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CUERPO: 0590-PROFESORES DE ENSEÑANZA SECUNDARIA

ESPECIALIDAD: 011-INGLÉS

PRUEBA: PRÁCTICO

TURNO: 5

PRUEBA PRÁCTICA ESCRITA

FIRST PART:

CHOOSE TWO of the texts below and answer the questions.

TEXT A – CHAPTER VII

¹ Cathy stayed at Thrushcross Grange five weeks: till Christmas. By that time her ankle was thoroughly cured, and her manners much improved. The mistress visited her often in the interval, and commenced her plan of reform by trying to raise her self-respect with fine clothes and flattery, which she took readily; so that, instead of a wild, hatless little savage

⁵ jumping into the house, and rushing to squeeze us all breathless, there ‘lighted from a handsome black pony a very dignified person, with brown ringlets falling from the cover of a feathered beaver, and a long cloth habit, which she was obliged to hold up with both hands that she might sail in. Hindley lifted her from her horse, exclaiming delightedly, ‘Why, Cathy, you are quite a beauty! I should scarcely have known you: you look like a

¹⁰ lady now. Isabella Linton is not to be compared with her, is she, Frances?’ ‘Isabella has not her natural advantages,’ replied his wife: ‘but she must mind and not grow wild again here. Ellen, help Miss Catherine off with her things—Stay, dear, you will disarrange your curls—let me untie your hat.’

I removed the habit, and there shone forth beneath a grand plaid silk frock, white

¹⁵ trousers, and burnished shoes; and, while her eyes sparkled joyfully when the dogs came bounding up to welcome her, she dared hardly touch them lest they should fawn upon her splendid garments. She kissed me gently: I was all flour making the Christmas cake, and it would not have done to give me a hug; and then she looked round for Heathcliff. Mr. and Mrs. Earnshaw watched anxiously their meeting; thinking it would enable them

²⁰ to judge, in some measure, what grounds they had for hoping to succeed in separating the two friends.

Heathcliff was hard to discover, at first. If he were careless, and uncared for, before Catherine’s absence, he had been ten times more so since. Nobody but I even did him the kindness to call him a dirty boy, and bid him wash himself, once a week; and children

²⁵ of his age seldom have a natural pleasure in soap and water. Therefore, not to mention his clothes, which had seen three months’ service in mire and dust, and his thick uncombed hair, the surface of his face and hands was dismally beclouded. He might well skulk behind the settle, on beholding such a bright, graceful damsel enter the house, instead of a rough-headed counterpart of himself, as he expected. ‘Is Heathcliff not

³⁰ here?’ she demanded, pulling off her gloves, and displaying fingers wonderfully whitened with doing nothing and staying indoors.

‘Heathcliff, you may come forward,’ cried Mr. Hindley, enjoying his discomfiture, and gratified to see what a forbidding young blackguard he would be compelled to present himself. ‘You may come and wish Miss Catherine welcome, like the other servants.’

³⁵ Cathy, catching a glimpse of her friend in his concealment, flew to embrace him; she bestowed seven or eight kisses on his cheek within the second, and then stopped, and drawing back, burst into a laugh, exclaiming, 'Why, how very black and cross you look! and how—how funny and grim! But that's because I'm used to Edgar and Isabella Linton. Well, Heathcliff, have you forgotten me?'

Extract

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

- Manners (line 2)
- Flattery (line 4)
- Dared (line 16)
- Dismally (line 27)
- Glimpse (line 35)
- Concealment (line 35)

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

- Thoroughly (line 2)
- Self-respect (line 3)
- Delightedly (line 8)
- Disarrange (line 12)
- Uncombed (line 27)
- Whitened (line 30)

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

- a. You don't need to concern yourself with the new tax laws till January. (EFFECT)
- b. Sophie was upset that her wife didn't support her in the argument. (BACK)
- c. Mike didn't feel like meeting friends on Wednesday. (MOOD)
- d. I felt so relaxed at Kerry's apartment because her friends greeted me so warmly. (EASE)
- e. Police arrested Newman because they thought he was involved in the robbery. (SUSPICION)

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

¹ A 16-year-old boy has been arrested on suspicion of causing criminal damage in connection with the felling of the 300-year-old Sycamore Gap tree in the north of England. Officers arrested the teenager amid an outpouring of sadness over the destruction of the landmark, which has been a feature of the site at Hadrian's Wall in
⁵ Northumberland for hundreds of years. The boy is in custody and assisting officers with their inquiries, Northumbria police said on Thursday.

Locals and national park authorities said they were "struggling to see the logic" in the destruction of a sycamore which had long become "part of this area's DNA" and had gone through thousands of changes of seasons. The tree, believed to have been about
¹⁰ 300 years old, was made famous when it appeared in the 1991 film *Robin Hood: Prince of Thieves*, starring Kevin Costner.

Police said they believed the felling had been a deliberate act of vandalism. Supt Kevin Waring of Northumbria police said on Thursday: "This is a world-renowned landmark and the events of today have caused significant shock, sadness and anger throughout the
¹⁵ local community and beyond. An investigation was immediately launched following this vandalism, and this afternoon we have arrested one suspect in connection with our inquiries. Given our investigation remains at a very early stage, we are keeping an open mind. I am appealing to the public for information to assist us – if you have seen or heard anything suspicious that may be of interest to us, please let us know." Police officers and
²⁰ park rangers at the scene said they believed the tree had been sliced skilfully with a sharp chainsaw by someone who knew what they were doing.

Locals said they heard nothing during the night due to high winds from Storm Agnes – and woke to find the tree split from its stump. Andrew Poad, general manager at the National Trust, said he was at a loss about who would have reason to chop the tree down. He said:
²⁵ "We have ups and downs [with members of the public] but not to a degree anyone would do something like this."

Tony Gates, the chief executive of the Northumberland national park authority, said staff at the visitor centre had been in tears after arriving in the morning and finding the famous tree felled. He said: "Everyone's just in shock. It's one of the most iconic landscapes in
³⁰ the country. When we feel that sense of loss, how do we perpetuate the legacy and create a real sense of meaningfulness?"

Leanne Scudamore got engaged at the tree in 2016, the same year it was voted tree of the year in a Woodland Trust competition. She said: "It's a huge thing for us. They literally murdered one of Northumberland's landmarks, I'm absolutely furious. Apart from the
³⁵ emotional side, it's devastating for businesses, too, who rely on the tourism."

The Twice Brewed Inn, a stone's throw from the site, has offered a £1,500 bar tab to anyone with information that leads to the arrest and conviction of the person who carried out the offence. The pub's logo is an illustration of the tree and it had been just about possible to see the landmark from its windows.

⁴⁰ Michael West, a retired teacher who lives in one of the houses closest to where the tree had stood, said he wished something positive could come of it. He said: "There are lots of highly skilled people in the area and artists and the like. In Japan, when a tree falls down, they stick it in the ground. Maybe they could do that."

The National Trust said it would be collecting seeds and taking cuttings from the tree.
⁴⁵ Andrew Poad, general manager at the National Trust, said: "It's a sycamore so the stump could try to regrow but of course it won't be the same."

Adapted from The Guardian

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

- An outpouring (line 3)
- Felling (line 12)
- Park rangers (line 20)
- Stump (line 23)
- (To be) at a loss (line 24)
- (To) Have ups and downs (line 25)

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

- Landmark (line 4)
- Struggling (line 7)
- Skilfully (line 20)
- Meaningfulness (line 31)
- Competition (line 33)
- Cuttings (line 44)

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

- f. The author describes his childhood vividly in the book (ACCOUNT)
- g. The plant often gets attacked by insects. (PRONE)
- h. Kate has finally accepted that their friendship is over. (TERMS)
- i. I don't find it surprising at all that nobody went to the concert. (WONDER)
- j. When he won the scholarship, Alan began to realise just how lucky he was. (DAWN)

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

1 Although there is a huge amount of interest in generative artificial intelligence (AI) in the consumer world, particularly since the release of OpenAI's free ChatGPT program last November, in the hallowed halls of academia the response has been more wary. Concerns abound about academic integrity, as AI content can be biased, inaccurate, and sometimes contain entirely false information, dubbed "hallucinations."

The cautious response is to be expected according to Houman Harouni, lecturer on education at the Harvard Graduate School of Education and a former elementary and high school teacher. He has compassion for educators trying to grapple with a rapidly shifting world shaped by machine learning. He explains that technology creates a shock that "is sometimes of a magnitude that we cannot even understand it, in the same way that we still haven't absorbed the sharp shock of the mobile phone."

Harouni has long wrestled with the impact of cutting-edge technology on education, and is convinced that when it comes to teaching, "the medium is part of the message." He believes engaging students with virtual worlds is essential: "Where we want to get to is a place where you're dancing with it, dancing with robots". If the idea of waltzing with a robot creates apprehension for educators, Harouni has some advice:

1) Stop pretending that it doesn't exist

Educators must "help the next generation face the reality of the world and develop instruments and ways of navigating this reality with integrity", Harouni says. Students are well aware that technologies such as ChatGPT exist and are already experimenting with them on their own, but they need guidance about how to use them responsibly.

2) Teach students how to ask the ChatGPT tool questions

It is the educator's job to understand what opportunities are left open beside the technology. Teach students to do what AI cannot do. For example, unlike robots, we can ask ourselves questions and that is what students need to be trained in: to know how to ask questions and to learn how to critique their own questions, frameworks, and the answers generated by AI.

Students can start with topics and questions that they are interested in and ask ChatGPT for answers. The knack is then getting them excited about follow-up questions. Harouni uses a personal experience with his 10-year-old stepdaughter and his newborn baby to illustrate his point. When his stepdaughter asked him why he kept telling her to be careful with the baby, Harouni turned to ChatGPT to help her to get to the bottom of her question. He saw an opportunity to find out, through self-reflection and asking the right questions, what she really wanted to know, which was what she could do with the baby.

35 **3) Use generative AI tools to spark the imagination**

One frequent concern about generative AI is that students will use it to cheat and avoid the hard work of thinking for themselves, but Harouni says that tools like ChatGPT should really challenge educators to reassess the assignments they give their students. “You have to stop thinking that you can teach exactly the way you used to teach when the basic
40 medium has changed”, he explains. If students can turn to ChatGPT or others for quick and easy answers, then there is a problem with the lesson.

Harouni recently wrote about how he used ChatGPT to spur higher-level thinking among his students when he presented them with a challenging case study that had no easy solutions. The students’ initial responses were no better than the chatbot’s ideas.
45 Instead, it was thereupon reflection on the students’ failure of imagination, that they could begin to think of options that they, or any automatic language scrawler, would not have readily reached for, he explained in a co-authored article for *Wired*.

Adapted from <https://www.gse.harvard.edu/>

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

- Hallowed (line 3)
- Wary (line 3)
- Dubbed (line 5)
- To grapple with (line 8)
- Knack (line 29)
- Spur (line 42)

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

- Generative (line 1)
- Inaccurate (line 5)
- Cutting-edge (line 12)
- Waltzing (line 15)
- Frameworks (line 26)
- Co-authored (line 47)

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

- a. You are not a bad lawyer James, but I don't think it is a very suitable job for you. (CUT)
- b. I don't have the foggiest idea whether he will be coming or not. (WHATSOEVER)
- c. She wants nothing less than to get that job. It would be a dream come true. (SET)
- d. My two cousins don't trust each other at all. (COMPLETE)
- e. She never thought that he would end up in prison. (CROSSED)

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 lev

SECOND PART:

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

OPTION A

You have been selected to give a speech about bilingual sections at a teachers' annual conference. Write a speech convincing other professionals of the importance of including bilingual sections in high schools.

Include:

- An introduction of yourself with a brief mention of your professional background.
- Advantages of bilingual sections.
- Potential difficulties when implementing these sections.

OPTION B

Write an essay examining the impact of the Industrial Revolution on English literature during the 19th century. In this essay you must:

- Consider how the profound social and economic changes of the era influenced the themes, characters, and settings of literary works.
- Provide examples of specific authors and texts that reflect these transformations.