



EJERCICIO PRÁCTICO: ESPECIALIDAD INGLÉS

Modelo de examen: 10

TASK 1. YOU ARE GOING TO HEAR PART OF A LISTENING ABOUT ASSESSMENT. THIS EXERCISE CONSISTS OF TWO TASKS. READ THE INSTRUCTIONS FOR BOTH TASKS BEFORE YOU START. TO FULFIL BOTH TASKS YOU WILL HEAR THE TEXT **ONLY TWICE.**

Part 1. Listen and answer the following questions according to what you hear, fill in the gaps when needed (from 1 to 10 words) and find the meaning of the words in **bold**.

1. What makes assessment so appealing to Daisy is mainly because it's about
2. Without having marked books, for example when she was teaching "Timothy Winters" poem by Charles Causley in her class, she would not have understood..... wrong ideas they got,central point of it.
3. The most important thing when assessing is fundamentally:
4. When it comes to data sheets, she was keen on.....
.....scripts the produced, questions and answers. Now It's easy now quite to from quite a high level and seeing an..... right at the top so you go right down and see the script, the workthey're producing.
5. Daisy Christodoulou likes seeing what children.....
6. The things that a lot of teachers don't like when assessing is trying to, because you make these absolute judgements .
7. Assessing progress, assessing learning, assessing understanding. There are countless ways of assessing and you do get in..... about it. Actually, sometimes, your performance can but you're still learning, consolidating the in the long term memory. So an assessment doesn't necessarily all the things that are going on or they have learnt.
8. Christodoulou tries to that these things are different.
9. Giving pupils a small quiz is way and you get an immediate, a quick and decide what to do next. Different task to be assessing different things. You always have to be of what it is you are trying to do next and then you get the best assessment.
10. **Tease out** (figure the meaning from the context):
11. At an individual level schools do Children have their ups and down, good day and bad day.



12. Compared to traditional schools, special school and primary often try and show.....making and the result they are..... to doing it that. Being able to find those..... fine ground measures is really important.

13. One thing people are to assessment is that it's easy to think.....,I got.....how they are doing and there is some in that. The teachers are less good at scale. That's why we need some kind of

Part 2. With your own words, write what the speaker's main point is and why she is driven towards that thought.

TASK 2. VOCABULARY. DEFINE THE FOLLOWING WORDS AND GIVE EXAMPLES WHEN NEEDED.

Word	Definition	Example
Assessment		No need for an example
Summative assessment		- - - -
Formative assessment		- - - -
Report (assessment report)		No need for an example

TASK 3. USE OF ENGLISH

A) Fill in the gaps with the appropriate word:

Each class teacher 1. tailor the skills that they need to cover 2. the appropriate level to 3. the needs of their pupils. Planning 4. teaching and learning should identify clear learning intentions, specifying the knowledge that pupils should acquire in each 5. The teacher could also 6. in this planning if an assessment activity was 7. be carried out and the form this would take. Discussion with pupils should take place to negotiate the success 8. For example, teachers might plan 9. observe a particular class/group activity or plan an assessment activity to allow pupils to demonstrate a Cross-Curricular Skill, or include a piece of 10. that allows them to 11. what they have learned. 12. type of assessment teachers choose to use, it should be manageable for them and meaningful for the pupils. 13. the year, teachers will use a variety of approaches to 14. pupils' progress and record the assessment 15. This should help them build up a holistic 16. of each pupil. They may also need to share the outcomes with the school's Areas of Learning co-ordinators and/or assessment co-ordinator. The assessment outcomes will then be reported to parents in each pupil's Annual Report. This will



include an explanation of the topic(s) studied, the interest that the pupil has 17. in this Area of Learning, and any special ways in which they may have contributed to the class activities.

TASK 4: DIDACTICS

Part 1. Determine the objectives of the different stages according to what you gather from the tables below. Start with the word given. You are given an example of the Foundation Stage in Mathematics and Numeracy.

Mathematics and Numeracy

Mathematics and Numeracy is the development and application of mathematics in a variety of meaningful contexts.

In Foundation Stage, the emphasis is on working in practical situations and games to develop confidence in using mathematical concepts and language.

Progression in Key Stage 1 requires _____

In Key Stage 2, pupils should be given _____

_____ Throughout Foundation, Key Stage 1 and Key Stage 2, pupils need opportunities _____

Throughout Foundation Stage	Throughout Key Stage 1	Throughout Key Stage 2
Pupils should: <ul style="list-style-type: none"> • use appropriate mathematical language and symbols; • sort and re-sort materials, recording the outcomes in a variety of ways; • talk about data represented in simple block graphs, tables and diagrams; • understand the conservation of number; 	Pupils should: <ul style="list-style-type: none"> • develop and consolidate their mathematical ideas from Foundation Stage, using practical materials before moving on to more formal methods of recording; 	Pupils should: <ul style="list-style-type: none"> • continue to use a wide variety of materials, games, tools and ICT resources to develop and consolidate their mathematical skills and concepts;
<ul style="list-style-type: none"> • count forwards and backwards from different starting points; • recognise numbers to at least 20; • carry out mental calculations such as 1 more/less than up to 20, doubles up to 10, and mentally add and subtract within 10; 	<ul style="list-style-type: none"> • communicate in oral, pictorial and written form, progressing at their own pace from informal personal language to mathematical language and from personal recording to mathematical representations and symbols; and 	<ul style="list-style-type: none"> • communicate in oral, pictorial and written form; and
<ul style="list-style-type: none"> • understand that 'teen' numbers are made up of 10 plus another number; • begin to measure using non-standard units; • talk about the properties of 3D and 2D shapes using appropriate mathematical language; and • be involved in solving practical problems. 	<ul style="list-style-type: none"> • develop their mathematical language, which is of fundamental importance (talking about work has a higher priority than recording in the early years). 	<ul style="list-style-type: none"> • use and extend their mathematical language by discussing, describing, comparing and explaining all aspects of their mathematics, progressing from the use of informal personal language to effective use of appropriate mathematical language.



The Arts

The Arts give pupils opportunities across the curriculum to develop their creativity and express their ideas, feelings and interpretations of the world through pictures, sound and drama. Expressive and creative development is closely linked with all aspects of learning and building self-esteem.

In Foundation Stage, the emphasis should be _____

In Key Stage 1, _____

In Key Stage 2, _____

Throughout Foundation Stage	Throughout Key Stage 1	Throughout Key Stage 2
Pupils should:	Pupils should:	Pupils should:
<ul style="list-style-type: none"> use senses to explore real things, developing the capacity for focusing attention to detail; use direct experiences, memory and imagination to observe and respond to the world; 	<ul style="list-style-type: none"> observe and record first hand experiences and respond to memory and imagination; 	<ul style="list-style-type: none"> be able to collect, examine, select and use resource material to contribute to the development of ideas;
<ul style="list-style-type: none"> begin to use visual language to describe what has been examined and observed, for example the colours and textures of a leaf; begin to appreciate the visual qualities in the natural and made environment; 	<ul style="list-style-type: none"> explore shape, colour, tone, form, space, texture and pattern; 	<ul style="list-style-type: none"> be able to use visual elements to express ideas;
<ul style="list-style-type: none"> value their own and other pupils' work, for example talk about something they like about another's work; talk about the processes involved in creating their own work; 	<ul style="list-style-type: none"> talk about their work and how it was made; 	<ul style="list-style-type: none"> be able to begin to explain their work in more detail, discussing difficulties and suggesting modifications;
<ul style="list-style-type: none"> look at, explore and talk with some confidence about works of art, craft and design; explore and discover qualities of various materials in order to make choices and to create their own unique pictures and structures; and 	<ul style="list-style-type: none"> look at, enjoy and appreciate the work of artists; and 	<ul style="list-style-type: none"> be able to examine the content and methods used in an artist's work and use this information to extend their ideas; and
<ul style="list-style-type: none"> begin to develop a range of skills using materials, tools and processes (drawing, painting, printmaking, textiles, malleable materials and three-dimensional construction). 	<ul style="list-style-type: none"> experiment with a range of media. 	<ul style="list-style-type: none"> be selective in the use of media in order to express personal ideas and responses.

Part 2. You are conducting a placement test to your primary students (just of the SPEAKING skill) from level A1-B1. All the tests are based on the picture below. Complete the boxes with the level requirements. Complete with at least two requirements or kind of performance your pupils should be able to do in each level. You are given an example in the first table.



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LEVEL A1

Category of competence	A1.1 = 1 point	A1.2 = 2 points	A1.3 = 3 points
Vocabulary	<ul style="list-style-type: none"> - Seems to recognize what is being pointed at - - May require assistance 		

LEVEL A2

Category of competence	A2.1 = 1 point	A2.2 = 2 points	A2.3 = 3 points
Vocabulary			
Grammar			



LEVEL B1

Category of competence	B1.1 = 1 point	B1.2 = 2 points	B1.3 = 3 points
Vocabulary			
Grammar			
Pronunciation			

TASK 5. Use of English

Part 1. Rephrase the following sentences using the word in bold.

Anne's dedication to her work has always been exemplary.

herself

Anne the most exemplary way.

Henrik was pleased to be selected for the drama play.

delight

Much..... for the drama play.

It may seem strange, but the actor had no formal training in acting.

lacks

Strange.....kind of formal training in acting.

The teacher found it hard to get used to the fact that he had lost his job.

terms

The teacher found it hard.....the fact he had lost his job.

The children felt relax at the school's concert because their parents cheered them up.

ease

The children.....the cheers of their parents.

Part 2. Choose the correct word for the each gap.

1 Take care that your love for your students doesn't _____ your judgement.

Principio del formulario

- cloud
- darken



- shadow
- topple

2 The book _____ to a number of interesting research studies on cognitive skills which I would really like to find out more about.

- hints
- cites
- alludes
- declares

3 Anyone who lies under oath will be charged with _____ the course of justice.

- perverting
- inverting
- converting
- diverting

4 Piaget's autobiography really gives the _____ on life among the cognitive world.

- know-how
- low-down
- look-out
- show-down

5 I'm afraid we got our _____ crossed — I thought Ann's mum would be picking up the children and I was waiting for her.

- minds
- purposes
- fingers
- wires

6 The _____ of things was that the kid dropped out from the school that he had gone to for several years now.

- upshot
- upturn
- uptake
- upbeat

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