

Pruebas para la obtención de títulos de Técnico y Técnico Superior MODELO PARA LA ELABORACIÓN DE LAS PRUEBAS

Convocatoria correspondiente al curso 2025-2026

(Resolución de 12 de diciembre de 2025 de la Dirección General de Educación Secundaria, Formación Profesional y Régimen Especial)

DATOS DEL ALUMNO			FIRMA
APELLIDOS:			
Nombre:	D.N.I./ N.I.E.	Fecha:	
Código del ciclo:	Denominación completa del título:		
SSCS01	Ciclo Formativo de Grado Superior en Educación Infantil		
Clave o código del módulo:	Denominación completa del módulo profesional:		
CM05	RECURSOS DIDÁCTICOS EN INGLÉS PARA LA EDUCACIÓN INFANTIL		

INSTRUCCIONES GENERALES PARA LA REALIZACIÓN DE LA PRUEBA

- Antes de comenzar el examen, lea atentamente estas instrucciones, cumplimente sus datos y firme en la 1ª hoja, en la hoja de la prueba práctica y en la hoja de la plantilla de respuesta.
- Mantenga su DNI en lugar visible durante la realización de la prueba.
- Durante el examen no podrá utilizar ningún material que no haya sido especificado en las instrucciones.
- Las respuestas se cumplimentarán en bolígrafo azul, preferentemente. No utilice tinta roja.
- Es obligatorio mantener el teléfono móvil y cualquier otro dispositivo electrónico apagado y guardado.
- Todas las hojas que se le repartan para la realización de la prueba deberán ser entregadas a la finalización de las mismas, aunque no hayan sido utilizadas. Use solamente el papel facilitado por el examinador.
- Dispone de dos horas para la realización de la prueba.
- Para responder a las preguntas de la prueba objetiva, debe utilizar la plantilla u hoja de respuestas que se adjunta. Para que se tengan en cuenta las respuestas elegidas deberá rellenar completamente el círculo de la alternativa elegida ☒ En caso de equivocación podrá rectificar marcando con un aspa ☒ sobre aquella que señaló y marcando de nuevo la opción elegida.
- La pregunta que presente dos respuestas o una respuesta incorrectamente marcada o que quede poco clara quedará invalidada, es decir, no puntuará.
- Si se ha de rectificar una respuesta en la segunda parte de la prueba, tache con una línea horizontal. No utilice líquido corrector (Tippex) en ninguna parte de la prueba.

CRITERIOS DE CALIFICACIÓN Y VALORACIÓN

- La prueba se calificará de 0 a 10 puntos. Para superarla deberá obtener una puntuación de al menos 5 puntos y **haber aprobado las dos partes de las que consta el examen.**
- La parte A (prueba objetiva): se valorará de 0 a 7 puntos. Para superarla el aspirante deberá obtener una calificación de al menos 3,5 puntos. **Es requisito previo su superación para valorar la parte B.** La parte A consta de 50 preguntas y para su calificación se seguirá el siguiente criterio: en cada una de las preguntas, cada acierto equivale a 0,14 y cada error a -0,07. Las preguntas no respondidas no puntuán.
- La parte B (parte práctica): se valora de 0 a 3 puntos, para superarla el aspirante deberá obtener una calificación de al menos 1,5 puntos. Consta de un supuesto práctico y las cuestiones que han de elaborarse sobre el mismo. Las faltas de ortografía penalizan -0,1 puntos cada una no repetida hasta un máximo de 1 punto.

CALIFICACIÓN

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PARTE A: PRUEBA OBJETIVA

1. Which sequence correctly represents the typical stages of early vocal development?

- a) Cooing → Reflexive sounds → Babbling → First words → Telegraphic speech.
- b) Telegraphic speech → Reflexive sounds → First words → Cooing → Babbling.
- c) Reflexive sounds → Cooing → Babbling → First words → Telegraphic speech.

2. According to Jerome Bruner, 'scaffolding' in early language development refers to...

- a) The physical classroom furniture that supports group work and encourages learning.
- b) Temporary support provided to a child by a more knowledgeable person.
- c) A structured grammar syllabus that progresses from simple to complex rules.

3. Noam Chomsky proposed the Language Acquisition Device (LAD) to explain why...

- a) Children require intensive grammar instruction to acquire language.
- b) Language is learned entirely through imitation of adult speech.
- c) Children acquire language rapidly and naturally despite receiving limited input.

4. According to Michael Halliday, when a toddler says 'more juice' to express a need, they are using language in its...

- a) Imaginative function.
- b) Instrumental function.
- c) Interactional function.

5. According to Stephen Krashen's Natural Order Hypothesis, language rules are...

- a) Best learnt by memorising grammar tables.
- b) Acquired in a predictable and natural sequence regardless of instruction.
- c) Fully mastered once explained clearly by the teacher.

6. Stephen Krashen argues that a grammar rule may appear simple to a linguist but still be acquired late by learners. This claim supports the idea that...

- a) Teachers should always correct every error immediately, so that errors do not fossilize.
- b) Beginners can master complex rules if taught correctly.
- c) The order of language acquisition cannot be changed simply through explanation.

7. According to Krashen's Affective Filter Hypothesis, which classroom condition most facilitates language acquisition?

- a) A relaxed, low-anxiety atmosphere.
- b) Frequent formal testing so that students get used to tests.
- c) A competitive environment that motivates students.

8. Krashen distinguishes 'acquisition' from 'learning'. Which of the following statements is CORRECT?

- a) Acquisition and learning are the same process described differently.
- b) Acquisition is a deliberate, conscious process.
- c) Learning involves awareness and intentional study of a language.

9. According to Selinker, learner errors...

- a) Only appear in the very early stages of acquisition.
- b) Provide valuable information about how a language is being acquired.
- c) Must be eliminated as quickly as possible, because later it's more difficult.

10. Selinker introduced the concept of 'interlanguage' to describe...

- a) A bilingual programme in which two languages, L1 and L2, are taught simultaneously.
- b) The separate linguistic system a learner constructs while acquiring a second language.
- c) The stage at which a learner achieves native-like fluency in the target language.

11. According to Vygotsky, what is the main relationship between play and the Zone of Proximal Development (ZPD)?

- a) Through play, children operate at a higher cognitive level, within their ZPD.
- b) Play is irrelevant to cognitive development within children's ZPD.
- c) The ZPD only applies to formal academic tasks, not to play.

12. According to Mildred Parten's research on social play, at approximately what age does parallel play typically emerge?

- a) 6–12 months.
- b) 5–6 years.
- c) 2–3 years.

13. In parallel play, children...

- a) Collaborate and share goals with peers.
- b) Play beside each other without interacting.
- c) Take turns and follow agreed rules.

14. Which of the following best defines a 'play-acting game'?

- a) Children move randomly with no specific purpose.
- b) Children play independently without any interaction.
- c) Children adopt roles they do not hold in real life.

15. 'Open-ended games' in Early Childhood Education are best described as activities that...

- a) Allow children to play freely and creatively with no fixed result.
- b) Have a correct answer and a clear winner at the end of the game.
- c) Take place in open spaces and follow a variety of rules in the end.

16. A heuristic game is one in which young children...

- a) Compete against one another to win a prize in a fun, collaborative environment.
- b) Watch the teacher model actions and then copy them to develop real-life attitudes.
- c) Manipulate and observe real objects to build early concepts and attitudes.

17. In which game must players only act on a command when it is preceded by a specific phrase?

- a) Peekaboo.
- b) Red Light, Green Light.
- c) Simon Says.

18. The game of Peekaboo is especially valuable for infants because it supports the development of...

- a) Object permanence and early social bonding.
- b) Fine motor skills and hand-eye coordination.
- c) Phonological awareness and sound discrimination.

19. Which game requires children to freeze when they receive a 'stop' signal and move freely on a 'go' signal?

- a) Go-catch ball.
- b) Red Light, Green Light.
- c) Stop Tip cat.

20. 'Musical Chairs' is best classified as a...

- a) game.
- b) song.
- c) nursery rhyme.

21. In a Total Physical Response (TPR) lesson, the teacher gives spoken commands and children respond by performing physical actions. The core principle of TPR is...

- a) Grammar-focused repetition through written exercises.
- b) Peer-to-peer conversation in the target language.
- c) Responding physically to language.

22. Total Physical Response (TPR) was developed by James Asher, who was influenced by the way...

- a) Children learn to write by physically tracing letter shapes repeatedly.
- b) Infants acquire their first language by listening and responding physically before speaking.
- c) Adult learners memorise vocabulary through flashcard repetition and then children physically imitate.

23. In Communicative Language Teaching (CLT), the primary focus is on...

- a) Memorising grammar rules before any speaking practice so that communication is ensured.
- b) Translating communicative texts from the target language into the mother tongue.
- c) Fluency and meaningful communication instead of error-free accuracy.

24. Content and Language Integrated Learning (CLIL) is an approach in which...

- a) Language skills are taught separately from subject content using translation exercises.
- b) A subject such as science or arts is taught through a foreign language.
- c) Children are assessed primarily on grammatical accuracy before they can engage with subject matter.

25. Jolly Phonics is a programme that teaches reading and writing to young children through...

- a) Fun storytelling with no explicit phonics instruction.
- b) Silent reading and whole-word memorisation and writing.
- c) 42 letter sounds, associated actions, songs, and stories.

26. In Synthetic Phonics methodology, learners...

- a) Guess words from context before learning their spelling.
- b) Learn individual sounds first, then blend them to decode words.
- c) Memorise whole word shapes without analysing individual sounds.

27. The Story-based Approach in Early Childhood Education proposes that narrative...

- a) Works best with older children who can read independently and establish “bridges” between new content and what they already know.
- b) Is an effective vehicle for language acquisition because it provides meaningful, memorable context for new vocabulary and structures.
- c) Is more effective than grammar drills because it teaches rules explicitly.

28. When planning English lessons for young learners, which of the following pieces of advice is incorrect?

- a) Use attractive visuals so children sit still for as long as possible.
- b) Keep communication as the central focus of activities.
- c) Use repetition and predictable structures to build confidence.

29. Using routines in Early Childhood Education classrooms is important because...

- a) Improvised environments are where children learn best.
- b) Routines provide predictability and a sense of emotional security.
- c) Routines remove the need for careful lesson planning.

30. Praising children's effort during a lesson is valuable because...

- a) It is only meaningful when the child has achieved a good result.
- b) It provides the satisfaction of not having to correct any mistakes.
- c) It builds confidence and promotes a positive attitude towards learning.

31. The best time to begin introducing a second language to young children is...

- a) Once the child has fully mastered their first language.
- b) As early as possible, through fun interactive activities.
- c) When the child begins formal schooling, since they are more receptive.

32. Teaching English to very young children should focus primarily on...

- a) Fun written grammar exercises and interactive vocabulary drills.
- b) Competitive games that rank students and promote participation.
- c) Play-based activities, phonics, and meaningful interaction.

33. Which of the following is not a good approach when teaching English to 3-year-old children?

- a) Creating an emotional connection to support language acquisition.
- b) Playing grammar drills and showing long instructional videos.
- c) Using sensory props, puppets, and songs to maintain attention.

34. A character who is not the main focus in a story but plays an important role in supporting the narrative is...

- a) the narrator.
- b) the main character.
- c) the secondary character.

35. A teacher pauses during a story and asks: 'What do you think will happen next?' This technique is used to...

- a) Test children's memorisation of the story and if they're paying attention.
- b) Check children's grammatical knowledge in order to complement other forms of assessment.
- c) Encourage prediction and active involvement during storytelling.

36. Traditional stories that explain natural phenomena and feature gods or supernatural beings are known as...

- a) Myths.
- b) Fairy tales.
- c) Fables.

37. Stories are especially valuable in Early Childhood Education because...

- a) They usually include formal comprehension questions.
- b) They create emotional engagement and support language and literacy development.
- c) They are the main tool for teaching synonyms and antonyms as kids identify with the characters.

38. Using puppets in Early Education language activities is beneficial mainly because...

- a) They focus on developing gross motor skills.
- b) They encourage only the most confident children to participate.
- c) They turn language practice into playful, engaging interaction.

39. 'If You're Happy and You Know It' is used in Early Education classrooms mainly because it...

- a) Teaches children to mimic and practice the conditionals.
- b) Helps children memorise the alphabet and identify emotions.
- c) Encourages children to respond physically to the song's lyrics.

40. A calm, slow, melodic song sung to help a baby relax and fall asleep is called a...

- a) Lullaby.
- b) Counting song.
- c) Nursery rhyme.

41. Which type of song is specifically designed to signal a change of activity in the classroom, such as tidying up?

- a) Alphabet song.
- b) Lullaby.
- c) Transition song.

42. 'Head, Shoulders, Knees and Toes' is particularly effective in Early Education language lessons because it...

- a) Introduces complex grammatical structures through choral repetition and physical activity.
- b) Combines body-part vocabulary with movement, reinforcing meaning through physical action.
- c) Teaches children to identify colours and shapes through song, while they exercise their bodies.

43. Flashcards are considered an effective resource in Early Childhood Education because...

- a) The colourful images help young learners link words to taste and smell.
- b) They improve grammatical accuracy through repetitive drills and meaningful images.
- c) Young learners rely heavily on visual support to connect words with meaning.

44. Which of the following contents is most suitable for a treasure basket for a one-year-old?

- a) Metal teaspoons, rubber balls, and plastic bowls.
- b) Small puzzle pieces, dice, and buttons.
- c) Sharp pencils, tiny beads, and elastic bands.

45. Which of the following represents a recommended use of digital technology in Early Childhood Education?

- a) Replacing all tactile materials with tablet-based activities to maximise screen time.
- b) Using interactive whiteboards or apps as a complement to hands-on learning.
- c) Allowing unsupervised free browsing to develop digital literacy from age 2.

46. The Reggio Emilia approach to Early Childhood Education is characterised by...

- a) A strictly structured curriculum centred on the direct teaching of literacy and numeracy.
- b) Child-led exploration, project work, and the use of expressive languages such as art.
- c) Standardised testing from age 3 to monitor developmental milestones.

47. A brightly coloured mobile hanging above a crib or cot is most appropriate for...

- a) ages 18–24 months.
- b) birth to 5 months.
- c) ages 3–5 years.

48. Why are small objects such as dice considered unsafe for babies under 12 months?

- a) They are too heavy for babies to hold.
- b) They are too brightly coloured and cause overstimulation.
- c) They present a serious choking hazard.

49. According to Antoniou, Pliatsikas, and Schroeder, bilingualism in young children...

- a) Fuels children's learning capacity and supports social and emotional development.
- b) Slows down first-language acquisition in the early years.
- c) Is simply a practical communication skill without any proven cognitive benefits.

50. In her book 'Teaching English to Young Learners', Lynne Cameron recommends that assessment in Early Education should...

- a) Be based on formal written tests from age 4 onwards.
- b) Focus on classroom observation rather than formal testing.
- c) Use a diagnostic framework with 'can-do' statements from the start.

DATOS DEL ALUMNO			FIRMA
APELLIDOS:			
Nombre:	D.N.I. / N.I.E.	Fecha:	

PARTE B: PRUEBA PRÁCTICA

1. Read the text and answer the questions below, in English.

Toys adapted to children with special needs play an essential role in their learning and development. These toys are designed to meet different abilities and can support motor, sensory, cognitive, and communication skills. For example, tools like the Fidget Cube or the Tangle Toy can help children stay calm, reduce anxiety, and maintain attention during activities. In addition, Textured Sensory Balls encourage tactile exploration and improve coordination, while the Big Mack Communicator allows non-verbal children to express basic needs and participate in classroom interactions.

It is important that toys are safe, accessible, and adapted to each child's individual profile. Inclusive play materials can also promote cooperation and social interaction among all children. Through play, children with special needs can develop independence, confidence, and communication abilities.

Many professionals work together to support these children's education. Teachers and special education teachers plan and adapt learning activities. Speech therapists help with language development, while occupational therapists support fine motor skills and daily living tasks. Psychologists assist with emotional and behavioural needs. In addition, physiotherapists may support gross motor development, early intervention specialists can guide families from the earliest stages, and school counsellors can help with emotional integration and social adaptation.

New teachers should follow some key principles. They should always observe children carefully and adapt activities when necessary. They must be patient and flexible, and they should not ignore small signs of difficulty or stress. They can use clear routines and simple instructions to create a secure environment. They should also collaborate closely with families and other professionals, because teamwork is essential for progress.

In conclusion, adapted toys and a coordinated team of professionals help create an inclusive and supportive learning environment where every child can develop at their own pace.

1. Answer the questions in English, according to the information provided in the text.

a) Which toy would be most appropriate for a child with stability and control of movement difficulties? (0.20 points)

b) What are the benefits of playing for children with special needs? (0.20 points)

c) Which professional can best help a child who struggles with verbal communication? (0.20 points)

d) How can new teachers provide a safe and structured setting? (0.20 points)

2. Find a synonym in the text for the following terms:

- **Abilities** (0.10 points): _____
- **Rhythm** (0.10 points): _____

3. Write between 60 and 80 words in English about a psychomotricity activity for 2-year-old kids. When and where are you going to carry it out? Exactly what is the activity about? What resources and materials will you use? What are the specific goals or objectives of the activity? How are you going to assess the success of your activity and that you fulfilled your goals? (1 point)

↑ ↑ YOUR ANSWERS MUST BE IN THE LINES PROVIDED ABOVE ↑ ↑
WHAT YOU WRITE OUTSIDE THE LINES WILL NOT BE CORRECTED

4. Write between 60 and 80 words in English about a carnival activity with children aged 5-6 years old. When and where are you going to carry it out? Exactly what is the activity about? What resources and materials will you use? What are the specific goals or objectives of the activity? How are you going to assess the success of your activity and that you fulfilled your goals? (1 point)

↑ ↑ **YOUR ANSWERS MUST BE IN THE LINES PROVIDED ABOVE** ↑ ↑

WHAT YOU WRITE OUTSIDE THE LINES WILL NOT BE CORRECTED

↓ **A PARTIR DE AQUÍ ES BORRADOR Y NO SE CORREGIRÁ** ↓