

1. ORAL COMPREHENSION. You will hear an extract of an interview twice. After that, complete the following exercises.

1.1. Multiple Choice Questions.

1. At what age were Sean and Connor diagnosed with autism?

- A) 2 years old
- B) 3 1/2 years old
- C) 4 years old
- D) 5 years old

2. What was the reality that Speaker1 knew about Connor's job prospects after graduation?

- A) It would be easy to find a job
- B) It would be challenging, especially due to the pandemic
- C) He would need to go back to school
- D) He would immediately be successful

3. What support stopped for Connor when he went to university?

- A) Financial support
- B) Emotional support
- C) The ECP plan
- D) Housing support

4. Why was Speaker1 proud of Connor?

- A) He got a job immediately after university
- B) He completed his degree despite difficulties
- C) He decided to change his career path
- D) He became a professional gamer

5. Why did Freddie not end up taking psychology as an A Level?

- A) He changed his mind about the subject -
- B) The subject was too difficult
- C) It didn't fit with his other subjects' timetable
- D) His parents advised against it

6. What does Speaker2 admire about Connor's career aspirations?

- A) His willingness to take any job
- B) His determination to stick to his chosen field
- C) His interest in multiple career paths
- D) His decision to go back to school -

7. How does Speaker2 feel about Freddie's lack of clear future plans?

- A) Very stressed
- B) Quite relaxed
- C) Mildly concerned -
- D) Completely indifferent

1.2.- Open-ended Questions

1. How does Cheryl describe her feelings about her boys staying with her forever?
2. What degree did Connor complete, and what was his expectation after graduation?
3. Why was Freddie unable to pursue his first choice of A Level subjects?

1.3. Complete the following extract with the right words or expressions.

And I kind of knew the _____, particularly with the pandemic going on. Yeah, probably wouldn't be as simple as he thought it would be. And of course, it turned out not to be simple at all. My I _____ for both of the boys was that they would be kind of forgotten about and kind of left in their room playing video games day in, day out. Yeah. And kind of _____, as I call it. Yeah. Because when Connor went to university, the ECP plan stopped because it stops when they go into _____. So, umm, the university was then supposed to provide the support for Connor, and Connor found those years really difficult for his degree, but he did it. He, you know, he managed it.

2. USE OF ENGLISH. READ THIS TEXT AND ANSWER THE FOLLOWING QUESTIONS

Universal design for learning (UDL) is a set of principles for designing curriculum that provides all individuals with equal opportunities to learn. UDL is designed to serve all learners, regardless of ability, disability, age, gender, or cultural and linguistic background. UDL provides a blueprint for designing goals, methods, materials, and assessments to reach all students including those with diverse needs.

Grounded in research of learner differences and effective instructional settings, UDL principles call for varied and flexible ways to present or access information, concepts, and ideas (the "what" of learning), plan and execute learning tasks (the "how" of learning) and get engaged—and stay engaged—in learning (the "why" of learning). UDL is different from other approaches to curriculum design in that educators begin the design process expecting the curriculum to be used by a diverse set of students with varying skills and abilities.

UDL is an approach to learning that addresses and redresses the primary barrier to learning inflexible, one-size-fits-all curricula that raise unintentional barriers. Learners with disabilities are the most vulnerable to such barriers, but many students without disabilities also find that curricula are poorly designed to meet their learning needs. UDL helps meet the challenges of diversity by recommending the use of flexible instructional materials, techniques, and strategies that empower educators to meet students' diverse needs. A universally designed curriculum is shaped from the outset to meet the needs of the greatest number of users, making costly, time consuming, and after-the-fact changes to the curriculum unnecessary.

The UDL framework is grounded in three principles: Multiple means of representation – using a variety of methods to present information, provide a range of means to support. Multiple means of action and expression providing learners with alternative ways to act skillfully and demonstrate what they know. Multiple means of engagement – tapping into learners' interests by offering choices of content and tools; motivating learners by offering adjustable levels of challenge.

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The term Universal Design refers to a movement in architecture and product development that aims to make places and things more accessible to individuals with disabilities. Many adaptations for people with disabilities benefit a variety of users. For example, ramps and curb cuts make it easier for parents with baby strollers, elderly people, and delivery people to negotiate walkways and street. Similarly, closed captions on television and movies can be appreciated not only by the deaf and hard of hearing, but by people who can read them in noisy environments. They can also be used as support for listening comprehension by viewers learning the language. The concept that everyone benefits when designs incorporate the needs of every user has become known as universal design. UDL extends this concept to education by applying advances in the understanding of how the brain processes information to the design of curricula that accommodate diverse learning needs.

The good news is that UDL is not in conflict with other methods and practices. It actually incorporates and supports many current research-based approaches to teaching and learning, such as the following: cooperative learning (group work), differentiated instruction, performance-based assessment, project-based learning, multisensory teaching, theory of multiple intelligences, and principles of student-centered learning.

Adult students benefit from two major aspects of UDL: its emphasis on flexible curriculum, and the variety of instructional practices, materials, and learning activities. All students, including those learning English, older students, and those with disabilities appreciate the multifaceted ways content is presented, as well as options for demonstrating what they know. UDL helps educators meet the challenge of serving those with special needs while enhancing learning for all.

Adult education classes do not always rely on textbooks only for curriculum material, but rather utilize realia and authentic materials, instructors can be at an advantage when trying to incorporate principles of UDL. A common example is the technique of using total physical response (TPR) exercises for adults English language learners. An example in the ABE classroom might be a teach weights and measurement using real objects and a variety of measurement tools. Show video clips to demonstrate measurement in various ways. Hands on activities and demonstrations can help learners grasp the concept more readily than textbook readings and discussion. Have learners demonstrate their understanding through created visuals, oral presentations or demonstrations, maps and charts, or simulated tasks.

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TEAL Teaching Excellence in Adult Learning

2.1.- Multiple Choice Questions

1. What is the primary goal of Universal Design for Learning (UDL)?

- a) To provide equal opportunities for all learners to access curriculum
- b) To design curricula specifically for students with disabilities
- c) To eliminate standardized testing in schools
- d) To increase the use of textbooks in classrooms

2. Which of the following is NOT one of the three principles of UDL?

- a) Multiple means of representation
- b) Multiple means of action and expression
- c) Multiple means of assessment
- d) Multiple means of engagement

3. What does UDL aim to address as the primary barrier to learning?

- a) Lack of funding for education
- b) Inflexible, one-size-fits-all curricula
- c) Insufficient teacher training
- d) Overcrowded classrooms

4. How does UDL differ from other approaches to curriculum design?

- a) It focuses exclusively on students with disabilities
- b) It expects the curriculum to be used by a diverse set of students from the beginning
- c) It relies heavily on standardized tests to assess student learning
- d) It is only applicable to primary and secondary education

5. Which movement is the term "Universal Design" originally associated with?**

- a) Universal Design for Learning
- b) Product development
- c) Architecture
- d) Special education

2.2- Briefly explain the following expression from the text.

-addresses and redresses the primary barrier to learning.....
-UDL provides a blueprint for designing goals.....

2.3.- Free Answer Questions. Do not copy from the text.

- a. Discuss how the concept of Universal Design in architecture and product development relates to UDL in education.
- b. How does UDL help educators meet the challenges of diversity in the classroom? Provide specific examples.
- c. Why might adult education classes be particularly well-suited for incorporating UDL principles?
- d. How can Total Physical Response (TPR) exercises be used to incorporate UDL principles in adult English language learning?

2.4. Word Formation Process. Analyse the following words.

- DISABILITIES
- SKILLFULLY
- TPR
- WALKWAYS
- MULTIFACETED

2.5. PHONICS. Write the phonetic transcription of the following words.

- Regardless
- movement
- grounded

2.6. Sentences Transformation. Complete the second sentence so that it has a similar meaning to the first one using the word given. Do not change the word given. You must use between three and six words including the word given.

a. They left their car and almost immediately heard a deafening crash. **SOONER**

No _____ I heard a deafening crash.

b. I am confident that he will be successful in his career. **CHANCES**

I am confident _____ in his career.

c. If you feel stressed, breathing slowly should calm you down. **MAKE**

Breathing slowly _____

d. My application for the job was turned down because I didn't have the right qualifications. **FOUNDATIONS**

My application for the job was turned down _____ I didn't have the right qualifications.

e. I am sorry that I didn't help him. **REGRET**

I _____ him

2.7. METHODOLOGY. Explain the following concepts. (100-125 words each).

- Project-based learning.

2.8. NATURE OF GAMIFICATION. Read the following and give an example of an activity using gamification for a 4th year primary education students in the EFL class. (150-175 words)

According to Kapp gamification is "using game-based mechanics, aesthetics and game thinking to engage people, motivate action, promote learning, and solve problems." (Kapp, 2012).

Gamification is the use of game thinking, approaches and elements in a context different from the games. Using game mechanics improves motivation and learning in formal and informal conditions (GamifyingEducation.org).

Various definitions overlap and can be summarized as follows: Gamification is an integration of game elements and game thinking in activities that are not games.