Comunidad de Madrid

1. ORAL COMPREHENSION. You will hear an extract of an interview twice. After that, complete the following exercises. 3 puntos

1.1. Multiple Choice Questions. 7 X 0.1 = 0.7

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 3 X 0.5 = 1.5

1. How does Cheryl describe her feelings about her boys staying with her forever?

Cheryl mentions she would be quite happy to have one stay forever, along with her cats.

2. What degree did Connor complete, and what was his expectation after graduation?

Connor completed a degree in game design, and he expected to go straight into a job after graduation.

3. Why was Freddie unable to pursue his first choice of A Level subjects?

Fredddie's main choice, psychology, did not fit him the timetable of his other chosen subjects.

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

4 X 0.2 = 0.8

And I kind of knew the the reality of that, 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 kind of nightmare   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 fall off the support tree , as I call it. Yeah. Because when Connor went to university, the ECP plan stopped because it stops when they go into into third level 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. 7 puntos.

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 ofstudents 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.

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 classses 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 aduls 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 demostrations can help learners grasp the concept more readily than tetbook readings and discussion. Have learners demostrate their understanding through created visuals, oral presentations or demonstrations, maps and charts, or simulated tasks.

2.1.- Multiple Choice Questions 5X0.1=0.5 puntos

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 educatio

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. 2 X 0.3 = 0.6 puntos

- ......addresses and redresses the primary barrier to learning......

  identifies and conducts all the first hurdles found along the learning proccess

- ......UDL provides a blueprint for designing goals......

  UDL helps by giving a proyect/programme in order to have a very detailed description of every step/stage in the process of learning both in those visible parts and those non-visible.

2.3.- Free Answer Questions. Do not copy from the text. 4 X 0.3 = 1.2 puntos

a. Discuss how the concept of Universal Design in architecture and product development relates to UDL in education.

Universal Design in architecture and product development aims to make enviroments and products accesible to all people, regarless of their abilities. This concept is applied in UDL by designing educational curricula that accomodate the needs of all learners, ensuring accessibility and effectiveness from the beginning. Just as ramps and curb cuts benefit many people beyond those with disabilitis, flexible curricula benefit all students.

b. How does UDL help educators meet the challenges of diversity in the classroom? Provide specific examples.

UDL helps educators by using flexible instructional materials and strategies that cater to the diverse needs of students. For instance, using audiobooks can help students with reading difficulties while hands-on activities can engage kinesthetic learners. By offering multiple ways to access content and demonstrate understanding, UDL ensures that all students have the opportunity to succeed.

c. Why might adult education classes be particularly well-suited for incorporating UDL principles?

Adult education classes often use realia and authentic materials which align UDL´s emphasis on flexible and varied instructional practices. Adult learners, including those learning English and older students benefit from the diverse ways content is presented and assessed, allowing them to connect with the materials in ways that suit their learning styles and needs.

d.How can Total Physical Response (TPR) exercises be used to incorporate UDL

principles in adult English language learning?

TPR exercises, which involve physical movement to respond to commands, engage multiple senses and provide an alternative way for learners to understand and remember new language. This aligns UDL´s principles by offering multiple means of action and expression, and engaging learners in a way that is interactive and fun, thus accommodating diverse learning needs.

2.4. Word Formation Process . Analyse the following words. 5 X 0.2 = 1 punto

- DISABILITIES   dis-abilit(y)- ies negative -plural prefix noun- ies (irregular plural formation)

- SKILLFULLY   noun(skill)+ suffix to form an adjective (full) + suffix to form an adverb of manner

- TPR   acronym

- WALKWAYS   close compound word

- MULTIFACETED   prefix (multi)+ noun (facet)+ ending for past participles (-ed)

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

3 X 0.2 = 0.6 puntos

- Regardless   UK */rɪˈɡɑːdləs/US /rɪˈɡɑːrdlɪs/

- movement   UK */ˈmuːvmənt/US /ˈmuːvmənt/

- grounded   UK */ˈɡraʊndɪd/

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.

5 X 0.3 = 1.5 puntos

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

No _____ I heard a deafening crash.

NO SOONER DID THEY LEAVE THEIR CAR THAN ALMOST IMMEDIATELY I HEAR A DEAFENING CRASH

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

I am confident_____ in his career.

I AM CONFIDENT OF/ABOUT HIS CHANGES OF SUCCESS IN HIS CAREER

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

Breathing slowly _____

BREATHING SLOWLY WILL MAKE YOU FEEL CALMER

d. My application for the job was turned down because I didn´t have the right qualifications. **GROUNDS**

My application for the job was turned down _____ I didn´t have the right qualifications.

MY APPLICATION FOR THE JOB WAS TURNED DOWN ON THE GROUNDS THAT I DIDN´T HAVE THE RIGHT QUALIFICATIONS

e.I am sorry that I didn´t help him. **REGRET**

I _____ him

I REGRET NOT HAVING HELPED HIM

2.7. METHODOLOGY. Explain the following concepts.(100-125 words each). 0.8 puntos

- Project-based learning.

Project-based learning (PBL) involves students designing, developing, and constructing hands-on solutions to a problem. The educational value of PBL is that it aims to build students' creative capacity to work through difficult or ill-structured problems, commonly in small teams. Project based learning activities allow students to develop deep content knowledge. Importantly, PBL also supports development of 21 st century skills such as critical thinking, collaboration, creativity and communication.

Meaningful Collaboration. As students discover ways to work within a group, it instills so many of the interpersonal values and skills they (and our future communities) need ...

•Deeper Engagement ...
•Communication Development ...
•Fosters Creativity ...
•Cross-Discipline by Design ...
•Perseverance ...
•It's Fun!

Project-based learning (also known as PBL) is a teaching strategy that focuses on real-world problems and challenges

using problem-solving, decision-making and investigative skills. It is increasingly being used across disciplines because of its capacity to engage students in developing self-directed learning skills.

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). 0.8 puntos.

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.

ANY CORRECT ANSWER