



Task 1

You work for the board of an independent school in your town. You have been tasked with designing a disability access plan to improve access to the curriculum to all disabled students.

Present your proposal, justify it and defend it using the following guidelines:

- Introduce yourself and the context of your proposal.
- Explain your proposal in detail.
- Provide arguments to justify its viability.
- Anticipate the possible drawbacks.
- Conclude with a summary of your personal views on the subject.

You have 20 minutes to prepare your presentation, which should be of 5 minutes.

You will be required to complete a form with an outline of your presentation. You will need to hand it in to your examiners at the end of the test.



Task 1

You work as an expert advisor on green issues and have been commissioned by the city council to design an improvement plan to transform one of the most deprived districts in town into a greener and more sustainable space.

Present your proposal, justify it and defend it using the following guidelines:

- Introduce yourself and the context of your proposal.
- Explain your proposal in detail.
- Provide arguments to justify its viability.
- Anticipate the possible drawbacks.
- Conclude with a summary of your personal views on the subject.

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Task 2

1. LEARNING STYLES

Read the text and think of **arguments** in order to hold a **formal discussion** on the topics raised by the ideas in it. You have **2 minutes** to do this.

Your **discussion** should last for **6-8 minutes**.

Neuromyths

Who hasn't heard the statement that we only use 10 per cent of our brain? That listening to Mozart's music makes you smarter or that most learning happens in the first three years of life? Or that a person who is "right-brained" is more creative? Another widespread idea is that we are either visual, auditory or kinesthetic (more sensitive to touch) and that we learn better according to these "styles."

All these claims are in fact "neuromyths" — false beliefs about the brain and learning, none of which are scientifically based. In short, you are as likely to get a visit from the Tooth Fairy as you are to learn how to paint a sunset faster, supposedly because you are a "visual" person.

Many false beliefs in education are based on a simplistic conception of how the human brain works. Could the inclusion of a university neuroscience course in teacher training counter neuromyths? Plausible, but unfounded. Taking a course would improve neuroscience knowledge among future teachers but likely without reducing their false beliefs.

All is not lost, however. Rebuttal texts, in which scientific arguments are raised to debunk neuromyths, are promising. Coupled with personal reflections, these texts reduce these false beliefs in apprentice teachers. However, one question remains: will their future practice be free from neuromyths? That is far from certain.

Luc ROUSSEAU, *The Conversation*, 7/20 [edited]



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ANGLÈS
EXPRESSIÓ I INTERACCIÓ ORAL

CENTRE EXAMINADOR

Task 1

Candidate's name Date Option number

Introduction/Context:

Main points of your proposal:

Supporting arguments:

Potential drawbacks → Solutions:

Conclusion/Call to action:



At the end of the test, please hand this form in to your examiners.