

b The students focused on identifying grammar mistakes. They should have also identified mistakes related to content.

c The students identified their peer's mistakes individually. They should have also talked to each other in order to give suggestions to improve their letters.

Jenny's students are going to read a movie review of "Harry Potter and the Sorcerer's Stone."

A

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Before the students read the text, she wants to activate their prior knowledge on the movie. Which of the following activities is **least** appropriate for the teacher's purpose?

a The teacher mentions the title of the movie and expresses her opinion about it. The students say if they agree or disagree with her opinion.

b The teacher plays the audio of the main movie music theme for some seconds. The students recall the title of the movie, its characters and its plot.

c The teacher asks the students the following questions: "Who are the characters of the movie 'Harry Potter and the Sorcerer's Stone'"? "What's the story about?" The students answer the questions.

B Next, Jenny gives each student the following text:

Harry Potter and the Sorcerer's Stone

> [ ]
>
> ''Harry Potter and the Sorcerer's Stone" is an adventure movie, filled with the dreadful and the sublime. The novel by J.K. Rowling was muscular and vivid, and the movie tells a tale of supernatural adventure, where colorful and eccentric characters alternate with scary stuff like a three-headed dog and a two-faced immortal who drinks unicorn blood.
>
> [ ]
>
> Daniel Radcliffe plays Harry Potter, he is raised by his aunt and uncle, then convoked to become a student at Hogwarts School. There, Harry makes two friends and an enemy. The friends are Hermione Granger (Emma Watson) and Ron Weasley (Rupert Grint). The enemy is Draco Malfoy (Tom Felton), who will do anything to be sure his house places first at the end of the year.
>
> [ ]
>
> Although "Harry Potter" is a story in which everything should look a little made up, computers are used to create a plausible look in the action scenes. Readers of the book will wonder how the movie visualizes the crucial game of Quidditch, a chess game with life-size, deadly pieces, the dark shadows of Hogwarts library, hidden passages and underground prisons.
>
> [ ]
>
> The story you probably already know. What is good to know is that the adult cast, play their roles more or less as if they believed them. Watch Alan Rickman extending his words and Richard Harris, the headmaster Dumbledore, whose beard is so long that birds would nest in it. They really stay in their characters.
>
> [ ]
>
> During "Harry Potter and the Sorcerer's Stone," I was pretty sure I was watching a classic that will be around for a long time, and make many generations of fans. It cares to tell a story, and to create its characters carefully. Like "The Wizard of Oz," "Star Wars" and "E.T.," it isn't just a movie but a world with its own magical rules.
>
> Adapted from Ebert, R. (2001). *Review of Harry Potter and the Sorcerer's Stone.*

Jenny tells her students to read all the text briefly while she writes the following subheadings on the board:

- Plot
- Acting
- Introduction
- Special effects
- Overall opinion

When the students finish reading, the teacher tells them to choose one subheading for each paragraph. They have to write the subheadings in the empty boxes of the text.

Which of the following skills is the teacher **mainly** trying to reinforce?

a Ordering.

b Categorizing.

c Contextualizing.

C Then Jenny writes the following questions on the board:

1. What animals are mentioned in the movie review?
2. What do you think the word "nest" in paragraph four means?
3. Does the author of the movie review like the movie? Why? Why not?

Next, she asks the students to read the text again and answer those questions.

Which of the questions above helps the students develop their *Scanning* skills?

a Question 1.

b Question 2.

c Question 3.

D Next, Jenny asks her students the following question: "Why does the author of the movie review mention 'The Wizard of Oz,' 'Star Wars' and 'E.T.' in the last paragraph?" The students work in pairs for some minutes to exchange their opinions.

What is Jenny's **main** purpose with her question?

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.

E Finally, Jenny wants to get her students involved in a *Post-reading* activity to develop their productive skills. Which of the following strategies is **NOT** appropriate for her purpose?

a The teacher tells the students to think of a movie they have recently seen. In pairs, the students explain the reasons why they liked or didn't like the movie. The teacher asks the students to use some of the vocabulary of the movie review to adequately convey their opinion.

b The teacher writes, on the board, the following statement from the movie review: "the adult cast play their roles more or less as if they believed them." Then she asks the following question: "What do you think the author of the movie review means?" The students discuss their answers in pairs.

c The teacher pairs up the students and asks them to write a dialogue between the author of the movie review and J.K. Rowling (the author of the novel on which the movie is based). They write their dialogue and practice it for some minutes. Finally, the students perform their dialogues in front of the class.

4 Margot's students are going to have a conversation in pairs about "the qualifications needed to be elected as the school Mayor." She asks her students to include the expressions they have been practicing for class discussions:

> - As a rule…
> - By and large…
> - On the whole…
> - What normally happens is…

Which of the following language functions corresponds to the expressions Margot wants her students to practice?

a Expressing hopes.

b Making generalizations.

c Expressing degrees of certainty.

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

> Rodrigo has asked his fifth grade students to write a review of a restaurant. This review should be written in a formal register.

A Margarita, one of Rodrigo's students, has handed in the first version of her review. Here is an excerpt of her text:

> Hey dudes! Let me to recommend to you the restaurant "Doña Paquita", is so crazy! All the waiters in the restaurant is super cool too and I felt happy when I went…

Margarita has used expressions such as "Hey dudes", "so crazy" and "super cool", which do not belong to a formal register. The teacher wants to give Margarita some feedback on this issue to promote the student's self-correction of her text.

Which of the following written feedback is **more** appropriate to achieve the teacher's purpose?

a "I have circled all the informal words in your review. Please replace them with more appropriate words, considering that your review should adopt a formal register."

b "I have underlined the informal words I found in your review and have replaced them with more formal words. Please write your text again using the words I gave you."

c "I have noticed some informal words in your review, such as 'dudes.' Please look for any other informal words in your text and replace them with words that belong to a formal register."

B Rodrigo has made a checklist to assess his students' restaurant review. Here are three of the descriptors that appear in his checklist:

1. Linking words help understand the sequence of the text, whenever necessary.
2. Ideas in the text are related to the topic. There are no contradictions or missing information.
3. Accuracy is acceptable. There aren't many distracting errors.

Which of the descriptors above is appropriate to assess *coherence* in the students' written texts?

a Number 1.

b Number 2.

c Number 3.

6 Rebeca wants to help her fifth grade students improve their speaking fluency through a *functional* activity. Taking her purpose into account, which of the following activities is it appropriate to carry out?

a Pair up the students and ask them to perform a phone call between a university secretary and a prospective student. The prospective student asks about the requirements to apply to the university and the secretary gives him/her information.

b Pair up the students and give one of them a list of written sentences and the other one a blank piece of paper. The student with the sentences will dictate them to his peer, and his peer will write down the sentences on the piece of paper.

c Pair up the students, give each pair a tongue twister in English and ask them to learn the tongue twister by heart. Give the students some practice time and remind them to pay attention to their pronunciation and speed.

7 Italo wants his third grade students to get involved in a challenging activity to reinforce the simple past tense. He has thought of the following three activities:

Activity 1

Put the students in groups and provide each group with a picture of a messy room. Ask the students to give reasons why the room looks like that. Tell them to use the simple past. Invite some students to report their groups' ideas aloud.

Activity 2

Give each student a grid with the simple past form of ten verbs – the verbs are not necessarily the same in each grid. Tell the students that whenever he utters the base form of some verb, they have to check whether the past form of that verb is on their grid and, if so, they mark it.

Activity 3

Pair up the students and tell them to make a dialogue. Assign each student a role: Student A saw a movie and student B wants to know the movie plot. Student B asks questions to know the movie plot and student A gives details. Tell the students to swap roles. Remind them to use the simple past.

Which of these activities has the **lowest** level of challenge?

a Activity 1.

b Activity 2.

c Activity 3.