



COMUNIDAD DE MADRID

CONSEJERÍA DE EDUCACIÓN

I.E.S. JULIO VERNE - Código 28039864

C/ Ingeniería 4 – 28.918 Leganés – Telf. 91.680.76.65 - Fax 91.481.00.10



UNIÓN EUROPEA

Fondo social europeo

PRUEBAS PARA LA OBTENCIÓN DE TÍTULOS DE TÉCNICO Y TÉCNICO SUPERIOR

Convocatoria de 2022

ORDEN 3299/2020, de 15 de diciembre

DATOS DEL ASPIRANTE			FIRMA
APELLIDOS:			
Nombre:	D.N.I. o Pasaporte	Fecha: 18/05/2022	

Código del ciclo: SSCS01	Denominación completa del ciclo formativo: Ciclo Formativo de Grado Superior en EDUCACIÓN INFANTIL
Clave del módulo: CM05	Denominación completa del módulo profesional: RECURSOS DIDÁCTICOS DEL INGLÉS EN EDUCACIÓN INFANTIL

INSTRUCCIONES GENERALES PARA LA REALIZACIÓN DE LA PRUEBA

Cumplimente en su totalidad todos los datos requeridos y firme antes de comenzar el examen, tanto en la primera página como en la plantilla de respuesta.

Sobre la mesa del examen solo podrá haber:

- Una copia del examen y otra de la hoja de respuestas.
- Bolígrafo azul o negro.
- DNI, tarjeta de residencia pasaporte o carnet de conducir. Manténgalo en un lugar visible todo el tiempo de duración de la prueba.

La duración de la prueba es de 1 hora y 15 minutos.

Durante la realización de la prueba es obligatorio mantener los móviles y cualquier otro aparato electrónico apagados y guardados.

Una vez comenzada la prueba ninguna persona podrá abandonar la sala antes de media hora del inicio de la prueba.

Todas las hojas que se le reparten para la realización de la prueba deberán ser entregadas a la finalización de las mismas, aunque no hayan sido utilizadas o sean un borrador. Solo se podrán usar el papel entregado por la persona que examina.

Todos los participantes permanecerán en silencio. Para preguntar se levantará la mano.

En caso de incumplimiento de las normas o indicaciones dadas por los miembros de la comisión, se podrá el expulsar al participante del centro y decaerá en el derecho a corrección del examen.

FORMA DE RESPONDER A LAS PREGUNTAS.

Las respuestas se cumplimentarán en bolígrafo azul, preferentemente. No utilizar en ningún caso tinta roja.

Las respuestas de la prueba tipo test han de ser contestadas en la plantilla que se entrega para las respuestas.

Puede escribir en las hojas de preguntas, pero **solo serán contempladas las respuestas que estén en la PLANILLA DE RESPUESTAS.**

Para contestar adecuadamente siga las siguientes reglas:

- Señalar solo una opción de las que se presentan y solo una. Señalar más de una opción será considerado como respuesta incorrecta.
- La respuesta correcta se marcará coloreando la casilla que corresponda en la hoja de respuestas.
- **Si se ha equivocado y desea cambiar su respuesta por otra, solicite una nueva hoja de respuestas.**

CRITERIOS DE CALIFICACIÓN Y VALORACIÓN

La prueba consta de 50 preguntas tipo test, con cuatro opciones de respuesta y una valoración total de 10 puntos.

- Cada pregunta correcta sumará 0,2 puntos,
- Cada pregunta fallada restará 0,066.
- Los ítems no contestados no puntúan (0 puntos).

Para superar el módulo se ha de obtener una calificación igual o superior a cinco puntos.

Si del resultado de la prueba (siendo superior a 5 puntos) se obtuviera una nota con decimales, se redondeará ésta al número entero inferior o superior más próximo y si resultase equidistante al inmediato superior.



1. When talking about language acquisition in children, what comes first?

- A. They can understand most of their parent's speech.
- B. They make many grammar mistakes.
- C. They are able to figure out the meaning of words and expressions in a second language.
- D. They are curious about new words.

2. When talking about individual features and intelligence, what comes first?

- A. They start thinking in a symbolic way.
- B. Their character is very unstable.
- C. They start using their memory.
- D. They can tell the difference between day and night.

3. In which order do children acquire language?

- A. 1. Make sounds with their throat 2. Say words such as 'mum' or 'dad' but without understanding 3. Make animal sounds 4. Use personal pronouns
- B. 1. Say words such as 'mum' or 'dad' but without understanding 2. Make sounds with their throat 3. Make animal sounds 4. Use personal pronouns
- C. 1. Make animal sounds 2. Use personal pronouns 3. Make sounds with their throat 4. Say words such as 'mum' or 'dad' but without understanding
- D. 1. Use personal pronouns 2. Make sounds with their throat 3. Say words such as 'mum' or 'dad' but without understanding 4. Make animal sounds

4. Krashen's theory of second language acquisition consists of five main hypotheses. Which definition explains the input hypothesis?

- A. It explains the relationship between acquisition and learning and defines the influence of the latter on the former.
- B. It states that second language 'given/used' must be one step beyond the learner's current stage of linguistic competence.
- C. It claims that learners with high motivation, self-confidence, a good self-image, a low level of anxiety and extroversion are better equipped for success in second language acquisition
- D. It suggests that the acquisition of grammatical structures follows a 'natural order' which is predictable.

5. Which of these factors are not important when learning a second language?

- A. Personality
- B. Age
- C. Gender
- D. Aptitude

6. During Infant Education Stage, the methodologies used will focus on...

- A. Listening and writing.
- B. Listening and reading.
- C. Reading and writing.
- D. Listening and speaking.

7. What is 'error treatment' in second language learning?

- A. The teacher must correct every mistake to avoid making it again.
- B. The teacher is aware of the different phases when learning a language and the mistakes made.
- C. The teacher must analyse every mistake and find out why happened.
- D. The teacher must elaborate a database with all mistakes.



COMUNIDAD DE MADRID

CONSEJERÍA DE EDUCACIÓN

I.E.S. JULIO VERNE - Código 28039864

C/ Ingeniería 4 – 28.918 Leganés – Telf. 91.680.76.65 - Fax 91.481.00.10



UNIÓN EUROPEA

Fondo social europeo

8. What types of motivation can you use in relation to learning a second language?

- A. Accidental
- B. Deliberate
- C. Cultured
- D. All three of the above

9. Which techniques can you use before getting into the classroom to motivate students?

- A. Use the mother tongue
- B. Use new technologies
- C. Create a good atmosphere in the classroom
- D. Let them work in groups

10. Which of the following motivational techniques must not be used in the classroom?

- A. Have alternative tasks
- B. Do arts and crafts activities
- C. Use the mother tongue
- D. Design other sessions

11. When using songs, teachers must...

- A. Make all students sing even if they don't want to.
- B. Dance and make gestures while singing.
- C. Plan a song every four sessions.
- D. Sing the songs again every week.

12. Something basic when we use stories in the classroom is to...

- A. Use vocabulary close to the students.
- B. Design and make up a setting.
- C. Select a fragment from a video or YouTube.
- D. Use stories with long sentences.

13. There have been different methods to teach a second language through history. Which one was first?

- A. Direct method
- B. Grammar-translation
- C. Audiolingual
- D. The Silent Way

14. This method emphasizes the importance of the learners themselves by calling them "clients" and letting them design lesson content. The teacher plays the part of "counsellor", while the learners are encouraged to work together, interacting and helping each other. Which method is it?

- A. TPR
- B. Suggestopedia
- C. Community language learning
- D. Communicative approach

15. Which method doesn't belong to the Humanistic Approach in Teaching Foreign Language?

- A. Silent method
- B. Natural approach
- C. Situational method
- D. TPR



COMUNIDAD DE MADRID

CONSEJERÍA DE EDUCACIÓN

I.E.S. JULIO VERNE - Código 28039864

C/ Ingeniería 4 – 28.918 Leganés – Telf. 91.680.76.65 - Fax 91.481.00.10



UNIÓN EUROPEA

Fondo social europeo

16. Who created the Total Physical Response method?

- A. S. Krashen
- B. C. Curran
- C. G. Lozanov
- D. J. Asher

17. The Communicative approach is characterised by...

- A. Being flexible
- B. Allowing to use the mother tongue
- C. Focusing on fluency rather than pronunciation
- D. All of the above

18. Which of these activities is not based on task-based language teaching?

- A. Making a giant spider filling garbage bag with newspaper for Halloween
- B. Making up board games for Christmas
- C. Painting and then sticking hearts for Saint Valentine's Day.
- D. Reading a story and summarize it.

19. Which of these activities belongs to the TPR method?

- A. Going for a treasure hunt
- B. Closing eyes and listening to a nursery rhyme
- C. Singing and dancing Head, shoulders, knees and toes
- D. Drawing while listening to a song

20. The Natural Method approach is based on...

- A. Chomsky's.
- B. Multiple learning theories.
- C. Asher's ideas.
- D. S. Krashen hypothesis.

21. Total Physical Response Method focuses on...

- A. Doing something after an order or instruction.
- B. Grammar structures.
- C. Drilling vocabulary.
- D. Dancing.

22. An activity belonging to the P.R.M. would be...

- A. Performing a song such as head, shoulders, knees and toes.
- B. Drawing what a song suggests.
- C. Writing their names.
- D. Listening to a story in circle.

23. The Communicative Approach is characterized by ...

- A. Accuracy before fluency.
- B. Fluency before accuracy.
- C. Importance of vocabulary.
- D. Understanding who is in the conversation.

24. Which method is based on listening and speaking?

- A. Communicative method
- B. Silent method
- C. Situational method
- D. All of the above



COMUNIDAD DE MADRID

CONSEJERÍA DE EDUCACIÓN

I.E.S. JULIO VERNE - Código 28039864

C/ Ingeniería 4 – 28.918 Leganés – Telf. 91.680.76.65 - Fax 91.481.00.10



UNIÓN EUROPEA

Fondo social europeo

25. Which of these materials don't belong in an infant education classroom?

- A. Pen, rubber, pins
- B. Puppets
- C. Computers
- D. Chalk and blackboard

26. Which 'real' material can you use in the English classroom?

- A. Stamps
- B. Magazines
- C. Coins
- D. All of the above

27. They think they own everything. They think everything is...

- A. Mine
- B. Them
- C. Theirs
- D. Us

28. Going to the cinema is _____.

- A. interested
- B. interesting
- C. excited
- D. all of the above

29. I am not sure what time I will get home.

- A. I must be late.
- B. I may be late.
- C. I would be late.
- D. I should be late.

30. Ruth has avoided _____ to Chris since yesterday morning.

- A. speaking
- B. speak
- C. spoke
- D. to speak

31. The entire house _____ by Tom last year.

- A. was painted
- B. is painted
- C. will be painted
- D. painted

32. If I _____ you, I _____ watching the movie in English.

- A. was / tried
- B. were / would try
- C. were / will try
- D. was / try

33. Which of the following sentences is incorrect?

- A. Do you know the girl I was sitting with yesterday in class?
- B. Do you know the girl that I was sitting with yesterday in class?
- C. Do you know the girl who I was sitting with yesterday in class?
- D. Do you know the girl, I was sitting with yesterday in class?



COMUNIDAD DE MADRID

CONSEJERÍA DE EDUCACIÓN

I.E.S. JULIO VERNE - Código 28039864

C/ Ingeniería 4 – 28.918 Leganés – Telf. 91.680.76.65 - Fax 91.481.00.10



UNIÓN EUROPEA

Fondo social europeo

34. Choose the word which is NOT typical on Halloween.

- A. Owl
- B. Cauldron
- C. Skull
- D. Present

35. Choose the word which is NOT typical at Christmas.

- A. Candy cane
- B. Wreath
- C. Hot crossed buns
- D. Elf

36. Choose the word which is typical at Easter.

- A. Trick or treat
- B. Egg hunt
- C. Bonfire
- D. Love cards

37. 'Little red riding hood' is a...

- A. Song
- B. Game
- C. Story
- D. Arts and crafts project

38. 'Head, shoulders, knees and toes' is a...

- A. Song
- B. Game
- C. Story
- D. Arts and crafts project

39. 'I spy with my little eye' is a...

- A. Song
- B. Game
- C. Arts and crafts project
- D. Story

40. A puppet made with toilet roll and stickers is a/an...

- A. Song
- B. Game
- C. Story
- D. Arts and crafts project

41. A syllabus design can be described as...

- A. A basic contract between the instructor and students, laying out the responsibilities and expectations on both sides
- B. The activities to be done in class
- C. The timing of the year contents
- D. The aims and assessment of the course

42. How can you work on diversity in the classroom?

- A. Using diagnostic tests
- B. Using review and extra activities
- C. Using the material made by students
- D. Using drama in the class



COMUNIDAD DE MADRID

CONSEJERÍA DE EDUCACIÓN

I.E.S. JULIO VERNE - Código 28039864

C/ Ingeniería 4 – 28.918 Leganés – Telf. 91.680.76.65 - Fax 91.481.00.10



UNIÓN EUROPEA

Fondo social europeo

43. Choose the characteristic related to traditional literature.

- A. Happy ending for the hero
- B. Known authorship
- C. Long stories
- D. Scary stories

44. A soothing song, usually sung to young children before they go to sleep is ____.

- A. a fable
- B. a story
- C. a lullaby
- D. a tone

45. Why is the “Multiple intelligences’ theory” useful in teaching?

- A. Because it is funnier
- B. Because we leaders can outstand from the group
- C. Because it involves a more general acquisition
- D. Because it helps to deal with difficult students

46. Which of these qualities is NOT important in an infant education teacher?

- A. Inflexibility
- B. Flexibility
- C. Patience
- D. Tolerance

47. To make transitions easier to children it is important...

- A. to follow just two routines
- B. not to follow routines
- C. to follow routines
- D. to follow routines but change sometimes

48. When teaching children, you should not focus on...

- A. importance of new vocabulary and pronunciation
- B. fostering children’s physical and psychological development
- C. sentence construction
- D. ability to interrelate their surroundings

49. Who is the bad guy in the story “The three little pigs”?

- A. Mummy pig
- B. Granny
- C. The wolf
- D. The hunter

50. How does the song go? “If you are happy, happy, happy...”

- A. touch your nose
- B. clap your hands
- C. jump up high
- D. say hello