

Procedimiento selectivo 2018

**Cuerpo de Profesores de Enseñanza Secundaria,
de Profesores Técnicos de Formación Profesional,
de Profesores de Escuelas Oficiales de Idiomas,
de Profesores de Artes Plásticas y Diseño
y de Maestros de Taller de Artes Plásticas y Diseño**

(011) INGLÉS

Warning

You must do, after reading the text , **ONLY three** out of the six following exercises (in case you answer more than 3, only the first three you have done will be considered). Give all **your answers ONLY in English** except in the exercise 3 concerning the Spanish translation. Write properly the numbers of the exercises you have chosen. You must also enumerate all the pages you hand in. Your score will be divided by 3, so if you get 30 points, your final score will be 10. Remember that you need at least 2.5 as a final score in this test so that this mark can be taken into account together with the final score in the **part B**.

They came, they marched, they inspired

By the hundreds of thousands, they came. They gave **impassioned** and articulate speeches. They shared their experiences in Chicago, South Los Angeles and Florida. They gave one TV interview after another, displaying remarkable poise and heart- breaking sincerity. Adults decades older watched with awe. *These are teenagers. How did these kids learn to do this?*

The sense of amazement among adults, including **jaded** members of the media, was palpable — both because supposedly sophisticated adults had not pulled off this kind of change in attitudes about guns in the decades they'd been trying and because the teenagers **shredded** the talking points, the lies, the cynicism and the indifference that we've become **accustomed** to in our politics.

If this was a movie, you'd think it was inauthentic. However, it may be our image of our fellow Americans and teenagers that has been wildly inaccurate and unfairly negative. Too many of us have bought into the notion that teenagers are passive, addicted to their phones and lacking civic awareness. Too many have been guilted into accepting that "real Americans" are the Trump voters, and that the rest of us are pretenders, **pawns** of "elites." The crowd reminded us of the country's enormous geographic, racial, gender and age diversity. (Plenty of teachers, parents and grandparents turned out.) And in the case of guns, *these people* are far more representative of the views of the country than the proverbial guy in the Rust Belt diner.

Social media has its downsides, we have come to learn all too well. But we've forgotten amidst the Cambridge Analytica and Facebook scandal and the daily torment of President Trump's tweets that social media merely amplifies what is there already. It gives the Russians, the haters, the xenophobes a louder voice and the tools to disguise their true identities, but it can also amplify sincere, empathetic voices and knit together a community — an overused but underappreciated phenomenon — without which the students' organization on a scale of this magnitude would have been impossible. It is all too convenient to blame social media; the actual problem is the small but significant segment of the population behind the nastiness, anger, aggression and refusal to grapple with reality. As is always the case, the solution to bad speech is more speech. If we had forgotten that, the students who have grown up never knowing a world without iPhones surely hadn't.

The decision to let only children and teenagers speak was key to the entire **endeavor**. No canned political speeches; no feigned emotion. The experience of the more than 180,000 students who have been exposed to gun violence in schools over the past few decades was suddenly very real, very immediate.

Those on the event stage talked about their friends, their certainty in political change, their solidarity with other victims, and their fearlessness in the face of **naysayers** and cynics. They mocked and condemned the National Rifle Association and the politicians who take their money. (Sen. Marco Rubio was a favorite punching bag.) They sounded angry, sad and serious. They spoke about democracy and urged the crowd to vote; they inveighed against party politics.

The most powerful moment, however, was unspoken. Marjory Stoneman Douglas High School senior Emma Gonzalez read the names of those killed that day and the things they would never do. She then stood silently at the microphone, letting the seconds tick away and the tears stream down her face. "Since the time that I came out here, it has been six minutes and 20 seconds," she finally said. "The shooter has ceased shooting and will soon abandon his rifle, blend in with the students as they escape and walk free for an hour before arrest." She added, "Fight for your lives before it's someone else's job!"

And so we are left with the **stark** contrast – the sincerity of the students vs. The canned platitudes of the gun absolutists; the speed and vibrancy of a mass movement vs. the **gridlock** and sameness of our politics; the dogged determination of teenagers not yet world-weary vs. The sense of futility that pervade our politics. The outcome is not **preordained**. Yes, democracies are under assault. Xenophobes and nativists certainly have come out from under the rocks. The president has tried to to make the abnormal commonplace and the unacceptable inevitable. But if nothing else, the marchers reminded us we have a choice. We can be fatalistic and passive, or determined and active. If teenagers can take the capital by storm, surely the rest of us can do something more than complain and yell at the TV.

1. EXERCISE 1. (10 points)

Choose 5 from the following 10 words which are in bold in the text, using the context, explain the meaning of each one -give just the meaning in this particular context (5 points), and write a complex sentence with each word but in a different context (5 points). You will get 0 points in any of the definitions or sentences containing words which are not English.

- a. IMPASSIONED
- b. JADED
- c. SHREDDED
- d. ACCUSTOMED
- e. PAWNS
- f. ENDEAVOR
- g. NAYSAYERS
- h. STARK
- i. GRIDLOCK
- j. PREORDAINED

2. EXERCISE 2. (10 points)

Explain the meaning of the following phrasal verbs from the text (5 points). and write a complex sentence with each word but in a different context (5 points). You will get 0 points in any of the definitions or sentences containing words which are not English.

- a. PULLED OFF
- b. HAVE BOUGHT INTO
- c. TICK AWAY
- d. STREAM DOWN
- e. BLEND IN

3. EXERCISE 3. (10 points) Translate into Spanish the FIFTH (The decision...) and SIXTH (Those on the event stage...) paragraphs of the text.

4. EXERCISE 4 (10 points)

Find words in the text with a similar meaning to the following ones (5 points). Then, write a complex sentence using each word from the text in a different context (5 points). You will get 0 points in any of the sentences containing words which are not English.

- a. COHERENT
- b. BLATANT
- c. RAGGED
- d. COMPASSIONATE
- e. INCREASES

5. EXERCISE 5 (10 points).

Complete the following sentences using proper words from the text. You can only use each word once (2 points each one).

1. I went to the yarn store because my mother is teaching me how to _____.
2. _____ fruit and vegetables are the main source of the manufacturing industry in the area.
3. My brother always _____ me for my extremely long to-do lists.
4. They _____ desperately for control of the weapon.
5. Mary became aware of the _____ of the conversation and dropped the subject.

6. EXERCISE 6 (10 points).

ESSAY: How would you explain Emma Gonzalez's words to your ESO students? (200-250 words). Each word written in other languages but English will be penalized with 1 point.