

PROCEDIMIENTO SELECTIVO DE INGRESO, ACCESO Y ADQUISICIÓN DE NUEVAS ESPECIALIDADES EN
LOS CUERPOS DE PROFESORES DE ENSEÑANZA SECUNDARIA, PROFESORES DE ESCUELAS OFICIALES
DE IDIOMAS Y PROFESORES DE MÚSICA Y ARTES ESCÉNICAS

Orden EDU/2/2026, de 5 de enero (BOCyL Núm. 8, del 14 de enero de 2026)

CUERPO:	0592 – PROFESORES DE ESCUELAS OFICIALES DE IDIOMAS
ESPECIALIDAD:	011 – INGLÉS
PRUEBA:	PRIMERA PRUEBA – PRIMERA PARTE (PRUEBA PRÁCTICA)
TURNO:	1 / 2 / 4

PRUEBA PRÁCTICA (OPCIÓN B)

Día: _____

Hora: _____

Duración de la prueba: 2 horas

Lugar: _____

IMPORTANTE

- **NO** se podrá abandonar el aula hasta que el vocal del tribunal lo autorice.
- Utilice bolígrafo azul o negro, no borrrable.
- Escriba sus respuestas en la *Answer sheet*. Solo se tendrán en cuenta las respuestas escritas en dicha hoja.

1. COLLOCATIONS AND IDIOMS

Complete each of the following sentences with **ONE word** so that they form correct collocations.

Example: 0) They arrived at their destination _____ and sound.

Answer: *safe*

1. The report offered a _____ criticism of the government's handling of the crisis.
2. The editor removed all the ifs and _____ from the final version of the report.
3. The proposal has met with _____ opposition from local residents and environmental groups.
4. The Prime Minister gave an _____ denial of any involvement in the scandal.
5. The policy has caused _____ hardship among low-income families.
6. The politician's explanation was little more than smoke and _____ designed to distract the media.
7. The minister's explanation contained several _____ inconsistencies.
8. She has shown _____ commitment to the project, despite repeated setbacks.
9. The charity expressed _____ concern about the rise in homelessness.
10. The new law will introduce _____ changes to the education system.
11. There is _____ pressure on the company to publish the full findings.
12. The two leaders held _____ talks aimed at reopening diplomatic channels.
13. His resignation followed a _____ exchange with senior colleagues.
14. The reforms were criticised by groups with _____ interests in maintaining the status quo.
15. For one _____ moment, it seemed as though a compromise might be possible.
16. There is _____ agreement among experts that urgent action is needed.

2. KEY WORD TRANSFORMATIONS

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word.

Example: **0)** A very friendly taxi driver drove us into town.

DRIVEN

We a very friendly taxi driver.

Answer: *were driven into town by*

1. They are likely to face severe criticism for delaying the inquiry.

COME

They are likely delaying the inquiry.

2. She was completely unaware that her comments had caused offence.

SLIGHTEST

She didn't caused offence.

3. They are determined to complete the inquiry, whatever the consequences.

INTENT

They are, whatever the consequences.

4. The results are irrelevant to the central argument.

BEAR

The results the central argument.

5. The significance of his warning was not understood by the board.

LOST

The significance of his warning the board.

6. The villagers could do nothing while the river kept rising

MERCY

The villagers were the rising river.

7. His success was due entirely to hard work rather than luck.

ACCOUNTED

His success hard work rather than luck.

8. I really cannot understand how the plan is supposed to work.

LIFE

I cannot understand how the plan is supposed to work.

9. The company will probably try to settle out of court.

LIKELIHOOD

There is try to settle out of court.

10. They considered the plan carefully before rejecting it.

CONSIDERATION

Only the plan.

11. She pretended not to understand the implications.

MADE

She _____ understand the implications.

12. His behaviour made everyone suspect he was hiding something.

GAVE

His behaviour _____ that he was hiding something.

3. WORD FORMATION

Complete each sentence with the correct form of the word given in capital letters. The new word must fit grammatically and semantically in the gap. You may need to add a prefix and/or a suffix, and you may also need to make other changes to the word. Write only ONE word in each gap.

Example: **0)** The report highlighted the _____ of the current system. **ADEQUATE**

Answer: *inadequacy*

1. His tone was criticised as _____, especially given his limited experience in the field.

PRESUME

2. The journalist accused the company of deliberately _____ the scale of the environmental damage. **STATE**

3. The proposal was rejected because it was considered both financially reckless and politically _____. **TENANT**

4. The judge criticised the witness for giving an _____ account of the events. **CONSIST**

5. The evidence against the proposal was considered virtually _____. **ASSAIL**

6. The company was accused of using _____ language to conceal the true cost of the scheme. **OBSCURE**

7. His refusal to compromise was seen as evidence of remarkable political _____. **TRANSIGENT**

TRANSIGENT

8. The company's public apology was dismissed as _____ and self-serving. **CONTRITE**

9. The two accounts of the incident were fundamentally _____. **RECONCILE**

10. The article warned against the _____ acceptance of information spread on social media. **CRITIC**

11. The inquiry described the failure to act on repeated warnings as a serious _____ of duty. **DERELICT**

12. The company relied on the public's quiet _____ rather than seeking genuine consent. **ACQUIESCE**

4. LISTENING

You are going to listen to a clip from a video about a startup. The sentences below are rephrased extracts from this commentary. Fill each gap with the exact word or phrase you hear in the recording, using the correct spelling. (Each gap contains 1–3 words.)

1. In the early days of the startup, people had very different reactions to the idea of a payments company, and the founders felt 1 _____ about these responses.
2. At first, people compared Stripe with other companies because of its 2 _____.
3. Stripe wanted people to build things in a highly 3 _____ way online.
4. People with only a basic understanding of your business often try to 4 _____ a category.
5. It is important to explain what is different not only today in the 5 _____ but also in the long-term direction of the company.
6. This long-term difference is described as the 6 _____ of the companies.
7. Having different online payments today create a 7 _____ effect.
8. Many existing payment systems are completely 8 _____.
9. In Africa and parts of Asia, people often rely on 9 _____.
10. As a result, we have an economic landscape that is (perfectly) 10 _____ in a world that is perfectly connected online.

5. WRITING

TOPIC: Should artificial intelligence be more strictly regulated in education and the workplace?

TASK: *Write an essay discussing the potential benefits and risks of the increasing use of artificial intelligence in everyday professional and academic contexts.*

- **Present balanced arguments**
- **Support your ideas with relevant examples**
- **Express and justify your opinion clearly**
- **Use an appropriate formal and academic style**

Write approximately 300 words in a formal academic style.

6. EXPLOTACIÓN DIDÁCTICA

Design a lesson plan based on this text and explain how you would exploit it in an Official School of Languages (EOI) teaching context.

Quarrelling

Great emotional and intellectual resources are demanded in quarrels; stamina helps, as does a capacity for obsession. But no one is born a good quarreller; the craft must be learned.

There are two generally recognised apprenticeships. First, and universally preferred, is a long childhood spent in the company of fractious siblings. After several years of rainy afternoons, brothers and sisters develop a sure feel for the tactics of attrition and the niceties of strategy so necessary in first-rate quarrelling.

The only child, or the child of peaceful or repressed households, is likely to grow up failing to understand that quarrels, unlike arguments, are not about anything, least of all the pursuit of truth. The apparent subject of a quarrel is a mere pretext; the real business is the quarrel itself.

Essentially, adversaries in a quarrel are out to establish or rescue their dignity. Hence the elementary principle: *anything may be said*. The unschooled, probably no less quarrelsome by inclination than anyone else, may spend an hour with knocking heart sifting the consequences of calling this old acquaintance a lying fraud. Too late! With a cheerful wave the old acquaintance has left the room.

Those who miss their first apprenticeship may care to enrol in the second, the bad marriage. This can be perilous for the neophyte; the mutual familiarity of spouses makes them at once more vulnerable and more dangerous in attack. Once intimacy is involved, the stakes are higher all round. And there is an unspoken rule that those who love, or have loved, one another are granted a licence for unlimited beastliness such as is denied to mere sworn enemies. For all that, some of our most tenacious black belt quarrellers have come to it late in life and mastered every throw, from the Crushing Silence to the Gloating Apology, in less than ten years of marriage.

A quarrel may last years. Among brooding types with time on their hands, like writers, half a lifetime is not uncommon. In its most refined form, a quarrel may consist of the participants not talking to each other. They will need to scheme laboriously to appear in public together to register their silence.

Brief, violent quarrels are also known as rows. In all cases the essential ingredient remains the same; the original cause must be forgotten as soon as possible. From here on, dignity, pride, self-esteem, honour are the crucial issues, which is why quarrelling, like jealousy, is an all-consuming business, virtually a profession. For the quarreller's very self-hood is on the line. To lose an argument is a brief disappointment, much like losing a game of tennis; but to be crushed in a quarrel... rather bite off your tongue and spread it at your opponent's feet.

From "Flying in the face of authority" by Ian McEwan in *The Observer*.