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ESPECIALIDAD: 011-INGLÉS

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TURNOS: 1-2-3

## **PRUEBA PRÁCTICA ESCRITA**

### **FIRST PART:**

**CHOOSE TWO of the texts below and answer the questions.**

#### **TEXT A**

<sup>1</sup> The ground-breaking book “*Atomic Habits*”, by James Clear, was first published in October 2018 and since then it has become an international bestseller, selling over 10 million copies in over 50 countries worldwide.

The book emphasizes the importance of small, consistent changes to one's habits in order to achieve long-term goals. In this post we're going to look at how some of the key principles from the book can be applied to language learning.

#### **Building Consistency**

James Clear emphasises the power of small, consistent actions. For language learners, this means dedicating a little time each day to studying and practicing the target language. Whether it's reading or speaking, forming daily habits, even for just a few minutes, can significantly boost language proficiency over time.

#### **Creating an Identity-Based Habit**

The book introduces the concept of identity-based habits as a powerful driver of behavioural change. This notion revolves around the idea that lasting habits are not just about what you do, but about who you become in the process. For language learners, this means not only engaging in daily language-related activities but also adopting the identity of a language enthusiast. By seeing yourself as a "language learner" or a "polyglot in the making," you instil a sense of pride and commitment that goes beyond the immediate task. Your identity then becomes intertwined with the habit of learning a new language, making it a more integral part of your life and self-concept.

#### **Progress Tracking**

One of the most valuable aspects of “*Atomic Habits*” is the idea of tracking progress. This is doable by maintaining a journal or using language learning apps to monitor their daily achievements.

#### **Implementation of Intentions and Environment Design.**

Intention implementation involves creating a specific plan for when and where you will perform a habit. This translates to setting clear and precise intentions for your study sessions. For example, instead of vaguely planning to "study English later", you can say "I will study English for 30 minutes at 7 PM in my study corner". This level of detail helps eliminate ambiguity and procrastination, making it easier to follow through with your language-learning habits. By creating a concrete roadmap for your language practice, you increase the likelihood of sticking to your daily routine.

Clear suggests that the environment plays a crucial role in shaping our habits. This might involve surrounding yourself with language resources, setting up a comfortable study

35 space, or even changing your device settings to the target language. Such environmental adjustments can make language learning a seamless part of your daily life.

### **The Two-Minute Rule**

The "Two-Minute Rule" encourages starting with tasks that take just two minutes or less. This means that even on the busiest of days, you can engage in language practice. Spend  
40 two minutes reviewing vocabulary, listening to a short podcast, or writing a brief journal entry. This simple rule makes language learning feel less overwhelming and more achievable.

### **Accountability and Social Support**

Clear emphasizes the importance of accountability in habit formation. Language  
45 learners can leverage this by sharing their goals with friends or joining language learning communities and challenges. These platforms provide the support and motivation needed to stay committed.

Overall, "*Atomic Habits*" offers a wealth of insights and practical advice. By applying the forementioned principles, one can develop effective and sustainable habits for  
50 mastering a new language. In the end, it's not just about learning a language; it's about becoming the kind of person who is capable of continuous growth and self-improvement.

Adapted from: <https://www.learnenglishwithjo.co.uk/blog/atomic-habits-for-learning-english>

### **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**

- Polyglot (line 17)
- Procrastination (line 30)
- To follow through (line 30)
- Overwhelming (line 41)
- Accountability (line 44)
- Leverage (line 45)

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

- Ground-breaking (line 1)
- Whether (line 10)
- Likelihood (line 32)
- Seamless (line 36)
- Achievable (line 42)
- Forementioned (line 49)

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

- a. Michael did not do all the necessary training, nevertheless, he managed to win the race. (ODDS)
- b. The government underestimated how much the pandemic would affect the citizens' mental health (EXTENT)
- c. The staff knew nothing about the boss's plans for the company (DARK)
- d. Theresa is close to becoming the new project manager (VERGE)
- e. I expected the film to be better than it was. I'm afraid. (SHORT)

### **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**  
**CHAPTER 1**

<sup>1</sup> The studio was filled with the rich odour of roses, and when the light summer wind stirred amidst the trees of the garden, there came through the open door the heavy scent of the lilac, or the more delicate perfume of the pink-flowering thorn.

From the corner of the divan of Persian saddle-bags on which he was lying, smoking, as  
<sup>5</sup> was his custom, innumerable cigarettes, Lord Henry Wotton could just catch the gleam of the honey-sweet and honey-coloured blossoms of a laburnum, whose tremulous branches seemed hardly able to bear the burden of a beauty so flamelike as theirs; and now and then the fantastic shadows of birds in flight flitted across the long tussore-silk curtains that were stretched in front of the huge window, producing a kind of momentary  
<sup>10</sup> Japanese effect, and making him think of those pallid, jade-faced painters of Tokyo who, through the medium of an art that is necessarily immobile, seek to convey the sense of swiftness and motion. The sullen murmur of the bees shouldering their way through the long unmown grass, or circling with monotonous insistence round the dusty gilt horns of the straggling woodbine, seemed to make the stillness more oppressive. The dim roar of  
<sup>15</sup> London was like the bourdon note of a distant organ.

In the centre of the room, clamped to an upright easel, stood the full-length portrait of a young man of extraordinary personal beauty, and in front of it, some little distance away, was sitting the artist himself, Basil Hallward, whose sudden disappearance some years ago caused, at the time, such public excitement and gave rise to so many strange  
<sup>20</sup> conjectures.

As the painter looked at the gracious and comely form he had so skilfully mirrored in his art, a smile of pleasure passed across his face, and seemed about to linger there. But he suddenly started up, and closing his eyes, placed his fingers upon the lids, as though he sought to imprison within his brain some curious dream from which he feared he might  
<sup>25</sup> awake.

"It is your best work, Basil, the best thing you have ever done," said Lord Henry languidly. "You must certainly send it next year to the Grosvenor. The Academy is too large and too vulgar. Whenever I have gone there, there have been either so many people that I have not been able to see the pictures, which was dreadful, or so many pictures that I have not  
<sup>30</sup> been able to see the people, which was worse. The Grosvenor is really the only place."

"I don't think I shall send it anywhere," he answered, tossing his head back in that odd way that used to make his friends laugh at him at Oxford. "No, I won't send it anywhere."

Lord Henry elevated his eyebrows and looked at him in amazement through the thin blue wreaths of smoke that curled up in such fanciful whorls from his heavy, opium-tainted cigarette. "Not send it anywhere? My dear fellow, why? Have you any reason? What odd chaps you painters are! You do anything in the world to gain a reputation. As soon as you have one, you seem to want to throw it away. It is silly of you, for there is only one thing in the world worse than being talked about, and that is not being talked about. A portrait like this would set you far above all the young men in England, and make the old men quite jealous, if old men are ever capable of any emotion."

*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**

- Burden (line 7)
- Unmown (line 13)
- Conjectures (line 20)
- Dim roar (line 14)
- To linger (line 22)
- Dreadful (line 29)

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

- Delicate (line 3)
- Honey-coloured (line 6)
- Stillness (line 14)
- Languidly (line 26)
- Whenever (line 28)
- Jealous (line 40)

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

- a. Although Phil wasn't feeling well, he went to work. (DESPITE)
- b. People believe he is an international criminal. (BELIEVED)
- c. You are endangering your life every time you drink and drive. (JEOPARDY)
- d. Richard speaks Spanish extraordinarily well. (COMMAND)
- e. I never thought of asking Lisa for help with the car. (OCCURRED)

**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

<sup>1</sup> My route to university was never going to be simple. While my friends were flicking through university brochures and choosing Ucas options, I was signing chemotherapy consent forms in the teenage cancer unit at Addenbrooke's hospital and throwing up in its weirdly tropical island-themed bathrooms. Even before then, my severe chronic  
<sup>5</sup> illness made attending traditional university unthinkable – until the pandemic happened. In 2020, for the first time, it became possible to attend a brick-and-mortar university online. Universities became accessible – or at least, more accessible than they had ever been – practically overnight. Lecture recordings and software that would allow disabled students to take exams from home, were slotted into place so that students could learn  
<sup>10</sup> remotely. Suddenly, friends at university were having the kind of experience that would have enabled me to join them. But since the “end” of the pandemic, online learning has withered away and thousands of students have been left without sufficient access.

The return to solely in-person learning ignores everything experts in the field have recommended and, I believe, neglects universities' legal duty to make “reasonable  
<sup>15</sup> adjustments” to ensure people with disabilities are not disadvantaged. “I'd like the option for remote learning to still be given to students who ask for it,” said one student in a report from the Disabled Students' Commission. “As a disabled student, I have found remote learning – although challenging at times – easier than the challenges I would have to deal with if I had to attend on-campus teaching.”. Similarly, in a survey of 326 disabled  
<sup>20</sup> students by Disabled Students UK, 84.5% said the option of online learning post-pandemic would benefit them.

Analysis carried out by The Office for Students found the achievement gap between disabled and non-disabled students narrowed during the period of pandemic-induced online learning, strongly suggesting many disabled students found online delivery  
<sup>25</sup> superior to in-person teaching.

Of course, there's no one-size-fits-all solution. Some disabilities make online learning harder. But for those who would benefit from online programmes, the rewards are clear. The flexibility of online learning is especially important for students, like me, whose symptoms wax and wane, making the ability to study and take exams when able to  
<sup>30</sup> perform best essential. Students with mobility impairments or executive functioning issues find not having to navigate campus helpful, because they can save their energy for studying, not logistics.

According to the Office for National Statistics, only 24.9% of disabled adults aged 21-64 have a degree or above, compared with 42.7% of non-disabled adults. For disabled

35 people, going to university almost halves the disability job gap – the difference in  
employment levels between disabled and non-disabled people – meaning higher  
education is the best chance for disabled people to find employment. With recent  
findings by the Institute for Fiscal Studies showing disabled people now make up nearly  
half of the country's most deprived working-age adults, surely this is an urgent issue to  
40 confront. One that, in an election year, when the record levels of long-term sickness are  
frequently used as political fodder, all parties should be pressed into tackling.  
Particularly when soon the Department for Work and Pensions' work capability  
assessment will recognise online work, so disabled people will be required to work  
remotely, but unable to access most higher education in the same way. Offering disabled  
45 people access to online university is an easy intervention to increase their chances of  
success.

*Extract 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**

- Chronic (line 4)
- Brick-and-mortar (line 6)
- Enabled (line 11)
- Narrowed (line 23)
- Deprived (line 39)
- Fodder (line 41)

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

- Flicking (line 1)
- In-person (line 13)
- Adjustments (line 15)
- Rewards (line 27)
- Wane (line 29)
- Particularly (line 42)

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

- a. No one was expecting the pregnancy news. (BLUE)
- b. I should have apologised to her sooner. (REGRET)
- c. She refused to give me an explanation for her absence. (WOULDN'T)
- d. The news that the Prime Minister had quit came as a shock to everyone. (ABACK)
- e. The day was so dreadful that we cancelled the trip. (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.**

**SECOND PART:**

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

**OPTION A**

Write an essay on the appeal of crime in today's entertainment industry and tourism.

Include:

- Explanation of the presence of crime in entertainment and tourism.
- Examples/Arguments
- What causes this appeal.

**OPTION B**

Write a cover letter to the principal of the high school where you would want to work at.

Include:

- Why you want and deserve the job.
- Relevant education and experience.
- Greatest achievements and strengths as well as weaknesses and ways in which you have tried to improve them.