



ALL YOUR ANSWERS MUST BE WRITTEN ON THE BOOKLET
STATE THE QUESTION NUMBER AND WRITE THE ANSWERS

TEXT 1: FRAGMENT FROM "GULLIVER'S TRAVELS"

For my own part, I swam as fortune directed me, and was pushed forward by wind and tide. I often let my legs drop, and could feel no bottom; but when I was almost gone, and able to struggle no longer, I found myself within my depth; and by this time the storm was much abated. The declivity was so small, that I walked near a mile before I got to the shore, which I conjectured was about eight o'clock in the evening. I then advanced forward near half a mile, but could not discover any sign of houses or inhabitants; at least I was in so weak a condition, that I did not observe them. I was extremely tired, and with that, and the heat of the weather, and about half a pint of brandy that I drank as I left the ship, I found myself much inclined to sleep. I lay down on the grass, which was very short and soft, where I slept sounder than ever I remembered to have done in my life, and, as I reckoned, about nine hours; for when I awaked, it was just day-light. I attempted to rise, but was not able to stir: for, as I happened to lie on my back, I found my arms and legs were strongly fastened on each side to the ground; and my hair, which was long and thick, tied down in the same manner. I likewise felt several slender ligatures across my body, from my arm-pits to my thighs. I could only look upwards; the sun began to grow hot, and the light offended my eyes. I heard a (1.1) _____ noise about me; but in the posture I lay, could see nothing except the sky. In a little time, I felt something alive moving on my left leg, which advancing gently forward over my breast, came almost up to my chin; when, bending my eyes downwards as much as I could, I perceived it to be a human creature not six inches high, with a bow and arrow in his hands, and a quiver at his back. In the meantime, I felt at least forty more of the same kind (as I



conjectured) following the first. I was in the utmost (1.2) _____, and roared so loud, that they all ran back in a fright; and some of them, as I was afterwards told, were hurt with the falls they got by leaping from my sides upon the ground. However, they soon returned, and one of them, who (1.3) _____ so far as to get a full sight of my face, lifting up his hands and eyes by way of admiration, cried out in a shrill but distinct voice, *Hekinah degul*: the others repeated the same words (1.4) _____ times, but then I knew not what they meant. I lay all this while, as the reader may believe, in great uneasiness. At length, struggling to get loose, I had the fortune to break the strings, and wrench out the (1.5) _____ that fastened my left arm to the ground; for, by lifting it up to my face, I discovered the methods they had taken to bind me, and at the same time with a violent pull, which gave me excessive (1.6) _____, I a little loosened the strings that tied down my hair on the left side, so that I was just able to turn my head about two inches. But the creatures ran off a second time, before I could seize them; whereupon there was a great shout in a very shrill accent, and after it ceased I heard one of them cry *aloud Tolgo phonac*; when in an instant I felt above a hundred arrows (7) 2.1 _____ on my left hand, which, pricked me like so many needles; and besides, they shot another (8) 2.2 _____ into the air, as we do bombs in Europe, whereof many, I suppose, fell on my body, (though I felt them not), and some on my face, which I (9) 2.3 _____ covered with my left hand. When this shower of arrows was over, I fell a groaning with (10) 2.4 _____ and pain; (...)

Swift, J. (2022, 1st June) "Gulliver's Travels" Freeditorial

<https://freeditorial.com/es/books/gulliver-s-travels>

1. There are 6 words (1.1 to 1.6) missing in the fragment. Place them in the correct order and write them in the booklet (e.g 1.1 colourful, 1.2 happiness...). There are two extra words.

astonishment	ventured	astonishing	pegs
pain	strength	several	confused



2. From 7 to 10 (2.1 to 2.4) fill in the blanks with the correct form of the words in capital letters and write your answers on the booklet.

2.1 CHARGE	2.2 FLY	2.3 IMMEDIATE	2.4 GRIEVE
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3. Match the appropriate word from the extract to the definition. There are three extra words. You need to write the number and the corresponding letter/word on the booklet (e.g. 1 K, 2 M...).

1. The land along the edge of a sea, lake or other large body of water.
2. To think or believe.
3. The rise and fall of the sea that happens twice every day.
4. To make a large jump or sudden movement, usually from one place to another.

A. Ligatures	B. Shore	C. Struggle	D. Tide
F. Leap	G. Fasten	H. Reckon	

4. Select the correct transcription (IPA, British accent) and write your options in the booklet.

4.1 loosened	A. 'lʊsnd	B. 'lu:snd	C. 'lu:snt
4.2 struggling	A. 'strʌɡlɪŋ	B. 'straglɪŋ	C. 'stræɡlɪŋ
4.3 pushed	A. pʊʃt	B. pʊʃd	C. pu:ʃd
4.4 brandy	A. 'brændi	B. 'brændi	C. 'brændi
4.5 thighs	A. θaɪz	B. θaɪz	C. θeɪz

5. Summarise the text in 50 to 60 words. Write the summary on your booklet.



TEXT 2: Chapter 2: NEUROSCIENCE AND EDUCATION: HOW EARLY BRAIN DEVELOPMENT AFFECTS SCHOOL

Research on young children reveals their extraordinary ability to learn. Early learning prepares children to succeed in school and is a key factor in enhancing education worldwide. Regarding language and literacy, high quantity and quality of language addressed to young children, and parents' use of the speaking style called "parentese", are associated with advanced early language skills and reading readiness in children at the age of 5 years. Brain imaging on young infants demonstrates the importance of social interaction for the growth of language. (...)

The science of early childhood has shown not only that our youngest citizens learn more and learn earlier than previously thought, but also how they learn, and why they do or do not learn. These discoveries have produced a grand challenge for educators and policymakers, not only in the United States but all over the world as governments begin to understand the value of investing in young children's natural abilities to learn. (...)

Basic science: Infants are linguistic geniuses

Infants begin life with brain systems that allow them to acquire any and all languages to which they are exposed. (...) Infants and young children are superior learners when **6.1**_____ to adults, in spite of adults' cognitive superiority. Language is one of the classic examples of a "sensitive" period in neurobiology (Kuhl, 2017). A sensitive period marks a time in development when experience easily alters brain development. It is a very important time for building the brain's foundation for strong language and literacy skills.

The earliest sensitive period for language learning happens during the first year of life. Between 6- and 12-months of age, infants learn the sounds that will be used to create words in their language. Each language uses about 40 phonetic units (consonants and vowels) to distinguish words, and the child's job is to



discover the set of elemental units upon which words in their culture depend and do this before their first birthdays when initial word learning begins. Studies in my laboratory demonstrate that until about six months of age, infants from all nations 6.2 _____ to discern differences among the sound units that distinguish words in all of the world's languages. This "universal" ability is extraordinary, given that the infants' parents can only discriminate the sounds contained in languages they 6.3 _____ to as a child. (...)

By 12 months of age infants' skills narrow – the ability to discern sound differences for languages the infant has no exposure to declines sharply during the period from 6- to 12-months, while their abilities to hear differences among native language sounds improves significantly (Kuhl et al., 2006). The ability to learn during this sensitive window of opportunity predicts the speed at which a child's language 6.4 _____ to the age of three (Kuhl et al., 2008), and their reading readiness at the age of five. In other words, this initial stage of language learning is very important – it 6.5 _____ the foundation for language learning and literacy (...)

Kuhl, P., et al. (2019), *Developing Minds in the Digital Age: Towards a Science of Learning for 21st Century Education*, Educational Research and Innovation, OECD Publishing, Paris, <https://doi.org/10.1787/562a8659-en>. Kuhl, P., Ferjan, N. in *Neuroscience and education: How early brain development affects schools*

6. Fill in the gaps by writing the verbs in the correct tense. Write your answers in the booklet.

able	establish	compare	grow	expose
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7. Answer the following questions in your booklet with the information provided in the text. Each answer must be shorter than 3-4 lines.

7.1 Which aspects influence children's reading readiness?

7.2 State two differences with regards to language learning between young learners and adults according to the text.



8. Write a synonym for each of the following words on your booklet.

8.1 To discriminate 8.2 Ability 8.3 Foundation 8.4 To enhance

9. Rephrase the following sentences. Write the answers on the booklet.

Each language uses about 40 phonetic units to distinguish words.

9.1 About 40 phonetic units _____

Early learning prepares children to succeed in school and is a key factor in enhancing education worldwide.

9.2 Not only does _____

These discoveries have produced a grand challenge for educators and policymakers.

9.3 A grand challenge _____

10. Write the correct phonetic transcription (IPA, British accent) for these words.

10.1 young
10.2 associated
10.3 thought
10.4 distinguish
10.5 narrow

11. Imagine you are the author of the text in activity 6, Patricia Kuhl. In your booklet, write no more than a 5-line paragraph continuing what has been exposed in it.



PRACTICAL CASE

You are the English teacher in a rural school where families have low economic and technological resources and students do not get academic support.

Your school is working with the Town Hall on a project called "Improve your Local Community"

You are currently teaching 5th Grade Primary. There are 24 students in your classroom. One has neither knowledge of Spanish or English. There is also an Attention Deficit Hyperactive (ADH) student in your classroom.

The bilingual Science teacher has noticed that students are under performing because they lack on the resources to elaborate a written discourse using the particularities of the different genres. She has asked for your help as an English language teacher on how to teach students to write texts in the most used genres in Primary Academic context in L2. Both of you have decided to tackle the procedural texts first.

You are required to:

- Develop a 4 lessons plan/project to work with the above mentioned topic and the development of the genre on your students with a final task.
- State at least two ICT tools you would include in your plan/ project.
- Design a formative assessment tool and explain the reasons for your choice. It cannot be a standard test.
- Make reference to the legal framework.
- Education needs to cater for all students. Explain what, when and how you would adapt to take into account your students particularities.

NOTE: you can either answer every item separately or you can include the above mentioned items along with your plan/project.