

SECONDARY EDUCATION TEACHERS (0590)
ENGLISH (011)
Salamanca 5 July 2026

FIRST PART

WRITTEN PRACTICAL TEST

This section consists of two tasks:

– **TASK 1**

Choose **TWO TEXTS** from the three provided and answer the questions set for each of them.

– **TASK 2**

Write **ONE COMPOSITION** on **ONE TOPIC** selected from the two given.

Instructions

1. Use a blue or black non-erasable pen.
2. You may use this booklet for underlining or making notes, if you wish.
3. **Answer all tasks on the answer sheets provided.**
4. At the end of the paper, place all materials (booklet and answer sheets) in the envelope provided.
5. Activity number 8 of each text must be answered in one of the chosen texts **ONLY**.

A ROSE FOR WINTER

A superb, straight-limbed young man now stepped forward into the ring and a cheer went up, for he had already earned some reputation. He was dressed, not in the heavy gold-embroidered garments of the professional matador, but in Andalusian riding clothes – a broad black hat, short waistcoat, tight-fitting trousers and high-heeled boots. With cape folded, hat held to his breast, he
5 faced the President's box, bowed, raised his head, and in ringing tones dedicated the next bull to one of the virgins, whose name was Gloria. Her companions congratulated her rather noisily upon the honour, while she, huge-eyed and delicate as a doll, waved a small hand, and then went pale as death.

The President leaned forward and gave the signal, the trumpet sounded, and the doors opened for the fourth bull. He came in like thunder, snorting and kicking up the dust, his black coat shining like
10 a seal's, his horned head lowered for immediate attack. Two assistants, trailing long capes, ran out and played him first, a formal prologue designed to discover the unknown temper of the bull. Slowly, their job done, they were beaten back towards the barriers, and the bull stood alone. Then Gloria's champion walked out across the sand. He took up his stand, the pale sun gilding his rigid face, gave a loud clear shout to the bull, and from that moment we witnessed an almost faultless combat. Elegant,
15 firm-footed as a dancer, but with cold courage and movements of continual beauty, the boy entirely dominated the bull. He seemed to turn the fury of the beast into a creative force which he alone controlled, a thrusting weight of flesh and bone with which he drew ritual patterns across the sand. The bull charged and charged again, loud-nostrilled, sweating for death, and the boy turned and teased him at will, reducing him at last to a kind of enchanted helplessness, so that the bull stood hypnotized,
20 unable to move, while the young man kissed his horns, alone in the ring, unarmed with the armed beast, he had proved himself the stronger. He never ran, he scarcely moved his feet, but he turned his cape like liquid fire, and the bull, snorting with mysterious amazement, seemed to adore him against his will, brushing the cape as a bee does a poppy.

The moment for the kill arrived; and this was accomplished with almost tragic simplicity and
25 grace.

The crowd rose to its feet with one loud cry. Hats, caps, cushions, even raincoats, were thrown into the ring. The young man stood amongst these tributes and smiled palely at the crowd. Then he came, sword in hand, and bowed low to the president and to Gloria. Colour and intoxication had returned to the girl's cheeks; she stood up and clapped him wildly and threw him a box of cigars.
30 His triumph was hers; it was the least she could do.

Laurie Lee, *A Rose for Winter* (1955; London: Vintage, 2003), pp. 46–47

1. Classify the text according to its typology, genre, and style. Justify your answer with specific linguistic evidence from the extract. (1,5marks)

2. Analyze the coherence and cohesion of the text. Identify at least three lexical and grammatical cohesive devices used and explain how they contribute to the mythification of the matador. (1,5 marks)

3. Provide a contextual definition or a suitable formal synonym for each of the following words as used in the text. In addition, analyse their morphological structure and word-formation processes. (1 mark — 0,25 meach)

- a. straight-limbed
- b. temper
- c. teased
- d. tributes

4. Explain the contextual figurative meaning and stylistic purpose of the following expressions. (1 mark; 0,5 each)

- a. "...he turned his cape like liquid fire..."
- b. "Colour and intoxication had returned to the girl's cheeks..."

5. Rewrite the sentences keeping the original meaning and using the structural prompts provided: (1 mark — 0,25 m each)

- a. "He was dressed, not in the heavy gold-embroidered garments of the professional matador, but in Andalusian riding clothes..."

Start with: *Rather...*

- b. "He seemed to turn the fury of the beast into a creative force which he alone controlled..."

Use the word: *SOLE*

- c. "...the young man kissed his horns, alone in the ring, unarmed with the armed beast, he had proved himself the stronger."

Start with: *Alone...*

- d. "Colour and intoxication had returned to the girl's cheeks; she stood up and clapped him wildly..."

Use the word: *FLUSHED*

6. Analyse the sentence structure (coordination/subordination) and the verb forms in the following fragments, explaining their syntactic function. (2 marks; 1 each)

- a. "...reducing him at last to a kind of enchanted helplessness, so that the bull stood hypnotized, unable to move, while the young man kissed his horns..."
- b. "He came in like thunder, snorting and kicking up the dust, his black coat shining like a seal's..."

7. Analyse the following fragment by explaining its connected speech processes (linking, elision, weak forms) and providing its phonetic transcription into contemporary RP/GB English. (1 mark)

"The moment for the kill arrived; and this was accomplished with almost tragic simplicity and grace."

8. Design a classroom activity based on any aspect of the text. Specify the level (ESO, Bachillerato, or a Vocational Training Module), timing, the procedure and the pedagogical framework driving your choices. (2 marks)

REMEMBER: This question must only be answered once, in one of the chosen texts.

TRY IT AND SEE

I am, of course, overjoyed to be here today in the role of ceremonial object. There is more than the usual amount of satisfaction in receiving an honorary degree from the university that helped to form one's erstwhile callow and ignorant mind into the thing of dubious splendor that it is today; whose professors put up with so many overdue term papers and struggled to read one's handwriting, of which "interesting" is the best that can be said.

No sooner had I tossed off a graceful reply to the letter inviting me to be present today than I began to realize the exorbitance of what was expected of me: to say something useful, wise, encouraging and optimistic to a graduating class in difficult times. After all, you are being launched—though ever since I experienced the process, I've wondered why "convocation" is the name for it. "Ejection" would be better. Even in the best of times, it's more or less like being pushed over a cliff, and these are not the best of times. In case you haven't figured it out already, I'm here to tell you that it's an armpit out there.

Not only that, the year will come when you will wake up in the middle of the night and realize that the people you went to school with are in positions of power, and may soon actually be running things. If there's anything more calculated to thicken men's blood with cold, it's that. After all, you know how much they didn't know then, and, given yourself as an example, you can't assume they know a great deal more now. "We're all doomed," you will think.

But we'll get around to some positive thinking in a moment. "What shall I tell them!" I thought, breaking out into a cold sweat, as I tossed and turned night after night. For a while I toyed with the idea of paraphrasing Kurt Vonnegut, who told one graduating class, "Everything is going to become unbelievably worse and will never get better again," and walked off the stage. But that's the American style: boom or bust. A Canadian would be more apt to say, "things may be pretty mediocre but let's at least try to hold the line."

Which illustrates the following point: when faced with the inevitable, you always have a choice. You may not be able to alter reality, but you can alter your attitude towards it. Which brings us to the hidden agenda of this speech. What you are being ejected into today is a world that is both half empty and half full. On the one hand, the biosphere is rotting away. The raindrops that keep falling on your head are also killing the fish, the trees, the animals, and, if they keep being as acid as they are now, they'll eventually do away with things a lot closer to home, such as crops, front lawns and your digestive tract. Nature is no longer what surrounds us, we surround it, and the switch has not been for the better. On the other hand, unlike the ancient Egyptians, we as a civilization know what mistakes we are making and we also have the technology to stop making them; all that is lacking is the will.

Another example: on the one hand, we ourselves live daily with the threat of annihilation. We're just a computer button and a few minutes away from it, and the gap between us and it is narrowing every day. On the other hand, the catastrophe that threatens us as a species, and most other species as well, is not unpredictable and uncontrollable. If it occurs, we can die with the dubious satisfaction of knowing that the death of the world was a man-made and therefore preventable event, and that the failure to prevent it was a failure of human will.

This is the kind of world we find ourselves in, and it's not pleasant. That's part of the downside. The upside, here and now, is that this is still more or less a democracy; you don't get shot or tortured yet for expressing an opinion, and politicians, motivated as they may be by greed and the lust for power, are nevertheless or because of this, still swayed by public opinion. The issues raised in any election are issues perceived by those who want power to be of importance to those in a position to confer it upon them. In other words, if enough people show by the issues they raise and by the way they're willing to vote that they want changes made, then change becomes possible. You may not be able to alter reality, but you can alter your attitude towards it, and this, paradoxically, alters reality. Try it and see.

Margaret Atwood. Adapted Convocation Address at the University of Toronto (1983)

1. Classify the text according to its typology, genre, and style. Justify your answer with brief, specific linguistic evidence from the extract. (1,5marks)

2. Analyse the coherence and cohesion of the text. Identify at least three lexical and grammatical cohesive devices used and explain how these mechanisms foster to thematic progression and manage the shift from a humorous to a persuasive tone. Support your analysis with textual evidence. (1,5 marks)

3. Provide a contextual definition or a suitable formal synonym for each of the following words as used in the text. In addition, analyse their morphological structure and word-formation processes. (1 mark — 0,25 each)

- | | |
|----------------------------|----------------------------|
| a. erstwhile (paragraph 1) | c. man-made (para. 6) |
| b. exorbitance (para. 2) | d. paradoxically (para. 7) |

4. Identify the rhetorical devices used in the selected extracts. Explain the contextual figurative meaning and analyse their contribution to strengthening the persuasive argument in the text. (1 mark; 0,50 each)

- "I am, of course, overjoyed to be here today in the role of ceremonial object." (para. 1)
- "In case you haven't figured it out already, I'm here to tell you that it's an armpit out there." (para. 2)

5. Rewrite the sentences keeping the original meaning and using the structural prompts AND/OR the exact words provided in brackets without altering them in any way. (1 mark — 0,25 m each)

- "No sooner has I tossed off a graceful reply to the letter inviting me to be present today that I began to realize the eorbitance of what was expected of me." (para. 2)

(TERMS)

- If there's anything more calculated to thick men's blood with cold, it's that. (para. 3)

Nothing...

- "The catastrophe that threatens us as a species, and most other species as well is not unpredictable and uncontrollable" (para. 6)

Predicting...

- "If enough people show by the issues they raise and by the way they're willing to vote that they want changes made, then change becomes possible." (para. 7)

Only if...

6. Analyse the sentence structure (coordination/subordination) and the verb forms in the following fragments, explaining their syntactic function. (2 marks; 1 each)

- "For a while I toyed with the idea of paraphrasing Hurt Vonnegut, who told one graduating class, 'everything is going to become unbelievably worse and will never get better again', and walked off the stage." (para. 4)
- "Politicians, motivated as they may be by greed and the lust for power, are nevertheless or because of this, still swayed by public opinion." (para. 7)

7. Analyse the following fragment by explaining its connected speech processes (linking, elision, weak forms) and providing its phonetic transcription into contemporary RP/GB English. (1 mark)
"things may be pretty mediocre but let's at least try to hold the line." (para. 4)

8. Design a classroom activity based on any aspect of the text. Specify the level (ESO, Bachillerato, or a Vocational Training Module), timing, the procedure and the pedagogical framework driving your choices. (2 marks)

REMEMBER: This question must only be answered once, in one of the chosen texts.

Junta de

**AI LEARNS LANGUAGE FROM SKEWED SOURCES.
THAT COULD CHANGE HOW WE HUMANS SPEAK – AND THINK**

Because of the way they are trained, large language models capture only a slice of human language. They're trained on the written word, from textbooks to social media posts, and our speech as captured in movies and on television. These models have minimal access to the unscripted conversations we have face to face or voice to voice. This is the vast majority of speech, and a vital component of human culture.

There's a risk to this. The increased use of large language models means we humans will encounter much more AI-generated text. We humans, in turn, will begin to adopt the linguistic patterns and behaviours of these models. This will affect not just how we communicate with one another, but also how we think about ourselves and what goes on around us.

This will happen in many ways. One of the first effects we could see is in simple expression, much as texting and social media have resulted in us using shorter sentences, emojis instead of words, and much less punctuation. But with AI, the impacts may be more harmful, eroding courteousness and encouraging us to talk like bosses barking orders.

Talking with chatbots and reading AI-generated text may further constrict our speech. A recent University of A Coruña study found that machine-generated language has a narrower range of sentence length and a narrower vocabulary than human speech. Machine-generated text reads as smooth and polished, but it loses the meanders, interruptions and leaps of logic that communicate emotion. Additionally, because large language models are primarily trained from written speech, they may not learn how to emulate the free-wheeling nature of live, natural speech. Their responses are formulaic and far longer than any reply plausible in face-to-face dialog. No human speaks that way, at least not yet. But meeting such formulas repeatedly in a speech-like context may teach us to accept and use them.

These influences will only increase with time. The writing large language models train on is increasingly produced by large language models themselves, creating a feedback loop in which they imitate their own inhuman patterns, even while teaching humans to imitate them too.

Broad use of large language models could also introduce confirmation bias, making us overconfident in our initial impulses and less open to other possible ideas. Many chatbots are instructed to agree with our statements no matter how absurd or even incorrect.

In our experience as teachers, students who turn to generative AI for assignments often say they do so because they have trouble expressing what they think. The students don't recognize that writing or speaking our thoughts is often how we realize what we think. But a large language model won't turn vague first guesses into a well-formed critical analysis; it will simply regurgitate those guesses but in confident language.

We are also more vicious in social media posts and online chats than we are face to face. The well-documented online disinhibition effect encourages toxic language. While chatbots are trained to give sycophantic responses, they see humankind at our cruelest, learning about us from the only world where every flame war leaves an eternal written footprint, while the spoken conversations of forgiveness and reconciliation fade away.

We don't pretend to know what the best solutions might be. But one has to imagine if there's ingenuity to develop AI models, then surely there's ingenuity to come up with a way to train them on informal human speech. By excluding the overwhelming majority of language production on the planet, these models are being trained to mirror everything but us at our most authentically human.

Adapted from The Guardian

1. Classify the text according to its typology, genre, and style. Justify your answer with brief, specific linguistic evidence from the extract. (1,5 marks)

2. Analyse the coherence and cohesion of the text. Identify at least three lexical and grammatical cohesive devices used. Explain how they contribute to the text's logical progression and structural unity (1,5 marks)

3. Provide a contextual definition or a suitable formal synonym for each of the following words as used in the text. In addition, analyse their morphological structure and word-formation processes. (1 mark — 0,25 meach)

- | | |
|-------------------------------|----------------------------|
| a. Increasingly (paragraph 6) | c. Regurgitate (para. 8) |
| b. Overconfident (para. 7) | d. Disinhibition (para. 9) |

4. Identify the rhetorical devices used in the selected extracts. Explain the contextual figurative meaning and analyse their contribution to strengthen the persuasive argument in the text. (1 mark; 0,5 each)

- "and encouraging us to talk like bosses barking orders." (para. 3)
- "...where every flame war leaves an eternal written footprint" (para. 9)

5. Rewrite the sentences keeping the original meaning and using the structural prompts AND/OR the exact words provided in brackets without altering them in any way. (1 mark — 0,25 m each)

- "If the University of A Coruña had not conducted that recent study, we would not know that machine-generated language has a narrower vocabulary." (Based on para. 4)

Had...

- "Many chatbots are instructed to agree with our statements no matter how absurd or even incorrect they may be." (Based on para.7)

Absurd...

- "The students don't recognize that writing or speaking our thoughts is often how we realize what we think." (Based on para.9)

(HOME)

It needs to be...

- "The online disinhibition effect encourages toxic language because we are remarkably vicious in digital chats compared to face-to-face interaction." (Based on para. 9)

To such a degree...

6. Analyse the use of clausal subordination and grammatical voice in the following fragments, explaining how they contribute to the writer's argument. (2 marks; 1 each)

- "The writing large language models train on is increasingly produced by large language models themselves, creating a feedback loop in which they imitate their own inhuman patterns, even while teaching humans to imitate them too." (para. 6)
- "The students don't recognize that writing or speaking our thoughts is often how we realize what we think " (para. 8)

7. Analyse the following fragment by explaining its connected speech processes (linking, elision, weak forms) and providing its phonetic transcription into contemporary RP/GB English. (1 mark)

"While chatbots are trained to give sycophantic responses, they see humankind at our cruelest..." (para. 9)

8. Design a classroom activity based on any aspect of the text. Your proposal must specify the target student's level (ESO, Bachillerato, or a Vocational Training Module), the timing, the procedure and the pedagogical framework driving your choices. (2 marks)

REMEMBER: This question must only be answered once, in one of the chosen texts.

Task 2.

WRITING TASK

Write **ONE COMPOSITION** on **ONE TOPIC** selected from the two given.

Topic 1

Breaking Free from FOMO

The rise of digital technology has blurred the boundaries between private and public life, allowing people to remain permanently connected to the experiences, achievements and opinions of others. Although this constant flow of information has transformed communication and expanded social networks, it has also intensified feelings of comparison, exclusion and dissatisfaction. Consequently, the phenomenon known as the Fear of Missing Out (FOMO) has become increasingly associated with broader questions about identity, well-being and personal fulfilment.

Task

- You have been invited to give a talk at Youth Mental Health Conference attended by students, teachers and parents.** Write a **speech** (220–260 words) in which you discuss the impact of FOMO on young people's lives and persuade your audience that developing healthier digital habits is essential for their well-being.
- A national newspaper has recently published an article claiming that **"FOMO is simply a fashionable excuse for poor self-esteem and a lack of self-control."** Write a **letter to the editor** (220–260 words) expressing your views. State whether you agree or disagree with this opinion and support your arguments with relevant examples.

Topic 2

THE ROMANTICIZATION OF INTANGIBLE HERITAGE IN THE TOURISM AGE

A global assessment of cultural tourism has raised concerns over the "commodification of authenticity" in regional festivals and traditional spectacles. The report notes that historic rituals, folk performances, and local customs are increasingly staged and altered to fit the romanticized expectations of international audiences seeking exotic experiences. Anthropologists warn that while this phenomenon injects vital economic revenue into local communities, it risks transforming living, complex cultural expressions into superficial, static caricatures, alienating locals from their own heritage.

Task

- Write an **argumentative essay** discussing whether the commercialization of traditional cultural spectacles preserves regional identity or destroys its authentic meaning (220-260 words).
- Or write an **opinion article** for a cultural travel supplement exploring the ethical responsibilities of the modern traveler when consuming local heritage and traditions (220-260 words).