

Instrumento de Conocimientos Específicos y Pedagógicos

Inglés

Educación Media

Científico humanista

Listen to text N° 1, Gmail. Then answer questions 1 to 3.

1 What is the communicative purpose of this text?

- A To persuade people to buy an app to check writing mistakes in e-mails.
- B To warn people about embarrassing mistakes they have to omit in e-mails.
- C To inform people about the benefits of using the spelling checker in e-mails.
- D To describe the most frequent writing mistakes and how to avoid them in e-mails.

2 According to the audio text, what is the word **ignore** used for?

- A To express forgotten information.
- B To avoid suggestions made by the app.
- C To detect inaccurate words using the app.
- D To fail recognizing mistakes made by writers.

3 According to the audio text, what is the meaning of the expression **first line of defence**?

- A To pick out misspelled words.
- B To select options to correct words.
- C To select words to be suggested.
- D To replace words by accurate synonyms.

Listen to text N° 2, Earthquake in Nepal. Then answer questions 4 to 6.

4 When was Donna Kumari Bhattacharya enthroned?

- A In 1980.
- B In 1984.
- C In 1954.
- D On April 25.

5 What is the most accurate title for the previous audio text?

- A Nepal's quake revival of Goddess Taleju cult.
- B Nepal's heart-breaking quake stories of the Kumari girls.
- C Nepal's living goddess breaking seclusion out of a quake.
- D Nepal's heart-breaking struck on the 2-year-old Kumari.

6 What is the communicative purpose of the audio text?

- A To expose Kumari girls' situation after a massive earthquake.
- B To show living goddesses' lifestyle in Nepal before and after a massive earthquake.
- C To narrate what happened when Kumari girls left seclusion after a massive earthquake.
- D To inform about a living goddess leaving seclusion as a result of a massive earthquake.

Listen to text N° 3, East Africa. Then answer questions 7 and 8.

7 Which of the following represents the main idea of the text?

- A SUNREF East Africa is a company that develops projects.
- B SUNREF East Africa stands for financing renewable projects.
- C SUNREF East Africa is a movement to encourage carbon economy benefits.
- D SUNREF East Africa provides managing assistance to green companies.

8 According to the audio text, which of the following is a synonym for the word **feasibility**?

- A Integrity
- B Plausibility
- C Notability
- D Veracity

Listen to text N° 4, Tourism. Then answer questions 9 to 11.

9 According to the audio text, what can be concluded about holiday destinations?

- A Travellers tend to visit places near their countries.
- B Tourism all over the world is fed by foreign visitors.
- C By 2030, 25 % of tourists in Thailand will come from China.
- D People do not like US for holidays so they prefer travelling to Europe.

10 According to the audio text, what can be paraphrased about Indian travellers?

- A As the amount of Indians is higher nowadays, they can visit different countries around the world.
- B As there are more Indians travelling, they arrive in countries where visas are more fluently obtained.
- C As the amount of Indian travellers is increasing, the touristic industry has earned trillions of dollars.
- D As there are more Indians travelling, they have to consider increasing their touristic budget in some countries.

11 According to the audio text, which of the following is one of the reasons why US tourism is becoming less attractive for visitors?

- A The US currency is getting more expensive.
- B The US is so far away from the rest of the world.
- C Ninety percent of travellers prefer going to Europe.
- D Only 7 % of citizens own an appropriate passport to enter the US.

Listen to text N° 5, Colors. Then answer questions 12 to 14.

12 Which of the following statements summarizes the audio text?

- A Colors in clothes represent the form people will be treated in jobs.
- B Conservative colors in clothes can help job candidates to get hired.
- C Colors in clothes can be as important as working skills in job applications.
- D Bright colors in clothes can affect the positive perception about job candidates.

13 Which of the next represents the context in which this conversation takes place?

- A It is part of a TV interview show where makeover experts comment on the best colors to wear when applying for a job.
- B It is an extract from an entertainment show where Kiba asks clothes designers about colors to wear when applying for a job.
- C It is part of a TV news report where journalists inform about the unexpected relevance of colors in clothes when attending job interviews.
- D It is an extract from a talk show where Jeff Mars comments on his successful experiences wearing specific clothes when attending job interviews.

14 Which option represents a synonym of the expression **to get docked** as used in the audio text?

- A To be cut off.
- B To be set apart.
- C To be penalized.
- D To be judged.

Listen to text N° 6, Edinburgh. Then answer questions 15 to 17.

15 Which buildings can you see if you walk down the Royal Mile?

- A Saint John's Cathedral and Gladstone's Land.
- B Holyrood Palace and the old Parliament building.
- C The new Parliament building and Holyrood Palace.
- D Edinburgh Castle and Saint John's Cathedral.

16 According to the audio text, what do the New and Old Town have in common?

- A Both of them are world heritage sites.
- B Both of them have Georgian architectural sites.
- C Neither of them has historical features.
- D Neither of them is listed as a commercial site.

17 According to the audio, what is “**Hogmanay**”?

- A Edinburgh International Festival.
- B National holidays' celebrations.
- C New Year's celebrations.
- D Edinburgh ghost tour.

Read the following text and answer questions 18 and 19.

HISTORY IS NEVER far from China's mind in its trade dispute with America. A few months ago, when negotiations looked on track, staunch nationalists warned of echoes with the "unequal treaties" that foreign powers had forced upon China in the 19th century. In recent weeks the breakdown in talks has led state propagandists to draw comparisons with the Korean war of the 1950s, a bloody struggle between China and America. But the analogy that haunts Chinese economists does not involve China itself. They fear a replay of the Plaza Accord of 1985, when Japan, under American pressure, tried to resolve trade tensions by pushing the yen higher. That calmed the tensions but, most Chinese economists think, at an intolerable price: stagnant Japanese growth for two-plus decades. The parallels are imperfect. Dependent on America for security, Japan was constrained in its pushback. The Plaza Accord also involved Britain, France and West Germany. Jeffrey Frankel of Harvard University has called it "a high-water mark of international policy co-ordination", which is not President Donald Trump's trademark. The substance was different, too. The five countries announced that they wanted the dollar to depreciate and intervened in currency markets to make it happen. Within a year the yen soared by nearly 50% against the dollar. By contrast, currencies are just one part of today's tussle between China and America. Over the past decade China has worked to address complaints that the yuan is too low. So there are no calls for appreciation, only demands that China does not weaken it to help its exporters.

Taken and adapted from: www.economist.com/finance-and-economics/2019/05/23/as-the-trade-war-heats-up-china-looks-to-japans-past-for-lessons

18 According to the text, which were the countries involved in the Plaza Accord?

- A China, Japan, the United States, West Germany and Britain.
- B China, Japan and the United States.
- C Japan, the United States, West Germany, France and Britain.
- D Japan, West Germany, France, Britain and China.

19 According to the text, what do the USA and China have in common?

- A Both have experienced currency fluctuations.
- B Both have experienced stagnant growth for many years.
- C Both were pushed to alter their international market policies.
- D Both were pushed to coordinate trades with European countries.

Read the following text and answer questions 20 to 22.

The real-estate market has been booming. In high-priced housing markets mom and dad are shelling out cash and helping their adult children live the American Dream of homeownership. Parents opening up their wallets and assisting with home loans have been going on for generations, but the trend is on the rise nowadays. In Boston, I am seeing it with first-time homebuyers. I would estimate that close to half of my millennial buyer clients are receiving contributions from their parents or grandparents. This arrangement can be tricky at times. There's more than one way to approach it. Here is how my young buyers have navigated purchasing a house alongside their parental units. As a real estate agent, I often get stuck in the crosshairs. When it comes to bringing family dynamics into the equation, having a solid plan and communicating well are key. First, figure out a financial strategy that makes the most sense. Next, have an open discussion about everything before you start the house hunt. Another major point of contention is how involved the parents are going to be during the buying process and throughout ownership. It's all about the control factor and who gets to call the shots. You want to talk it out prior to sinking time into home shopping. Trust me, a home inspection is not an appropriate place for a family feud. The most popular way for parents to get involved is by providing gift money. This approach makes the most sense for those who can afford the monthly payments, but need help overcoming the upfront costs associated with buying. Most lenders allow borrowers to use gift money for a down payment or **to foot the bill** on closing costs. Parents can also be a non-occupant co-borrower, meaning that although they do not live at the property, their names are on the deed. Co-borrowing or in some cases co-signing have become an attractive option for families with college students. In lieu of room and board, parents are buying a "Kiddie Condo", a flat or single-family home near campus. Not only does this give young adult students a taste of homeownership, it also provides the family with additional income if extra rooms are rented out.

Taken and adapted from: www.pulse.ng/bi/finance/ive-been-working-in-real-estate-for-7-years-and-i-have-a-warning-for-anyone-trying-to/b1c39v3.amp

20 What is the communicative purpose of the text?

- A To warn.
- B To inform.
- C To describe.
- D To persuade.

21 To whom is the previous text mainly addressed?

- A First-property buyers asking financial help to banks.
- B First-property buyers receiving relatives' financial help.
- C Parents hunting properties for their university offsprings.
- D Parents looking for financial states to pay for their children's properties.

22 According to the text, what is the meaning of the expression **to foot the bill**?

- A To divide costs.
- B To save costs.
- C To share expenses.
- D To afford expenses.

Read the following text and answer questions 23 to 26.

A smartphone-based relaxation app could help migraine sufferers reduce the number of headaches they get each month, a small study suggests. Using the app twice a week was associated with an average of four fewer headache days per month, according to the report in *Nature Digital Medicine*. “Migraine is now the second most disabling condition in terms of disability-adjusted years lost,” said lead author Dr. Mia Minen of NYU Langone Health in New York City.

Migraines affect about 1 in 6 adults in the U.S., with women most at risk.

“Previous research has shown that the best treatment for preventing migraine is a combination of migraine medication and behavioral therapy,” Minen told Reuters Health by email. However, “patients have significant difficulty accessing these safe, top evidence-based treatments.”

Minen and colleagues created RELAXaHEAD, an app based on the technique of progressive muscle relaxation, a proven method of migraine prevention, the authors note. The study team analyzed whether patients **recruited** from a neurology clinic would use the app regularly and whether they’d have fewer headache days.

During the study, 51 patients in their 30s and 40s who typically had 13 or more headache days per month were asked to complete a daily headache diary and to do progressive muscle relaxation with the app for 20 minutes a day for 90 days. Nearly one third of the participants were considered to have severe migraine disability when they enrolled, meaning they had missed considerable amounts of work, school and family activities due to the headaches.

On average, participants used the app on 22 days per month, for about 11 minutes per day. Roughly half used it once per week and a third used it two or more times per week. Overall, those who used the app twice per week had four fewer headache days the following month, and those who used it once per week had two fewer headache days. Use of the app tended to drop over time.

Patients with higher depression scores were less likely to use the daily headache diary, and those with higher anxiety scores were more likely to use it. “Research here is important to enable therapeutically effective and safe smartphone apps. Lots of apps are offered that are not based on any scientific evidence,” said Thomas Dresler of the University of Tuebingen in Germany, who wasn’t involved in the study.

“There are a lot of migraine apps out there, but **customers need to know that the availability of an app per se does not guarantee effectiveness, safety or the developers’ adherence to specific quality standards**,” Dresler said by email.

Taken and adapted from: www.reuters.com/article/us-health-migraines-app/experimental-mobile-app-helps-manage-migraines-idUSKCN1TF21N

23 According to the text, what is the problem with the quality of migraine apps?

- A Patients buy the cheapest ones.
- B Apps per se do not guarantee results.
- C Patients with depression tend to drop them after a few weeks.
- D Patients do not use migraine apps that do not meet quality standards.

24 According to the text, what is said about patients with anxiety?

- A They are most likely to doubt the app's effectiveness.
- B They are less likely to use the app than patients with depression.
- C They are most likely to use the app than depressive patients.
- D They are less likely to trust the app than those with severe migraine.

25 What can be inferred from the sentence: "**customers need to know that the availability of an app per se does not guarantee effectiveness**"?

- A That only access to the app does not ensure results.
- B That many apps are not based on scientific evidence.
- C That the method used by the app is not well known yet.
- D That app developers do not always meet quality standards.

26 What is the meaning of the word **recruited** in the text?

- A Hired
- B Examined
- C Enlisted
- D Treated

Read the following text and answer questions 27 and 28.

Then there is the fact that, as Adam Smith observed nearly 250 years ago, “People of the same trade seldom meet together, even for merriment and diversion, but the conversation ends in a conspiracy against the public, or in some **contrivance** to raise prices.” **The fewer businesses engaged in the same trade, the easier it is to collude, either tacitly or explicitly and illegally.** And in most trades there are many fewer businesses today: hospitals, beer, railroads, trucking, retail, technology, airlines, and most other categories of the economy. In certain industries this may have been a natural outgrowth of economies of scale, but it is hard to not also see that increased government-sponsored monopolies, through stronger intellectual-property protections, and reduced antitrust enforcement have also played an important role. The less cited second half of Smith’s quote is no less important: “[the law] ought to do nothing to facilitate such assemblies; much less to render them necessary. A regulation which obliges all those of the same trade in a particular town to enter their names and places of abode in a public register, facilitates such assemblies...”. The regulations that facilitate collusion and the perpetuation of economic rents do not just come from nowhere.

Extract from: The Economist.

27 What is the communicative purpose of the sentence in bold?

- A To inform.
- B To persuade.
- C To narrate.
- D To instruct.

28 What is the meaning of the word **contrivance** in the text?

- A Plan
- B Contribution
- C Problem
- D Organization

Read the following text and answer questions 29 to 31.

1. Americans bought 7.3 million SUVs in 2017, a record 43 % of new car sales in the U.S. The mighty SUV has become the king of American roads! Many current SUV models showed off facelifts, new tech, and sporty performance packages at the New York Auto International Show (NYIAS). **The name of the game** is more tech, more safety, a sportier ride, and more interior room. Every new SUV debuting at the NYIAS has a longer wheelbase and more standard intelligent safety systems.
2. The RAV4 was the best-selling Toyota and non-pickup-truck in the country in 2017, with just over 400,000 units sold. Toyota is hoping to build on that success with a completely fresh, athletic looking RAV4 in 2019. The fifth-generation 2019 RAV4 will offer a larger interior, more luxury options, and an all-new chiselled look. Expect to see the 2019 RAV4 hit dealer lots in late 2018, with hybrid models coming in early 2019.
3. It seems Subaru and Toyota had similar thoughts when redesigning their flagship compact SUVs. The 2019 Subaru Forester is also a fifth generation of the nameplate, offers a wheelbase that is 1.2 inches longer, comes with more intelligent safety features standard, and should hit dealer lots late this year. The extra wheelbase length, boxy design, and some other thoughtful upgrades will make the latest Forester the roomiest compact SUV on the market. The rear gate opening is one of the widest on the market, at 51.2 inches. That is a full 5.3 inches more than the outgoing Forester. Getting your gear in and out of this SUV should be a lot easier.
4. While just a concept at this point, we can't overlook the debut of the Volkswagen Atlas Cross Sport Concept. It is very close to the small SUV that you can expect from VW's Chattanooga, Tenn., factory. Expect the vehicle at dealer lots sometime next year. The Atlas Cross Sport is a smaller version of the Atlas —the same chassis and wheelbase. But it is 7.5 inches shorter overall. It offers seating for five and a 355 hp plug-in hybrid system featuring two electric motors and a 3.6L V6. In theory, that combo should be good for 130 mph top speed and 0 to 60 in around 5.4 seconds and it has a 26-mile all-electric range. A massive 12.3-inch digital cockpit dominates the dashboard. An additional 10.1-inch touchscreen infotainment screen is mounted in the centre console. Other controls are kept to a minimum for a clean, futuristic cockpit design.

Taken and adapted from: <https://gearjunkie.com/motors/car-suv/best-suv-2019-nyias-new-york-auto-show>

29 What is the purpose of paragraph four?

- A To inform about the futuristic design VW is introducing.
- B To describe a petite size redesigned SUV model.
- C To define VW's innovations in chassis and wheelbase.
- D To explain the innovative concept of hybrid system.

30 According to the text, which of the following is true about the three car brands mentioned in it?

- A They are the best-selling worldwide car companies.
- B They are recognized as having the best SUV models.
- C They are examples of car companies improving their SUV models.
- D They are known as the most successful car brands.

31 What is the meaning of the expression **the name of the game** in the context of the text?

- A The most required aspect.
- B The most important aspect.
- C The newest aspect.
- D The most particular aspect.

Read the following text and answer questions 32 to 34.

Alexis Sánchez - the 31-year-old - has used Instagram to tell his side of the story about his failed move to Old Trafford in 2018. Sánchez endured a torrid **spell** after signing under José Mourinho, scoring five goals in 45 appearances before being loaned to Internazionale last season and joining them on a free this summer.

"I want to tell you about my period at United, about many things that were said and that made me look bad," said Sánchez. "I got the opportunity to go to United and it seemed tempting to me. It was something nice for me, because, when I was a kid, I liked that club a lot."

"I ended up signing without much information about what was happening in the move. The first days that I was with my colleagues, sometimes there are things that you do not realise until you arrive."

"The first training I had I realised many things. I came home and I told my representative: 'Can't the contract be terminated to return to Arsenal?' They start laughing and I told them that something did not sit right with me. It [the contract] had already been signed."

Sánchez arrived at United in the January window as the club's top-earner and **he feels he became a scapegoat for the team's failure.**

"I'm telling you my experience; the journalists at times would speak without knowing the facts and it hurt, they had no idea what was going on inside the club," the Chilean forward said. "They said it was my fault, and this, and that, but sometimes a player depends on the environment, the family that is created around him, and I think that in that moment we weren't really a family. And that translated onto the pitch, and since there needed to be someone to blame, they blamed me."

Sánchez recalled being left out of the matchday squad by Mourinho against West Ham in September 2018. "I wasn't picked," he said. "That had never happened to me as a player. It bothered me and I said it couldn't be possible. To go from being one of the best in the Premier League to not playing in five months. I came to my house and I was very sad. The next day I trained in a double shift, because I love what I do."

United lost to West Ham and Mourinho was sacked months later. Sánchez then spoke to Ole Gunnar Solskjær about leaving the club. "I told him that I needed to take a breather, and the opportunity to go to Inter. He told me that yes, there was no problem."

Taken and adapted from: www.theguardian.com

32 Which of the following is a coherent title for the preceding text?

- A An Irreversible Contract.
- B Sánchez' Loss of Motivation.
- C Sánchez' Conflict with his Team.
- D Manchester United: Sánchez' Dreamt Team?

33 Which of the following statements paraphrases the sentence in bold in the text?

- A He perceives that the other players' negligence has been symbolically placed upon him.
- B He feels ashamed for earning the highest salary and not being able to score goals.
- C He senses himself almost as someone who has led the team to fail.
- D He feels surprised for not having the expected support.

34 What does the word **spell** refer to in the preceding text?

- A A period of time.
- B A decision.
- C An unpleasant result.
- D An indication or sign.

35

Read the following sentence:

They wouldn't have hired you if you _____ some experience abroad.

Which of the following correctly completes the preceding sentence?

- A hadn't had
- B had
- C haven't had
- D have

36

Read the following paragraph:

More than 50 million light-years away, in the heart of a giant elliptical galaxy called Messier 87, a gargantuan **beast** is devouring anything that strays too near. Stars, planets, gas, and dust, not even light escapes the monster's grasp once it crosses a threshold called the event **horizon**.

Today, scientists unveiled an image of that object, a supermassive black hole containing the same mass as 6.5 billion **suns**. Resembling a circular void surrounded by a lopsided ring of light, this landmark image is the world's first glimpse of a black hole's silhouette, a picture that creeps right up to the inescapable **edge** of the black hole's maw.

Taken and adapted from: <https://www.nationalgeographic.com/science/2019/04/first-picture-black-hole-revealed-m87-event-horizon-telescope-astrophysics>

Which of the highlighted words corresponds to a noun that is part of a subject?

- A edge
- B suns
- C beast
- D horizon

37

Read the following sentences:

He swims _____. He actually swims _____ than his little brother.

Which of the following group of words correctly completes the preceding sentences?

- A badly / worse
- B bad / worse
- C badly / most badly
- D badly / more badly

38

Read the following sentence:

She looked at me like she didn't know me.

What is the linguistic function of the underlined word?

- A To modify the noun.
- B To characterize the verb.
- C To join two clauses to become a sentence.
- D To show a state of being of the noun.

39 Read the following sentence:

_____ the students sit for the oral examination, they will take the written part.

Which is the correct linker that completes the preceding sentence?

- A Instead
- B Meanwhile
- C Before
- D Until

40 Read the following paragraph:

What's more, the same issues arise. My two daughters, aged 11 and 13, loudly protest about violations of privacy when they realised I could see every site and app they've visited. Once I've reassured them that this is not about snooping, but more about limitation and safety, they **grudgingly** seem to accept the new controls.

Indeed, a 2018 survey of young people between the ages of 11 and 16 by Internet Matters, an online safety no-for-profit organisation, showed that 65 % were in favour of parental control.

Taken from: BBC Tech Article: How can you stop your kids viewing harmful web content?

What is the idea conveyed by the word **grudgingly** in the preceding paragraph?

- A Done eagerly.
- B Done with no difficulty.
- C Done unwillingly.
- D Done awkwardly.

41 Read the following paragraph:

London is known for its iconic, red double-decker buses, and for good reason. They might get a little **rowdy** at night, but they're **mostly** clean and comfortable and get you **farther** distance than just from point A to point B. New York City buses tend to be more crowded, slow, and dingy. The **biggest** perk of the London buses is getting to sit up top and enjoy the view out of the big window in front. It's like taking a comfortable city tour for £1.50.

Taken and adapted from: www.businessinsider.com/9-things-london-does-better-than-new-york-2015-5

Which of the highlighted words corresponds to an irregular comparative adjective?

- A mostly
- B rowdy
- C farther
- D biggest

42 Read the following sentence:

She is determined to be a successful artist, _____, it might be difficult to achieve it.

Which of the following words correctly fits in the preceding context?

- A however
- B no matter
- C even
- D yet

43 An English teacher is working in Unit 1 Jobs with his 9th graders. He has brought American and British newspapers for the class to show his students some job advertisements so they can read them. The class objective is “To show comprehension of non-literary texts.” He makes them complete a chart with the following information: offered position, working hours, salary and name of the company.

According to the preceding situation, what kind of reading technique is the teacher using?

- A** Classifying details.
- B** Skimming for ideas.
- C** Looking for key concepts.
- D** Scanning for specific information.

44 A teacher of a multicultural 11th Grade designed a speaking/writing lesson of the Unit The Importance of the Evolution of Languages with the OA3: “To use English knowledge to understand and produce oral and written short texts in order to create a critical personal point of view.” He introduced the lesson by telling a short traditional story called “The Mirror of Matsuyama” where students had to pay attention to details to discover what country it came from. After the storytelling, they actively participated naming details to finally come up with “Japan.” Then he asked them: “Can you name a traditional story from your own countries?” A Chilean student answered: “El roto que engaño al diablo,” another one from Perú stated: “El zorro y el cuy,” and another one from Colombia said: “La mula herrada.”

According to the multicultural context described and considering the lesson objective, which option represents a coherent activity to continue with?

- A** Individually, students write descriptions of the main characters of the stories told in classes.
- B** In pairs of students of different nationalities, they write short summaries of the stories told in classes.
- C** In pairs of students of different nationalities, they write an argumentative text about traditional short stories of their countries.
- D** Individually, students identify characteristics of a short traditional tale making use of the stories told in classes.

45 A teacher of 10th Grade decided to evaluate Unit 4 Sustainable Development by asking students to write two descriptive texts about environmental issues that affect their communities. In this unit, he pursued OA15: “To write, to analyze, to express opinions or to narrate using different connectors.” After checking the first text, the teacher noticed some frequent mistakes: many students forgot to use connectors “so” and “because” properly. So he organized a feedback session where, on the one hand, he congratulated students for their achievements in terms of punctuation and vocabulary use and, on the other hand, he pointed out the lack of connectors. Students had time to clarify their own doubts. When checking the second text, he noticed that some students still made mistakes concerning the correct use of linking words and therefore, he realized that his feedback session had not been as effective as he thought it would be.

Based on the previous context, which option represents the reason why the teacher’s feedback was not effective enough?

- A** Because he forgot to provide personal feedback on mistakes.
- B** Because he only praised students who used connectors correctly.
- C** Because he did not provide written correction to individual students.
- D** Because he neither showed students how to improve mistakes nor did he provide examples.

46 A 9th Grade teacher has just got her students thinking about “green issues”, given them a chance to listen to a recording once and then they have gone back to their original discussion groups and questions. They spend a few minutes talking about what they got right and what they got wrong and clear up any major confusion. Then, they listen to the recording a second time.

Which of the following class stages would most accurately represent the preceding classroom situation?

- A** Feedback stage.
- B** Motivation stage.
- C** Post-listening stage.
- D** While-listening stage.

47 An English teacher is preparing a listening comprehension lesson for 9th Grade A, where most of the students belong to different sport teams of the school. Even though they are very good at reading, their EFL oral and written productions are very poor. Most of the time, they get nervous if they have to read a text aloud, talk in public or even simulate an interview. They are only able to answer yes/no questions and when they have to produce a written text, their production lacks coherence. Considering his students' interests and likes, the teacher has decided to include an audio text about sports to have pupils identify fans' emotional reactions toward difficult matches. To do so, he starts the lesson by explaining and exemplifying that the same utterances can have different meanings depending on the intonation used. He also stresses that when saying a sentence not only information is transmitted but also an intention is behind it.

Considering the previous classroom situation, which option represents a strategy the teacher can include in his lesson to achieve the mentioned objective?

- A To have students recognize the feelings described by a sequence of sentences listened to about an audience attending a soccer match.
- B To have students select from a list of 20 words expressed aloud the ones associated with soccer, explaining the reason of their selection.
- C To have students infer the end of a conversation between two friends attending a soccer match, based on the beginning of the conversation listened to.
- D To have students complete short dialogues about an English soccer team, with key vocabulary related to feelings, based on what they have listened to, to role-play it later in front of the class.

48 An 11th Grade teacher asks his students to read the beginning of Roald Dahl's short story "The Way Up to Heaven," and underline the sentence or words that best sum up the main idea of each paragraph.

Which of the following is the most accurate term to describe the skill involved in the preceding activity?

- A Scanning
- B Predicting
- C Skimming
- D Previewing

49

In an 11th Grade, a teacher is working with the objective “To comprehend general ideas by reading adapted texts about job advertisements” in Unit 1 My Skills and Achievements Contribute to Society Itself. At the beginning of the unit, the teacher invites students to brainstorm vocabulary related to jobs asking them about their relatives’ current jobs. Then, students are asked to read a classified ad taken from a newspaper and to complete a chart with information from the text in relation to the following aspects: main communicative purpose, how information is organized, and main vocabulary used.

According to the preceding situation, which of the following evaluation indicators addresses the mentioned learning outcome in relation to the activity developed during this lesson?

- A** Students create their own job advertisements.
- B** Students extract the structure of an advertisement.
- C** Students talk about where job advertisements are likely to be found.
- D** Students show comprehension of how jobs influence the society where they live in.

50 A teacher of 10th Grade is designing a listening lesson within the Unit Technology and Its Effects based on the Task-Based Learning Approach. In this lesson, he pursues OA7: "To react to read and listened texts through oral reports, discussions or group conversations to express feelings or points of view." He is aware that his students' language skills are still weak and need support and extra training. So he decides to expose students to a listening passage about online shopping. He asks them to look up key vocabulary in dictionaries and then identify specific ideas to answer Wh-comprehension questions.

Which of the following activities can be included next in this lesson, so that it is based on the Task-Based Learning Approach?

- A In pairs, students identify items sold online and report their list orally.
- B In pairs, students categorize items sold online and report their ideas orally.
- C In groups, students choose items to buy online based on a given budget reporting their decisions orally.
- D In groups, students design a slogan to promote an item sold online and report their creations orally.

51 A teacher of 10th Grade is designing the Unit Outstanding Persons. He is working with OA 7: "To react to read or listened texts by participating in oral reports, discussions or group conversations." In previous units, he noticed that students had different levels of language achievement: while some of them had an excellent command of productive skills creating with fluency and accuracy written and spoken messages, others tended to need constant scaffolding from him. In this unit, he is designing and adapting activities considering his students' different levels of language command, though he knows it is going to be difficult to carry them out simultaneously.

According to the previous context, which option represents a coherent evaluation instrument that allows the teacher to get information to sort this problem out?

- A An achievement test to assess students' command of key contents.
- B A diagnostic test to assess students' progress in English grammar.
- C A placement test to group students according to their skills level.
- D A formative test to group students according to their abilities to work collaboratively.

52 A 9th Grade teacher in Unit 1 Jobs is working with the objective: “To express orally by making predictions.” To begin with, students are shown a 3-minute video named “Best Actor Nomination” where some Chilean actors make predictions on the coming Oscars. While watching it, students take notes on the expressions used by the actors when foretelling the mentioned nominations and how they explain their choices. Next, the teacher writes on the board the correct expressions provided by students.

Which of the next is a coherent activity to achieve the lesson objective within the communicative approach?

- A** Students prepare a short dialogue in pairs where they anticipate possible winners and losers supporting their options.
- B** Students make predictions and the teacher asks them to use “either/or” or “neither/nor” when mentioning some actors of the video.
- C** Students write their own predictions based on what they wrote down from the video, the teacher corrects them and they say them out loud.
- D** Students make written predictions about possible winners, read them out loud and classmates agree or disagree supporting their answers.

53 A teacher is working on the learning objective: "To identify idioms and collocations in oral texts" on the Unit "Outstanding Persons" with her 10th graders. She has provided students with enough drilling related to this objective; however, in general, they are not being able to identify idioms and collocations. Therefore, she is questioning herself on the way she has been giving them feedback.

Which of the following would be an effective feedback to improve students' ability to identify idioms and collocations?

- A** Providing specific feedback on outstanding outcomes.
- B** Giving the class a general feedback about their level of comprehension every two classes.
- C** Providing feedback on what has to be changed and congratulating immediately good performance.
- D** Giving immediate feedback after the task as well as a written report with observations on what is wrong and hints on how to improve.

54 An 11th Grade teacher, in the Unit English as a Means to Understand New Trends, is working with the following objective: "To use idioms and phrasal verbs in real contexts." To do so, he starts the lesson introducing some idioms and phrasal verbs related to fashion: "roll up your sleeves", "put on your clothes", "take off your pants", "dress to kill", "fit like a glove", etc. Then he requests students to use their mobile phones and log into their Facebook accounts – in a profile he created for this specific purpose – to answer the question: "how would you like to dress for this end of the year party?"

What is the pedagogical contribution of using Facebook in the activity proposed by the teacher in the described situation?

- A** Allowing the application of idiomatic expressions in daily life situations.
- B** Improving the use of idioms by means of exchanging about new trends.
- C** Promoting teacher-students interactions in a platform which is manageable for them.
- D** Favoring the development of the ability of reading comprehension while reading other students' comments including difficult idioms.

55 An English teacher is preparing a lesson of the Unit Around the World for his 11th graders. The main objective of the lesson is that students identify opinions about different greetings in written texts. To do so, she has selected three brief texts that describe people's beliefs concerning polite greetings in Korea, England, and Colombia. First, she is going to give the texts to the class and ask three students to read them aloud. Then, she is going to write some comprehension questions to check understanding of the texts. After that, she is going to ask students to select the expressions "I think", "I believe", "I consider" and guess their meanings according to context. Finally, she is going to explain that these expressions introduce an opinion.

Considering the preceding classroom situation, which option represents a consistent activity that the teacher can include at the end of this lesson to check the lesson objective achievement?

- A** Students read a text individually and then react orally to the ideas of it using the expressions "I believe", "I think", "I consider".
- B** Students, in groups, create a new set of comprehension questions according to what they think, believe or consider is important in the texts.
- C** Students can be given a text with gaps that can be completed with "I think", "I believe" or "I consider". They have to recognize when to use them or to leave the space in blank when it is a fact.
- D** Students, in pairs, write a six-line text describing what they consider important to keep in mind while traveling to Korea, England and Colombia in terms of greetings.

56 An English teacher is planning her second lesson of the Unit Outstanding People for 10th Grade D. The objective is “To express feelings, interpretations or points of view about a famous person.” To do so, she is going to expose students to a short video of Muhammad Yunus, the founder of Grameen Bank. Students are already familiar with some facts about Mr. Yunus as, in the first lesson of the unit, they had to read a short text about his bank. After the video, the teacher is going to ask students questions such as: “What’s the relationship between access to credit and poverty?” “What do you think about this initiative?” “What examples can you find in your community similar to Mr. Yunus’ idea?” Finally, she is going to write down some answers on the board highlighting key vocabulary and useful expressions to achieve the lesson goal.

According to the previous classroom situation, which option represents a consistent evaluation indicator for the stated lesson goal?

- A** To explain the benefits of Mr. Yunus’ bank by using words such as first, second, finally, among others.
- B** To relate information from the video about poverty to the national reality by using words such as it is said, in fact, among others.
- C** To evaluate Mr. Yunus’ influence by using words such as I agree, I believe that, I’d rather prefer, I think that, among others.
- D** To contrast information about people in favor and against Mr. Yunus’ initiative by using words such as on the one hand, on the other hand, consequently, among others.

57 A teacher wrote on a student's essay the following comments to improve his writing skills: "Your report wouldn't convince a reader who doesn't agree on citizens' rights and duties. You included facts that support some of your arguments, but which is the source? Remember that each paragraph must have a main idea that goes in the topic sentence. Please check the use of simple past tense and modal verbs. Some of your spelling mistakes are unacceptable for the level."

Three weeks later, the student submits his second essay on pet owners' duties. After reading it, the teacher is surprised to find he has made many grammar and spelling mistakes.

Which of the following is one of the drawbacks of this teacher's feedback?

- A** The teacher's feedback avoided positive comments on the student's achievements.
- B** The teacher's feedback focused on the content problems of the essay.
- C** The teacher's feedback lacked clarity and specificity and had inadequate word choice.
- D** The teacher's feedback did not include comments about the coherence of the essay.

58 A 9th Grade English teacher is working with her students the Unit Exploring Other Cultures. Her students tend to get desperate if they do not understand all the ideas expressed in audio texts. Moreover, when checking comprehension, they are only able to select isolated words, check information or express true/false statements. This lesson objective is to identify expressions of future plans in audio texts about vacation. To do so, the teacher has planned a set of tasks that go from very guided practice, such as listening to recognize key vocabulary, to more free production, such as expressing opinions.

Considering the preceding context, which option represents an activity that the teacher can include at the end of the lesson in order to check if students have achieved the lesson objective?

- A Students listen to two short dialogues about a trip to Mexico City. Given a worksheet, they complete a chart comparing travellers' plans.
- B Students listen to a dialogue between two best friends planning their next vacation to Asia. Given a worksheet, they circle the plans they listened to.
- C Students listen to an interview about European vacation. Given a worksheet, they classify plans into the most and the least frequent plans for summer and winter vacation.
- D Students listen to a text about places to visit in the USA. Given a worksheet, they rank plans from the most to the least interesting one, contrasting their answers with their classmates.

59 A 10th Grade teacher, in the Unit Sustainable Development, is working with OA10: “To show understanding of written texts by identifying vocabulary, phrases, and idiomatic expressions.” To do so, he selects a text about carbon footprints, a concept coined by William Rees, that most of his students found interesting in previous lessons. He also decides to divide the class in pairs as students tend to feel more relaxed while working with a classmate and can help each other because their command of receptive skills is still weak.

Which option represents an activity that works the stated skill?

- A** Students skim the text to answer a set of yes/no questions about it.
- B** Students scan the text to find who William Rees was and report it to the class.
- C** Students answer a matching exercise about keywords of the text and their definitions.
- D** Students summarize the text and orally share their ideas with the class.

60 An English teacher is planning the month Unit Sustainable Development. Her main objective concerning reading skills is that, at the end of the unit, “students should be able to synthesize the main ideas of written adapted or authentic texts of 200-300 words.” To achieve this objective, she is devising learning indicators that can be included regularly in different lessons.

Based on the previous description, which option represents a learning indicator that the teacher can include in her lessons to achieve the unit objective?

- A** To recognize key facts.
- B** To identify topic sentences.
- C** To organize ideas within paragraphs.
- D** To sequence information chronologically.