

Supuesto práctico

<b>OPOSICIONES AL CUERPO DE PROFESORES DE ENSEÑANZA SECUNDARIA.</b>
<b>ESPECIALIDAD DE INGLÉS (211) 2021</b>
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<b>PRIMERA PRUEBA. PARTE A: SUPUESTO PRÁCTICO</b>

**Now everyone is connected, is this the death of conversation?**

*As our meeting places fall silent, save for tapping on screens, it seems we have mistaken connection of the real thing.* Simon Jenkins

I first noticed it in a restaurant. The place was oddly quiet, and at one table a group sat with their heads **bowed**, their eyes **hooded** and their hands in their laps. I then realised that everyone, whatever their age group, was **gazing** at a handheld phone or Tablet. People strolled in the Street outside likewise, with arms at right angles, necks bent and heads in awkward postures. Mothers with babies were doing it. Students in groups were doing it. The scene resembled something from an old science-fiction film. There was no conversation.

Every visit to California convinces me that the digital revolution is over, by which I mean it is won. Everyone is connected. The *New York Times* last week declared the death of conversation. While mobile phones may at last be falling victim to considerate behaviour this is largely because even talk is considered too intimate a contact. No such bar applies to emailing, texting, messaging, posting and tweeting. It is ubiquitous, the ultimate connectivity, the brain wired full time to infinity.

The audience in many theatres now sit, row on row, with lit machines in their laps, looking to the stage occasionally but mostly scrolling and tapping away. The same happens at meetings and lectures, in coffee bars and on jogging tracks. Psychologists have identified this as 'fear of conversation' and have come up with the term 'conversational avoidance devices' for headphones. In consequence, there is now a booming demand for online 'conversation' with robots and artificial voices. People sign up with computerised dating advisors, even claim to fall in love with their on-board GPS guides. A *robot seal* can be picked up in online stores to sit and listen to elderly individuals talk, tilting its head and blinking in sympathy.

All that said, the death of conversation has been announced as often as that of *the book*. As far back as the 18th century, the literary figure Samuel Johnson worried that the decline of political conversation would lead to violent civil disorder. Writing 70 years ago, George Orwell concluded that 'the trend of the age was away from creative communal amusements and toward solitary mechanical others'. Someone we have muddled through.

The 'post-digital' phenomenon, the **craving** for live experience, is showing a remarkable **vigour**. The US is a place of ever greater congregation and migration, to parks, beaches and restaurants, to concerts, rock festivals, ball games. Common interest groups, springing up across the country, desperately seek escape from the digital dictatorship, using Facebook and Twitter not as destinations but as route maps to meet up with real people.

Somewhere in this cultural mix I am convinced the desire for friendship will preserve the qualities essential for a civilised life, qualities of politeness, listening and courtesy. Those obsessed with fashionable connectivity and personal avoidance are not escaping reality. They may be unaware of it but deep down they, too, still want someone to talk to.

**Task 1. Read the previous newspaper article and CHOOSE the answer (a,b,c) which fits best according to the text.**

1. According to Sherry Turkle, certain people nowadays are
  - a. electronically connected but isolated from genuine human interaction.
  - b. Determined to return to a more traditional form of social structure
  - c. Incapable of forming true friendship except through social media
2. The writer uses the example of the 'seal' in line 18 to show
  - a. How far the technology of artificial intelligence has progressed
  - b. that electronic companions are regarded as non-threatening.
  - c. The negative impact of internet search engines on conversation
3. The writer mentions 'the book' in line 20 as
  - a. an example of something else that people wrongly predicted would disappear
  - b. the basis of the theory that people would soon stop talking to each other
  - c. the source of information about the current state of political debate in the USA
4. What point does the writer make in the final paragraph?
  - a. Nobody can escape the negative effects of the digital revolution
  - b. Some traditional human values are eventually bound to disappear
  - c. Everybody needs human contact whether they realise it or not.

**Task 2. Write a synonym for the following words and a complex sentence with the synonym that you write**

- A. Bowed
- B. Gazing
- C. Tilting.
- D. Craving
- E. Vigour.

**Task 3. Write a FORMAL EMAIL in which you request to the Police Force a speech about the responsible use of technology mentioning the objectives, the general contents, recipients of it, etc. It is aimed at students from your school. (120-140 words approx )**

#### **Task 4: Didactic Intervention**

One of the objectives of your High School this year (which is located in a metropolitan area) is to promote the responsible use of technology by students. At the beginning of the second term, all departments have decided to focus on this objective for a whole week. You are the English teacher of a group of 2<sup>o</sup> year CSE (Compulsory Secondary Education). There are 21 students in the group, 1 of them is repeating and 2 students have special educational needs. Create an interdisciplinary and collaborative didactic unit for a week.

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### **Hollywood:**

By 1918, four-fifths of the film-making capacity of the world had relocated to Hollywood. Locals disapproved, seeing their suburb of Los Angeles infected by these new vulgarians. But in the end snobbery yielded to the true American value, success. And success is the box-office gross. Hollywood knows a good film when it sees one: one that may make a star, but must make somebody's fortune.

In less than a century, Hollywood has grown from a toffee-nosed village to a town as famous as New York, Rome or Paris. And physically, of course, it has changed beyond recognition: a century ago, you would walk through orange groves to the village store. Yet in a way, it is still a village – parochial, with limited horizons – just a little bit of Los Angeles. For all who live and work in it, there is one topic of conversation – films: how much they have made, who is dating whom, who's been stabbed in the back, who is 'attached' to which project. Those who have been successful often try to get away: to work there, but live somewhere else. Yet it is still the one place in the world to which almost everyone who is anyone in show-business (and plenty who aren't) eventually gravitates.

**Task 1: Read the text and answer these two questions:**

**1.1 What does the writer say about present-day Hollywood?**

- A The local people still look down on the film industry.
- B It retains some characteristics of a small community.
- C It has been adversely affected by its reputation.
- D People who live there are worried by the violence.

**1.2 Who does “ and plenty who aren't” refer to in line 16?.**

- A People less well-known in the world of entertainment.
- B People not resident in Hollywood.
- C People unable to achieve celebrity status.
- D People not welcome in Hollywood.

**Task 2: For questions 1 – 5 read the following extract from a blog and decide which word (A, B, C or D) best fits each gap.**

### **The Origins of Storytelling**

The history of storytelling is ancient, lost in the (1) \_\_\_\_\_ of time. Nobody knows when the first story was actually told. Did it happen in the gloomy recess of a cave around a (2) \_\_\_\_\_ fire told by a primitive hunter? We may never know, but we do know that the earliest evidence of storytelling is in the Lascaux Caves in southern France, dating from around 15000 B.C. From cave painting to novels to movies, stories have always fascinated mankind. Every story (3) \_\_\_\_\_ a purpose, whether for entertainment, communication or religious purposes. Aesop is arguably the most famous storyteller in history. He lived in the 500s B.C., but his stories were remembered for hundreds of years without a single (4) \_\_\_\_\_ of paper or other printed material. Oral storytelling was so powerful and people remembered Aesop's tales so well that even 300 years later the stories were (5) \_\_\_\_\_ enough for mass production.

- |                 |                |             |               |
|-----------------|----------------|-------------|---------------|
| 1. A. clouds    | B. haze        | C. dust     | D. mists      |
| 2. A. billowing | B. flickering  | C. spouting | D. guttering  |
| 3. A. reports   | B. serves      | C. benefits | D. obliges    |
| 4. A. speck     | B. shred       | C. grain    | D. splinter   |
| 5. A. revered   | B. fundamental | C. crucial  | D. particular |

**Task 3: Read the following sentences and write ONE word only in each gap.**

1. I didn't press 'save' and lost all the work, so it's back to square \_\_\_\_\_ I'm afraid.
2. I heard it on the \_\_\_\_\_ that she's leaving the company.
3. I'm sure I'll work it out. It's not \_\_\_\_\_ science, is it?
4. There isn't a shadow of a \_\_\_\_\_ in my mind that he's innocent.
5. He was lucky. He passed the exam by the skin of his \_\_\_\_\_.
6. We stayed in a lovely guest house, off the beaten \_\_\_\_\_.
7. Now that the hard part's over, it's all plain \_\_\_\_\_ from here.
8. The team risked life and \_\_\_\_\_ to rescue the climbers.
9. Sam and her neighbour get on like a \_\_\_\_\_ on fire.
10. Every \_\_\_\_\_ has a silver lining.

#### **Exercise 4: Didactic Intervention.**

This is a secondary school located in the southern part of the island. It has two groups of students in each CSE and “Bachillerato” level as well as two groups of students in both Intermediate and Higher VET in Personal Image, Administration and Computing.

The aforementioned school is involved in several educational projects and it is mainly concerned with the enhancement of English language in all the educational stages of CSE. The students' families have a medium/low socio-economical background.

Taking as a point of departure the texts from Exercises 1 and 2, you are an English teacher and tutor of a 4th CSE group. It is your task to create an **interdisciplinary task** related to the **Reading Day** taking into account the fact that you have 27 students: 7 of them have Special Educational Needs( 4 students are diagnosed with learning difficulties, 2 students are diagnosed with severe learning difficulties and 1 student is diagnosed with dyslexia), there is also one trans-gender student and 3 of them are repeating.

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**How processed foods became so unhealthy**

From the moment one innovative ancient human decided to cook their meat on a fire at least 400.000 years ago, to the advent of agriculture 10-15.000 years ago, people have processed foods. Our ancestors fermented (essential for alcohols and dairy products), milled and baked (breads and pasta), and worked out how to preserve meat by salting or **brining**.

Each of the early forms of food processing mentioned above has a clear purpose: cooking adds flavour and **softens** foods – making root vegetables and legumes easier to chew and extract nutrients. Fermentation, milling and baking also makes some foods more nutritionally available and easier to digest. It's very difficult for our bodies to extract anything useful from a kernel of wheat, but ferment it into beer or **mill** it into flour and you can make a calorie-rich food. Techniques like salting or pasteurisation make foods safer and last longer. This allowed humans to travel further and survive cold winters or harsh famines.

We still do this today. Much of food processing is about making foods safer and longer-lasting, which is better for the environment as it means less food waste.

Modern high-sugar soft drinks are “heavily **vilified**”, says an expert – far from their good-for-you origins. Likewise, breakfast cereals are far removed from the grains our ancestors milled, and modern chocolate, meats, dairy, even ice cream would be unrecognisable to our ancestors. So how did we get to this point?

The search for natural extracts with which to fortify sparkling drinks in the 19th Century led to even more exotic medicated waters. Various companies started to produce stimulating, caffeinated "cola" drinks with extracts from the kola nut. Pepsi-Cola, originally **concocted** in the 1890s and named “Brad's Drink”, was a digestive aid. Its name is thought to be a **nod** to pepsin, one of the digestive enzymes, or dyspepsia, the scientific name for indigestion, and the cola flavour, though the recipe contained neither kola nut nor pepsin.

As customers demanded the same, consistent taste, smells and colours, and as rules and regulations **outlawed** certain ingredients, food manufacturers had to adapt their products. It was the demand for a consistent tomato **relish**, for example, which led to the development of Heinz's ketchup..

Could the taste and texture of a product be recreated with an extract instead of a whole ingredient? Advances in chemistry made it possible. And, it could make food cheaper.

1. Decide if the following statements are true (T) or false ( F) according to the text.Find evidence in the text.

The human body is designed to get everything they need from food.

Food factories did not change the techniques to elaborate products to cope with consumer requirements.

- 2 .Write a definition of the following words:

- nod
- outlawed
- mill

- 3 . Write synonyms of the following words:

- softens
- brining
- relish

4. Write an opposite of the following words:

- vilified
- concoct

5. Write a summary of the text.( 60-80 words)



## Didactic intervention

Design a learning situation about Eating Habits to be implemented in a multicultural Secondary School located in the southeast of an island. Take into account the following features:

- InnovAS is one of the school's projects.
- You will deal with a 3rd ESO group of 25 students. There are three Special Needs Students. (one Gifted student and two ECOPHEs).
- The school is involved in the BRÚJULA Project.
- An assistant teacher is working in the English department this year.
- Work on evaluation criteria 3 and 9.

Text source.

[Every child matters - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

**1) You are going to read an extract from the Policy paper Every child matters. Four paragraphs have been removed from the extract. Choose from the paragraphs A – E the one which fits each gap (1 – 4). There is one extra paragraph which you do not need to use. Write your answer next to the number in the box provided.**

Policy paper **Every child matters**

From: **HM Treasury**

Published 8 September 2003

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### **Every child matters**

This Green Paper outlines the Government's proposals for the reform and improvement of child care, following the death of Victoria Climbié and subsequent investigations by Lord Laming and various inspectorates dealing with children matters.

This Command Paper was laid before Parliament by a Government Minister by Command of Her Majesty.

#### **Our goals for children and young people.**

This Green Paper sets out policies to reduce the number of children who experience educational failure, suffer ill health, become pregnant as teenagers, are the victims of abuse and neglect, or become involved in offending and anti-social behaviour.

<b>1</b>	
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There was broad agreement that five key outcomes really matter for children and young people's well-being: being healthy, staying safe, enjoying and achieving, making a positive contribution and economic well-being.

<b>2</b>	
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Achieving these outcomes has benefits for children, families, and society as a whole. Children gain through improved health, well-being and prosperity now and in the future. Future generations benefit as we know that children of parents who experienced poverty, were in public care, or teenage parents are more likely to experience poor outcomes than their peers.

<b>3</b>	
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Over the last generation, children's lives have undergone profound change. Children have more opportunities than ever before, and benefit from rising prosperity, opportunities to study longer and better health. However, they also face more uncertainties and risks: children face earlier exposure to sexual activity, drugs and alcohol. Family patterns are changing. There are more lone parents, more divorces and more women in paid employment all of which has made family life more complex. These changes have come at a time when we better understand the importance of early influences on the development of values and behaviour.

<b>4</b>	
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We have a good idea what factors shape children's life chances. Research tells us that the risk of experiencing negative outcomes is concentrated in children with certain characteristics and experiences. The more risk factors a child experiences, such as being excluded from school and family breakdown, the more likely it is that they will experience further negative outcomes. Research suggests that parenting appears to be the most important factor associated with educational attainment at age 10, which in turn is strongly associated with achievement later in life. Parental involvement in education seems to be a more important influence than poverty, school environment and the influence of peers.

- A) Society as a whole benefits through reduced spending on problems that can be avoided and through maximising the contribution to society of all citizens. For instance, a child with a conduct disorder at age 10 will cost the public purse around £70,000 by age 28 – up to ten times more than a child with no behavioural problems. The overall cost of providing foster and residential care placements for 60,000 children is £2.2 billion per year.
- B) A range of protective factors can help children overcome disadvantage including: strong relationships with parents, family members and other significant adults, parental interest and involvement in education with clear and high expectations and positive role models.
- C) In recent years, there has been unprecedented investment and priority given to services for children to promote equal chances and to improve prevention and encourage early intervention. There are strong signs that these policies are delivering progress. However, the death of Victoria Climbié showed that children can still suffer the most appalling neglect and abuse, and that services can fail them, sometimes with tragic consequences.
- D) Everyone in our society has a responsibility for securing these outcomes. Families, communities, Government, public services, voluntary organisations, business, the media and others have a crucial part to play in valuing children, protecting them, promoting their interests and listening to their views.
- E) When we consulted children, young people and families, they wanted the Government to set out these aims in terms of a positive vision of what, as a society, we want to achieve for our children. They wanted an approach that was less about intervening at points of crisis or failure, and more about helping every child to achieve his or her potential. They wanted an approach that involved children, families, communities and public services working to a shared set of goals, rather than narrow or contradictory objectives.

**2) You have realized that some changes can be introduced at your school to raise the educational attainment of pupils. Write a proposal addressed to the entire school community.**

Write your proposal in 220 – 260 words.

Title: THE BEST FROM ALL.

The objective of this proposal is to promote children's well-being and to implement measures to ensure each child fulfils their potential.

Put forward ideas on a number of related issues:

- Being healthy
- Staying safe.
- Enjoying and achieving.
- Making a positive contribution.

**3) Write one word in each gap.**

**Text source: British Council Assessment for learning.**

AfL (1) \_\_\_\_\_ in the research of UK professors, Paul Black and Dylan Wiliam. Black and Wiliam recognised that what teachers and learners (2) \_\_\_\_\_ in the classroom is complicated and little is (3) \_\_\_\_\_ about what happens. They likened the classroom to a black box (an object which can be viewed in (4) \_\_\_\_\_ of its inputs and outputs without any knowledge of its internal workings) (5) \_\_\_\_\_ set out to (6) \_\_\_\_\_ what was happening inside. What they (7) \_\_\_\_\_ was that students who learn in a formative way (8) \_\_\_\_\_ much more and obtain better results (9) \_\_\_\_\_ other students. In 1998, they (10) \_\_\_\_\_ their findings in an important booklet for practitioners Inside The Black Box: Raising Standards Through Classroom Assessment.

4) You are the teacher of a 4<sup>th</sup> CSE group, there is a student who has autism spectrum disorder (ASD) and another student with attention deficit hyperactivity disorder (ADHD). The tutor group has expressed some concerns regarding a small number of students disruptive behavior during lessons in all different subjects.

Taking into consideration the extract you have read from the Policy Paper **Every child matters, design a didactic intervention** aimed to develop student's ability to be reflective about their work and to receive feedback on their work and their learning.

### Excerpt from the novel "The Bluest Eye" by Toni Morrison

"It had occurred to Pecola some time ago that if her eyes, those eyes that held the pictures, and knew the sights—if those eyes of hers were different, that is to say, beautiful, she herself would be different. Her teeth were good, and at least her nose was not big and flat like some of those who were thought so cute. If she looked different, beautiful, maybe Cholly would be different, and Mrs. Breedlove too. Maybe they'd say, "Why, look at pretty-eyed Pecola. We mustn't do bad things in front of those pretty eyes".

Each night, without fail, she prayed for blue eyes. Fervently, for a year she had prayed. Although somewhat **discouraged**, she was not without hope. To have something as wonderful as that happen would take a long, long time. Thrown, in this way, into the **binding** conviction that only a miracle could relieve her, she would never know her beauty. She would see only what there was to see: the eyes of other people.

She walks down Garden Avenue to a small grocery store which sells penny candy. Three pennies are in her shoe — slipping back and forth between the sock and the inner sole. With each step she feels the painful press of the coins against her foot. A sweet, enduring, even cherished irritation, full of promise and delicate security. There is plenty of time to consider what to buy. Now, however, she moves down an avenue gently buffeted by the familiar and therefore loved images. The dandelions at the base of the telephone pole. Why, she wonders, do people call them weeds? She thought they were pretty. But grown-ups say, "Miss Dunion keeps her yard so nice. Not a dandelion anywhere." Hunkie women in black babushkas go into the fields with baskets to pull them up. But they do not want the yellow heads—only the **jagged** leaves. They make dandelion soup. Dandelion wine. Nobody loves the head of a dandelion. Maybe because they are so many, strong, and soon.

There was the sidewalk **crack** shaped like a Y, and the other one that lifted the concrete up from the dirt floor. Frequently her **sloughing** step had made her trip over that one. Skates would go well over this sidewalk — old it was, and smooth; it made the wheels **glide** evenly, with a mild whirr. The newly paved walks were **bumpy** and uncomfortable, and the sound of skatewheels on new walks was **grating**.

These and other inanimate things she saw and experienced. They were real to her. She knew them. They were the codes and **touchstones** of the world, capable of translation and possession. She owned the crack that made her stumble; she owned the clumps of dandelions whose white heads, last fall, she had blown away; whose yellow heads, this fall, she **peered into**. And owning them made her part of the world, and the world a part of her ".

**1. Write a commentary on the historical context of this excerpt and the author.**

**2. Choose 5 from the following 10 words and write an accurate definition in the given context:**

**1. discouraged**

**2. binding**

**3. jagged**

**4. crack**

**5. sloughing**

**6. glide**

**7. bumpy**

**8. grating**

**9. touchstones**

**10. peered into**

**3. Explain the meaning of the title: "The bluest eye" used by Toni Morrison**

**4. Didactic Intervention**

**You are both the tutor and the English teacher of a group of 3rd year CSE. Recently, two new students from Senegal have been included in your group. They only speak Wolof and a bit of English and French. Furthermore, there is a trans-gender student who has been stalked and is victim of cyber bullying.**

**Taking as a starting point the text you have read about Toni Morrison, design a didactic intervention involving the different school projects available in the Canary Islands education system.**



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**Read the text. Complete the three activities and the learning situation task. Do not use Spanish in any of the activities.**

## **How green bottlenecks threaten the clean energy business**

A great green investment boom is under way, but supply-side problems are underappreciated.

AS THE WORLD economy wakes back up, shortages and price spikes are affecting everything from the supply of Taiwanese chips to the cost of a French breakfast. One kind of **bottleneck** deserves special attention: the supply-side problems, such as scarce metals and land constraints, that threaten to slow the green-energy boom. Far from being transitory, these bottlenecks risk becoming a **recurring** feature of the world economy for years to come because the shift to a cleaner energy system is still only in its infancy. Governments must respond to these market signals, facilitating a huge private-sector investment boom over the next decade that increases capacity. If they don't, they stand little chance of keeping their promises to reach "net-zero" emissions.

Scientists and activists have worried about climate change for decades. Recently politicians have shown signs of more commitment: countries accounting for over 70% of world GDP and greenhouse gases now have targets for net-zero emissions, typically by 2050. And there has been a dramatic shift in the attitude of business. Investors are demanding that firms change tack, spurred by the new reality that clean technologies are more cost-competitive. The giants of the fossil-fuel age, such as Volkswagen and ExxonMobil, are having to shift their investment plans, while clean-energy pioneers are cranking up capital spending fast. Orsted, a wind-farm champion, plans a rise of 30% this year; Tesla, an electric-car maker, a jump of 62%. Meanwhile a cool \$178bn flowed into green-tinged investment funds in the first quarter of 2021.

This sudden shift in how resources are allocated is causing stresses and strains as demand surges for raw materials and a scramble occurs for the few projects with regulatory approval. We calculate that the price of a basket of five minerals used in electric cars and power grids has soared by 139% in the past year. Timber mafias are roaming Ecuadorean forests to find balsa wood used in wind-turbine blades. In February, a British auction of sea-bed rights for offshore wind farms brought in up to \$12bn because energy firms rushed to get exposure whatever the cost. The shortages extend to finance: as a mass of money chases a few renewable-energy firms, valuations have been stretched into bubbly territory. Although the weight of the renewable-energy industry in consumer-price indices is still small, some financiers fear that supply shortages over years could eventually fuel higher inflation.

What makes these signs of overstretch so striking is that they are materialising even as the energy transition is less than 10% complete (measured by the share of cumulative energy-investment needed by 2050 that has already taken place). It is true that some of the technologies which will be required barely exist yet and so are not available for investment. That is why so much research and development is needed. But in other areas the brain work has largely been done—so the 2020s must be the decade of **brawn**, ramping up established technologies with massive capital spending.

The figures for the coming decade are mind-concentrating. To stay on track for net zero, by 2030 annual production of electric vehicles needs to be ten times higher than it was last year and the number of roadside charging stations 31 times bigger. The installed base of renewable-power generation needs to rise three-fold. Global mining firms may have to raise the annual production of critical minerals by 500%. Perhaps 2% of America's land will have to be blanketed in turbines and solar panels.



All this will require vast investment: some \$35trn over the next decade, equivalent to a third of the global fund-management industry's assets today. The system best equipped to deliver this is the network of cross-border supply chains and capital markets that has revolutionised the world since the 1990s. Yet even this system is underdelivering, with energy investment running at about half the level required, and skewed towards a few rich countries and China. Despite soaring metals prices, for example, mining firms are wary of boosting supply.

The main reason for the investment shortfall is that it takes too long to get projects approved and their expected risk and returns are still too opaque. Governments are making things worse by using climate policy as a vehicle for other political objectives. The European Union aspires to strategic autonomy in batteries and its green agenda directs a chunk of its budget to **deprived** areas. China is considering domestic price caps on commodities in its next five-year plan. Similarly, President Joe Biden's **nascent** green plan prioritises union jobs and local manufacturers. This mix of blurred goals and soft protectionism hobbles the necessary investment.

Governments need to be more hardheaded. There is a crucial role for an activist state in supporting the construction of key infrastructure, such as transmission lines, and in research and development. But the overwhelming priority must be to catalyse a bigger surge in private investment, in two ways.

First, by easing planning rules. The average global mining project takes 16 years to get approval; the typical wind project in America over a decade to get lease approvals and permits, which is one reason why its offshore-wind capacity is less than 1% of Europe's. Speed requires centralised decision-making, and will often mean disappointing local **NIMBYs** and conservationists.

Second, governments can help companies and investors deal with risks. They can provide certainty in some areas: for example, by guaranteeing minimum prices for power generation. Western governments also have a duty to provide cheap financing to lift investment in poorer countries. But the key is the introduction of carbon prices which embed market signals into millions of everyday commercial decisions and give entrepreneurs and investors more visibility over a long-term horizon. Today only 22% of the world's greenhouse-gas emissions are covered by pricing schemes, and those schemes are not joined up. Green bottlenecks are a sign that decarbonisation is at last shifting from being a theoretical idea to a reality. A powerful push is now needed to help make the revolution happen.

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**1. Read the questions and choose the answer that best fits the text.**

**1. According to the first paragraph, what needs to be done to solve supply side problems?**

- a. Companies should invest in green energy to decrease emissions.
- b. Governments have to focus on avoiding price spikes.
- c. Economies must wake up from the crisis and avoid subsequent ones.
- d. Governments need make allocating funds in the private sector easier to enhance supply .

**2. What point is being made in the fourth paragraph?**

- a. Widespread investment in research and development is needed to solve supply problems for the next decade.
- b. Supply issues require economies to overstretch their objectives and develop new technologies.
- c. In the future, research and development will be essential for green energy.
- d. The next few years will require extensive investment in already available technologies to make green energy technologies widespread.

**3. What is the "investment shortfall" mentioned in the seventh paragraph aggravated by?**

- a. Governments' inability to embrace green initiatives without ulterior motives.
- b. Lack of interest from companies to approve clean energy projects.
- c. The focus of national companies on protectionist objectives.
- d. Policies that prioritise private profit over public spending.

4. In the final paragraph, what conclusion does the text reach?
  - a. Pricing schemes are the key to avoiding green bottlenecks.
  - b. Green energy objectives are achievable with greater investment and stability.
  - c. Governments are solely responsible for the supply issues in green technologies.
  - d. Carbon prices need to be stabilised for the market to efficiently invest.
2. Explain the meaning of these six words in the text using its context and write a complex sentence each using them. The words are written in bold in the text.
  - a. bottleneck
  - b. recurring
  - c. brawn
  - d. deprived
  - e. nascent
  - f. NIMBY (not in my backyard)
3. Complete the second sentences so that they have a similar meaning to the first ones, using the word given. Do not change the word given. You must use between three and eight words, including the word given.
  1. Don't let Sheila's carefree behaviour deceive you; she's an extremely conscientious worker.  
**taken**  
Don't let \_\_\_\_\_ Sheila's carefree behaviour;  
she's an extremely conscientious worker.
  2. There is a rumour that the company lost over €10 million during the price war.  
**sustained**  
The company is rumoured \_\_\_\_\_ over €10  
million during the price war.
  3. Although I am angry about what happened, in no circumstances would I want anyone to intervene on my behalf.  
**last**  
Although I am angry about what happened, the \_\_\_\_\_ anyone  
to intervene on my behalf.
  4. Joseph made regular calls to his parents while working abroad.  
**kept**  
Joseph \_\_\_\_\_ his parents by phone while  
working abroad.
  5. I ought to have had the door repaired in the summer rather than leaving it until the autumn.  
**better**  
It \_\_\_\_\_ had the door repaired in the summer  
rather than leaving it until the autumn.

#### 4. Didactic intervention task

You are teaching a group of 4<sup>th</sup> CSE students in an urban high school located in the southern part of an island. Focusing on criteria 6 and 7, create a learning situation where the students focus on green initiatives and clean energy. The school is involved in the REDECOS education network and your students must create an action related to this network that will take place in a common space of the high school as part of this situation. Also consider that 2 of your students have entered the education system a year ago after arriving in Spain (INTARSE) and need to be part of the situation even when their proficiency in English and Spanish is still improving.

<b>OPOSICIONES AL CUERPO DE PROFESORES DE ENSEÑANZA SECUNDARIA.</b>
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<b>PRIMERA PRUEBA – PARTE A: SUPUESTO PRÁCTICO</b>
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"She said that she would dance with me if I brought her red roses," cried the young Student; "but in all my garden there is no red rose."

From her nest in the holm-oak tree the Nightingale heard him, and she looked out through the leaves, and wondered.

"No red rose in all my garden!" he cried, and his beautiful eyes filled with tears. "Ah, on what little things does happiness depend! I have read all that the wise men have written, and all the secrets of philosophy are mine, yet for want of a red rose is my life made **wretched**."

"Here at last is a true lover," said the Nightingale. "Night after night have I sung of him, though I knew him not: night after night have I told his story to the stars, and now I see him. His hair is dark as the hyacinth-blossom, and his lips are red as the rose of his desire; but passion has made his face like pale ivory, and sorrow has set her seal upon his brow."

"The Prince gives a ball to-morrow night," murmured the young Student, "and my love will be of the company. If I bring her a red rose she will dance with me till dawn. If I bring her a red rose, I shall hold her in my arms, and she will lean her head upon my shoulder, and her hand will be clasped in mine. But there is no red rose in my garden, so I shall sit lonely, and she will pass me by. She will have no **heed** of me, and my heart will break."

"Here indeed is the true lover," said the Nightingale. "What I sing of, he suffers--what is joy to me, to him is pain. Surely Love is a wonderful thing. It is more precious than emeralds, and dearer than fine opals. Pearls and pomegranates cannot buy it, nor is it set forth in the marketplace. It may not be purchased of the merchants, nor can it be weighed out in the balance for gold."

"The musicians will sit in their gallery," said the young Student, "and play upon their stringed instruments, and my love will dance to the sound of the harp and the violin. She will dance so lightly that her feet will not touch the floor, and the courtiers in their gay dresses will **throng** round her. But with me she will not dance, for I have no red rose to give her"; and he flung himself down on the grass, and buried his face in his hands, and wept.

"Why is he weeping?" asked a little Green Lizard, as he ran past him with his tail in the air.

"Why, indeed?" said a Butterfly, who was fluttering about after a sunbeam.

"Why, indeed?" whispered a Daisy to his neighbour, in a soft, low voice.

"He is weeping for a red rose," said the Nightingale.

"For a red rose?" they cried; "how very ridiculous!" and the little Lizard, who was something of a **cynic**, laughed outright.

But the Nightingale understood the secret of the Student's sorrow, and she sat silent in the oak-tree, and thought about the mystery of Love.

*Excerpt from the tale "The Nightingale and the Rose" by Oscar Wilde.*

Task 1: Write a literary analysis on the text (author, type of text, genre, period, characteristics...)

Task 2: Write an accurate synonym for the following words in the given context:

**Wretched**

**Heed**

**Throng**

**Cynic**

Task 3: Find accurate words in the text for these meanings:

**Rely on for support**

**Ignore/ overlook**

**Throw yourself**

**Move around nervously**

Task 4: A didactic intervention.

This year, the High School where you work, located in a touristic area in Canary Islands, is involved in promoting the internationalization of education, after 3 years developing different Erasmus + projects.

You are both the project coordinator and the English teacher of a group of 4<sup>th</sup> year CSE. There are 22 students in the group, 1 of them with high intellectual capacities, not well accepted by the rest of the group (a bullying victim), and 3 students who are demotivated and repeating.

Last week, 5 students participating in a short-term exchange in Romania, one of the partners in the Erasmus project, were confined, because of COVID 19, and must stay in that country for 2 weeks.

Bearing in mind the text by Oscar Wilde and having planned to develop learning related to evaluation criteria 2, 4 and 5, design a didactic intervention for this group of students.

**TASK 1 - Read the following text and insert the five missing paragraphs you will find at the end (A to F) into the most appropriate gap in the text. Each paragraph can only be used ONCE. There is one extra paragraph you will not need to use.**

## **Who wrote *Wuthering Heights*?**

Adapted from *The Irish Times*, 2020

*Wuthering Heights* is a cult classic that challenged the social and moral structures of the society of its time. First published under the pseudonym “Ellis Bell”, the posthumous second edition that emerged three years later was attributed to the novel’s true author, Emily Brontë.

1:	
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Most people have heard of the prolific Brontë sisters, but there was a fourth, lesser known sibling who also tried their hand at writing: their brother, Branwell. While critics remain somewhat undecided on his talent as an author, what is certain is that the accomplishments of Branwell’s literary career are not at all comparable to those of his sisters. But, in the wake of Branwell’s death, two of his friends, William Deardon and Francis Grundy, began circulating the rumour that it was in fact he and not Emily who had written *Wuthering Heights*.

2:	
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The vast majority of critics have dismissed such rumours for what they are, unfounded and, quite frankly, sexist. That Emily was an outwardly unassuming woman tells us nothing of her literary imagination. But despite the consensus among most experts and scholars, a minority of amateur critics and enthusiasts continue to question her authorship.

3:	
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He was supported by others like David Knights who stated his beliefs that Branwell is the famous title’s true author. Firth also indicates that he is looking forward to scholars using computational methods designed for authorship attribution-what those in the digital humanities call “stylometry”-to prove his hypothesis.

4:	
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You might be unsurprised to learn that there is no mystery to who really wrote *Wuthering Heights* - our analysis shows that it is most likely Emily. There are some limitations to the dataset that are discussed in the paper, but Firth’s 2014 assertion that computer-assisted methods would soon expose the duplicitousness of Emily and her sister Charlotte, supposedly capable of plagiarising their own brother, is complete nonsense.

5:	
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At the very least they are spreading misinformation about an important cultural work; at the worst they are reviving those Victorian sentiments that forced Emily to first publish under a male pseudonym. The computers agree with 99 per cent of literary scholars and experts: Emily Brontë wrote *Wuthering Heights*.

- A) That is precisely what our recent study, published in *Digital Scholarship in the Humanities* (Oxford University Press), sets out to accomplish. Stylometry is based on a simple premise: by counting the frequency of words in a text, you can form a profile of how an author writes, and then use that quantitative measure to forensically test things like authorship, influence, genre, or anything that might be related to how something is written.
- B) Chris Firth presented quite the conspiracy, stating how he suspects that, “for reasons unknown, Emily’s straight-laced sister Charlotte demonised Branwell and obscured his input to the creative success of the Bronte family”.
- C) Emily chose to write under a pseudonym in an effort to avoid publicity, as well as give her novel a chance of fair critical reception at a time when female authors weren’t taken seriously. Justification for her decision can be found in the fact that many commentators would eventually go on to express doubt that she, as a woman, could have penned such a dark and savage story due to the contemporary constructions of femininity as docile and uncritical.
- D) All four siblings really loved to write, not surprisingly given their background. They wrote these dramatic accounts of things that happened in their own imaginary worlds. They shared ideas and carried out periodic publications under pseudonyms as an attempt to escape from their realities.
- E) Deardon claimed to recognise similarities between Emily’s novel and work which Branwell had shown him while still alive. Believing a woman incapable of writing *Wuthering Heights*, Branwell’s friends now suggested that the novel must have been written, or at least co-authored, by Emily’s brother.
- F) In 2004, the late Robert Barnard, former Chairman of the Bronte Society, called for an end to the baseless conspiracies around *Wuthering Heights*. It is our hope that this computer-assisted study might be the last word on this matter. Individuals and publications who continue to feed unfounded, sensationalist rumours should be held accountable for the drivel they are peddling.

**TASK 2: Find words or expressions in the text with the same meaning and write a complex sentence with each of them different from the one in the article.**

1. **Pliant:** \_\_\_\_\_ > \_\_\_\_\_  
\_\_\_\_\_
2. **Disregard:** \_\_\_\_\_ > \_\_\_\_\_  
\_\_\_\_\_
3. **Humble:** \_\_\_\_\_ > \_\_\_\_\_  
\_\_\_\_\_
4. **Puritan:** \_\_\_\_\_ > \_\_\_\_\_  
\_\_\_\_\_
5. **Nonsense:** \_\_\_\_\_ > \_\_\_\_\_  
\_\_\_\_\_

**TASK 3: Write a summary of the article (60-80 words).**

**TASK 4: DIDACTIC INTERVENTION: design a learning situation on the basis of the previous text and considering the following context:**

Your school, located in a suburban area of the island, is celebrating the “Important Women in History Week” and you must collaborate from the English subject. Some essential programmes and plans implemented in the school are the Sustainable Schools Network (‘RedECOS’), the Reading Plan, and the Educating for Equality Programme.

You are the teacher of a 4<sup>th</sup> year CSE group consisting of 24 students, including two with Specific Educational Support Needs: one with Asperger Syndrome and one ‘INTARSE’ (coming from a Muslim country), and two students who are repeating.