

CUERPO: **PROFESORES DE EDUCACIÓN SECUNDARIA (0590)**

ESPECIALIDAD: **INGLÉS (011)**

PRUEBA PRÁCTICA ESCRITA

FIRST PART:

CHOOSE TWO of the texts below and answer the questions.

TEXT A

When the young woman—the mother of this child—stood fully revealed before the crowd, it seemed to be her first impulse to clasp the infant closely to her bosom; not so much by an impulse of motherly affection, as that she might thereby conceal a certain token, which was wrought or fastened into her dress. In a moment, however, wisely judging that one token
5 of her shame would but poorly serve to hide another, she took the baby on her arm, and, with a burning blush, and yet a haughty smile, and a glance that would not be abashed, looked around at her townspeople and neighbors. On the breast of her gown, in fine red cloth, surrounded with an elaborate embroidery and fantastic flourishes of gold-thread, appeared the letter A. It was so artistically done, and with so much fertility and gorgeous luxuriance of
10 fancy, that it had all the effect of a last and fitting decoration to the apparel which she wore; and which was of a splendor in accordance with the taste of the age, but greatly beyond what was allowed by the sumptuary regulations of the colony.

The young woman was tall, with a figure of perfect elegance on a large scale. She had dark and abundant hair, so glossy that it threw off the sunshine with a gleam, and a face
15 which, besides being beautiful from regularity of feature and richness of complexion, had the impressiveness belonging to a marked brow and deep black eyes. She was lady-like, too, after the manner of the feminine gentility of those days; characterized by a certain state and dignity, rather than by the delicate, evanescent, and indescribable grace, which is now recognized as its indication. And never had Hester Prynne appeared more lady-like, in the
20 antique interpretation of the term, than as she issued from the prison. Those who had before known her and had expected to behold her dimmed and obscured by a disastrous cloud, were astonished, and even startled, to perceive how her beauty shone out, and made a halo of the misfortune and ignominy in which she was enveloped. It may be true, that, to a sensitive observer, there was something exquisitely painful in it. Her attire, which, indeed, she had
25 wrought for the occasion, in prison, and had modelled much after her own fancy, seemed to express the attitude of her spirit, the desperate recklessness of her mood, by its wild and picturesque peculiarity. But the point which drew all eyes, and, as it were, transfigured the wearer,—so that both men and women, who had been familiarly acquainted with Hester Prynne, were now impressed as if they beheld her for the first time,—was that Scarlet Letter,
30 so fantastically embroidered and illuminated upon her bosom. It had the effect of a spell, taking her out of the ordinary relations with humanity, and enclosing her in a sphere by herself.

“She hath good skill at her needle, that’s certain,” remarked one of the female spectators; “but did ever a woman, before this brazen hussy, contrive such a way of showing
35 it! Why, gossips, what is it but to laugh in the faces of our godly magistrates, and make a pride out of what they, worthy gentlemen, meant for a punishment?”

Nathaniel Hawthorne. The Scarlet Letter

1. WRITE a commentary on this text. INCLUDE the following items:

- a. Text type and genre
- b. Linguistic functions.
- c. Coherence: theme, thesis and structure (ideas and arguments)
- d. Cohesion: syntactic, semantic and literary features.

2. EXPLAIN the meanings of these words and expressions according to the context

- A haughty smile (line 6)
- Sumptuary regulations (line 12)
- Complexion (line 15)
- Enveloped (line 23)
- Attire (line 24)
- Embroidered (line 30)

3. ANALYZE the following words morphologically and syntactically and WRITE the phonetic transcription.

- Thereby (line 3)
- Townspeople (line 7)
- Impressiveness (line 16)
- Recklessness (line 26)
- Acquainted (line 28)
- Sphere (line 31)

4. REPHRASE the following sentences keeping the original meaning and using the words in brackets:

- a. It is certain that the new cuts will worry the staff (BOUND)
- b. After the scandal he was asked to resign. (HAND)
- c. Don't pay any attention to what he is saying (NOTICE)
- d. He has definitely agreed to accept the job (COMMITTED)
- e. She said she was anxious about the plight of the homeless (CONCERN)

5. BRIEFLY OUTLINE a class activity inspired in any aspect related to the text. Do not forget to include the time for the activity and grade level.

TEXT B

AMAZON IS A DISASTER FOR WORKERS.

NOMADLAND GLOSSES OVER THAT

The movie *Nomadland* has been praised by both the public and film critics, but it has also attracted its fair share of controversy. Telling the story of Fern (played by Frances McDormand), a woman who lives an itinerant life, moving from state to state to follow work, sleeping in her van modified into cramped living quarters, the depiction is, some critics say, too cheery. She lives this life because she chooses to, hitting the road after a tragedy, not because she has to. And the work she does supports her lifestyle and she wants for nothing more.

Nomadland shows Fern working in an Amazon warehouse; the makers of the film received permission from Amazon to film on location. The work that Fern does looks tedious and difficult, but let's just say there are no labour violations shown on screen. Fern does this menial labour to remain true to herself and the life she wants to lead, and Amazon essentially funds her authenticity.

Meanwhile, in the real world, Amazon is putting cameras in the trucks of its delivery drivers, monitors on the bodies of its warehouse workers, and security cameras inside and outside its facilities. It creates heat maps to detect if too many employees are gathering in the same place at the same time to discourage both fraternization and discussions of forming a union. And the company touts all of this as effective methods for boosting productivity and profit margins.

The horrors of working at Amazon's warehouse facilities have been circulating for some time. Employees, not granted long enough bathroom breaks that allow them to travel all the way from their position to the facilities and back, have reported peeing in bottles. They have said they are sometimes forced to stand in line after work for security screenings to make sure no one is smuggling out products, time they are not compensated for. Warehouses are often not temperature controlled, meaning employees have to work in sweltering conditions in the summer and in cold temperatures in the winter.

But the increased surveillance is a new level of indignity. The pandemic has increased the volume of packages being handled by Amazon delivery drivers, in some regions doubling their workload. Workers have complained about having to work at backbreaking speeds to meet their quotas, about injuries and exhaustion. These workers are often contractors, meaning they are working without the protections or benefits that come with full-time employment.

Instead of giving their overloaded workers a pay rise to match the increase in labour, or hiring them full-time so they can receive health insurance to cover their repetitive strain injuries, Amazon has responded by putting cameras in delivery vans to carefully monitor performance. The cameras are attached to the ceiling of the van, with one lens pointed directly at the driver's face. Now if a driver cuts corners in order to meet their impossible quotas for the day -running a stop sign here, peeing in a bottle to avoid having to stop to find a public restroom there- it will be reported immediately to Amazon headquarters. Even things like U-turns, braking too quickly, and other minor traffic issues are automatically reported without notifying the driver. Human beings are being expected to reach the performance levels of machines, and to go without basic human needs like food, bathroom breaks, sleep and leisure time.

Amazon trots out the usual answers when questioned about the increased monitoring: they are concerned with security and fulfillment. They have delivery promises to keep, as their



45 Prime customers expect their orders to magically appear on their doorsteps the day after, or even hours later, their orders are made.

(By Jessa Crispin from Speak up 429, XXXV. Adapted version)

1. WRITE a commentary on this text. INCLUDE the following items:

- a. Text type and genre
- b. Linguistic functions
- c. Coherence: theme, thesis and structure (ideas and arguments)
- d. Cohesion: syntactic, semantic and literary features.

2. EXPLAIN the meanings of these words and expressions according to the context.

- Cramped (line 4)
- Hitting the road (line 5)
- Menial (line 11)
- Forming a union (line 16)
- Cuts corners (line 36)
- Trots out (line 42)

3. ANALYZE the following words morphologically and syntactically and WRITE the phonetic transcription.

- Praised (line 1)
- Discourage (line 16)
- Surveillance (line 26)
- Backbreaking (line 28)
- Exhaustion (line 29)
- Attached (line 35)

4. REPHRASE the following sentences keeping the original meaning and using the words in brackets:

- a. I didn't believe his explanation for one moment. (NOT FOR ONE MOMENT)
- b. The climbers were stranded for two days after the weather deteriorated suddenly before they reached the summit. (IF)
- c. There weren't as many people at the committee meeting as the Chairman had expected. (FEWER)
- d. Don't drive away with the idea that this job is easy. (JUMP)
- e. For a teacher of her experience and ability, discipline was not a problem. (SUCH)

5. BRIEFLY OUTLINE a class activity inspired in any aspect related to the text. Do not forget to include the time for the activity and grade level.

TEXT C

A few years ago, I landed at the Naples, Italy, airport at 3:00 a.m., after a harrowing day of missed flights, delays and rerouting that had started early the previous morning in Barcelona. The airport was practically deserted, and to top it off, my luggage was missing! No one at that hour could speak English and my Italian was limited to a couple of handy phrases that were now useless to me. What did I do?

With a style that tends to be generally tolerant of ambiguity, I first told myself not to get flustered, and to remain calm in spite of my fatigue and frustration. My left-brain style told me to take practical, logical steps and to focus only on the important details of the moment. Simultaneously, my sometimes equally strong propensity to use a right-brain approach allowed me to empathize with airport personnel and to use numerous alternative communicative strategies to get messages across. I was reflective enough to be patient with miscommunications and my inability to communicate well, yet impulsive to the extent that I needed to insist on some action as soon as possible.

The way we learn things in general and the way we attack a problem seem to hinge on a rather amorphous link between personality and cognition; this link is referred to as cognitive style. When cognitive styles are specifically related to an educational context, where affective and physiological factors are intermingled, they are usually more generally referred to as learning styles.

Learning style might be thought of as “cognitive, affective, and physiological traits that are relatively stable indicators of how learners perceive, interact with and respond to the learning environment” (Keefe, 1979, p.4). Or, more simply, or not, toward processing information in a particular way”. In the enormous task of learning a second language, one that so deeply involves affective factors, a study of learning style brings important variables to the forefront. Such styles can contribute significantly to the construction of a unified theory of second language acquisition.

Learning styles mediate between emotion and cognition, as you will soon discover. For example, a reflective style invariably grows out of a reflective personality or a reflective mood. An impulsive style, on the other hand, usually arises out of an impulsive emotional state. People’s styles are determined by the way they internalize their total environment, and since that internalization process is not strictly cognitive, we find that physical, affective, and cognitive domains merge in learning styles. Some would claim that styles are stable traits in adults. This is a questionable view, as noted by Dörnyei and Skehan (2003, p. 602). “A predisposition may be deep-seated, but it does imply some capacity for flexibility, and scope for adaptation of particular styles to meet the demands of particular circumstances”. It would appear that individuals show general tendencies toward one style or another, but that differing contexts will evoke differing styles in the same individual. Perhaps an “intelligent” and “successful” person is one who is “bicognitive” -one who can manipulate both ends of a style continuum.

Principles of Language Learning and Teaching, H. Douglas Brown

1. WRITE a commentary on this text. INCLUDE the following items:

- a. Text type and genre.
- b. Linguistic functions.
- c. Coherence: theme, thesis and structure (ideas and arguments)
- d. Cohesion: syntactic, semantic and literary features.

6. EXPLAIN the meanings of these words and expressions according to the context.

- Harrowing (line 1)
- To top it off (line 3)
- Flustered (line 7)
- Empathize (line 10)
- Communicative strategies (line 11)
- To get messages across (line 11)

7. ANALYZE the following words morphologically and syntactically and WRITE the phonetic transcription.

- Rerouting (line 2)
- Useless (line 5)
- Impulsive (line 12)
- Miscommunications (line 12).
- Invariably (line 27)
- Environment (line 29)

8. REPHRASE the following sentences keeping the original meaning and using the words in brackets:

- a. Karen received a medal for her services to the country. (RECOGNITION)
- b. I like to spend most of my time in the open air. (OUTDOORS)
- c. Speaking for my colleagues, I would like to thank you. (BEHALF)
- d. I realised I had said something wrong. (CONSCIOUS)
- e. We get on very well with our next-door neighbours. (TERMS)

9. BRIEFLY OUTLINE a class activity inspired in any aspect related to the text. Do not forget to include the time for the activity and grade level.

SECOND PART

CHOOSE ONE of the topics below and write a composition using between 220-260 words.

OPTION A

The legacy of Puritanism on present-day American society.

OPTION B

Work is the pillar of society though it is obvious that people need to disconnect. Where is the balance?

- Fulfilling one's potential
- Supporting family members
- Using one's time productively

Write an essay using two of the points and say what might be the most effective way of achieving a healthy work-life balance.