



G CONSELLERIA
O EDUCACIÓ
I I UNIVERSITAT
B DIRECCIÓ GENERAL
/ PERSONAL DOCENT

Oposicions 2018

Cos: 0592

Especialitat: ANGLÈS

Tribunal núm.: 1 I 2

Illa: MALLORCA/MENORCA /EIVISSA

PRIMERA PROVA. PART B.

OPTION 1

COMPRENSIÓ AUDITIVA:

You must answer the questions for text 1 and text 2.

TEXT 1

You will hear part of a radio interview in which a journalist is talking about different ways to keep fit. For questions **1 – 5**, choose the answer (**a, b, c** or **d**) which fits best according to what you hear. **The activity begins with an example (0).**

0 What did Tracey dislike about the spin class?

- a. the distance ridden
- b. the music playing
- c. the route taken
- d. the instructor's fitness

1 Why was Tracey amused by her classmates during one of the classes?

- a. They were sitting in a funny way.
- b. They all told her they worked in banks.
- c. They were doing something strange.
- d. They said a funny joke.

2 How did the yoga class inspire Tracey?

- a. She wanted to get a toned body.
- b. She felt like learning how to do stretches.
- c. She wanted to do more intense yoga.
- d. She felt like getting to know her classmates.

3 How did Pilates differ from spinning and yoga?

- a. It was better for a part of Tracey's body.
- b. She didn't have to do anything herself.
- c. The stretches were better than the ones for yoga.
- d. She was able to rest on a bed.

4 Which statement about aquarobics is true?

- a. It really challenges the body.
- b. It's a fairly uncomfortable exercise to perform.
- c. The water exercises the body through resistance.
- d. The activity is a good way to heal some injuries.

5 How does Tracey sum up the fitness classes?

- a. She wasn't experienced enough to enjoy them.
- b. Cycling provided her with the best workout.
- c. The yoga activities were not at all effective.
- d. She felt she couldn't recommend boxing.

TEXT 2

You will hear part of a discussion between two psycholinguists, Dr Amanda Jeffries and Dr Tadeo Mendoza, who are talking about what it means to be bilingual. For questions 1 – 5, choose the answer (a, b, c or d) which fits best according to what you hear. **The activity begins with an example (0).**

0 What definition of bilingualism do Amanda and Tadeo agree on?

- a. Learning two languages in childhood and switching from one to another with ease.
- b. Having equal ability in two languages, learnt either in childhood or later in life.
- c. **Knowing two languages, probably at different levels of proficiency, and up to the competence necessary for successful communication.**
- d. True bilingualism is like having two monolinguals in one person.

1 Which of these statements about bilinguals and written language would Amanda **not** agree with?

- a. The main reason bilinguals often can't write in one of their languages is because they haven't been taught.
- b. There is no reason why a bilingual shouldn't speak and write both languages fluently.
- c. Different scripts can be a factor in not learning to write both languages.
- d. If bilinguals don't have a need to write in one of their languages, they are less likely to learn it.

- 2 What is 'language attrition'?
 - a. The loss of your second language due to lack of use.
 - b. The loss of either your first or second language because of lack of use.
 - c. The loss of any language previously spoken because of lack of use.
 - d. The loss of your mother tongue due to emigration.

- 3 Why aren't bilinguals necessarily good at translating from one of their languages to the other?
 - a. They might not be able to write in both languages.
 - b. They might not have learnt the skills needed for translating or have equal proficiency in both languages.
 - c. They might only have learnt one language at school and therefore lack the technical language needed for translating.
 - d. They may be insufficiently educated in one or other of their languages.

- 4 Why did people used to think learning two languages from early on might be damaging?
 - a. The developing brain would be damaged and language acquisition delayed.
 - b. The brain would be stretched too far by two languages.
 - c. The child would become hopelessly confused and stop speaking altogether.
 - d. The child would end up having an insufficient vocabulary in both languages.

- 5 Why do Tadeo and Amanda think mixing languages isn't detrimental?
 - a. Mixing languages creates new, dynamic languages like Spanglish and Hinglish.
 - b. People who mix languages with others who speak the same languages don't seem to have a problem with speaking to other monolinguals.
 - c. Mixing languages is detrimental to the purity of each language and can cause communication problems.
 - d. If people mix languages all the time, they forget how to speak each language properly.

2. A. Traducció inversa:

Translate the text below into English.

A Llivia, en el punt de confluència entre el torrent del Tudó i la riera de les Vallis, la Font del Ferro vessa aigües rovellades. Oxidat és el fang que s'escampa al seu voltant. També les façanes de pedra lliviatanes agafen rovell amb el pas de la vida, i fins i tot algunes imatges dels camps llaurats, a certes èpoques de l'any, quan la neu no s'hi ha estès, ofereixen el color d'una terra vermellosa, rovellada.

De molt temps enrera, els pagesos i els pastors d'aquests paratges de la Baixa Cerdanya han delimitat els camps amb monòlits de granit, pedra dura com a fites per al ramat i el conreu. Els portals més antics de Llivia també tanquen el dintell amb clau granítica. Una de les fites més populars de la Vila és la Creu de Toret, una gran columna de granit coronada per una creu de ferro forjat. Tanmateix, el cau del Targasona és ric en granit, de l'acumulació del qual se'n bestreuen grans lloses, símbols també de la construcció de tot un poble.

Llivia, en la seva posició particular d'enclavament català envoltat per tot arreu de territori francès, representa una abraçada de la cultura gala a la catalana, però també significa la preservació d'unes arrels profundament enclavades a una història llarga que documenta a Llivia l'agrupació humana més antiga de la Cerdanya.

Cristina Ros, Sirvent, en un camí de ferro i granit

2. B. Traducció directa:

Translate the text below into Spanish or Catalanian.

I found the place on West 112th Street and moved in on June 15th. It was a studio apartment: one medium-sized room with a kitchenette, a closet, a bathroom and a pair of windows that looked out on an alley. Pigeons flapped their wings and cooed on the ledge, and six dented garbage cans stood on the ground below. The air was dim inside, tinged gray throughout, and even on the brightest days it didn't exude more than a paltry radiance. I felt some pangs at first, small thumps of fear about living on my own, but then I made a singular discovery that helped me to warm to the place and settle in. I found myself standing at a window, looking down the alley, and the entire area I could see was filled up with a neon sign, a vivid torch of pink and blue letters that spelled out the words *Moon Palace*. I recognized it as the sign from the Chinese restaurant down the block, but the force with which those words assaulted me drowned out every practical reference and association. A bare and grubby room had been transformed into a site of inwardness, an intersection point of strange omens and mysterious, arbitrary events.

During the summer, I felt more and more at home in my new apartment. When classes started again that fall, I threw myself into a hectic round of late-night drinking with friends, of amorous pursuits and long utterly silent binges of reading and studying.

Paul Auster, **Moon Palace**

3. Anàlisi d'un text escrit en anglès. Comment on the text below in terms of:

3.1. Lexical, grammatical, discursive and sociocultural complexity

3.2. Explain and justify how you would implement the above mentioned (3.1.) in a teaching unit/level corresponding to the EOI.

Universal credit

BREXIT may get all the headlines, but for millions of Britons another change looms which could have a bigger impact on their lives. By 2022 the government hopes to have fully implemented "universal credit", the biggest shake-up of the welfare system in decades. One in four households will receive payments under the new regime. Many aims of the scheme are laudable. But it is plagued with problems that could spell trouble for its recipients - and for the government.

Recent administrations of left and right have reformed welfare to make work pay. Today Britain has one of the rich world's highest working-age employment rates, at around 75%. In America, whose rate is more like 70%, those on the political right often say that Britain has shown the way. The Conservative government claims that universal credit, which merges six existing benefits - from working tax credit to housing benefit - into one, will nudge another 250,000 people into work.

Yet as it is gradually rolled out, universal credit is proving deeply unpopular. Bradford, a relatively poor city in northern England, will introduce it this month. At a benefits "summit" organised by community groups in a hall on the outskirts of the city, there is a palpable nervousness. Over onion bhajis, locals air their fears. One has heard that evictions have risen in areas where universal credit has been implemented. Another exhorts the assembled throng to "arm ourselves" with information to cope with the change. To understand why everyone is so anxious, consider how universal credit is designed, and how it works in practice.

Universal credit was conceived in the late 2000s as a generous scheme that would establish the Tories as champions of the deserving poor, rather than the misers many working-class voters believed them to be. Yet over time, the government came to see the new system as a way to save money. George Osborne, the chancellor in 2010-16, reduced the amount that claimants had to earn before their benefits were withdrawn. The upshot is that universal credit is expected to

end up being about £2bn less generous overall than the previous system, shaving around 3% off the total bill.

One of its appeals is its apparent simplicity. Rather than having to supply personal information again and again to different government bodies, in theory claimants need do so only once. By merging six payments into one, claimants are less likely to miss benefits to which they are entitled. Simplification also removes some of the perverse incentives of the old system, under which some claimants faced marginal tax rates of up to 100%.

Yet this simplicity also has downsides. Take the way that universal credit is paid. Claimants generally receive a single payment once a month. That arrangement rationalises what was a mish-mash of disbursements under the old system. It also mimics the way that most employees are paid. But over a tenth of employees are paid weekly, and the share is higher among low earners, who are most likely to receive universal credit. Reams of research show that people on low incomes struggle to budget over long periods.

Claimants also appear to be struggling with the conditions attached to receiving benefits, which have been tightened for many people under universal credit. As of early 2018 about 4% of universal-credit claimants were being "sanctioned" for breaking their commitments, resulting in a lower payment.

However, the biggest problem facing universal credit has been poor implementation. Claimants generally must wait for five weeks before receiving their first payment, as employees do when they start a new job. Plenty of those moving onto universal credit have practically no financial assets, making this a painful wait.

It is odd, though, that a government which is courting votes from the "just about managing" classes is not more sensitive to the upset its policy seems to be causing. Reducing the waiting period to a fortnight, say, would not cost much. Pausing the scheme to fix its administrative problems would be easy. Yet despite evidence suggesting it should change course or risk doing real damage, the government seems determined to plough ahead with an increasingly unpopular project that will reshape the country.

Source: **The Economist**



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OPTION 2

COMPREENSIÓ AUDITIVA:

You must answer the questions for text 1 and text 2.

TEXT 1

You will hear part of a radio interview with an environmentalist talking about a negative impact of the Industrial Revolution. For questions **1 – 5**, choose the answer (**a**, **b**, **c** or **d**) which fits best according to what you hear. **The activity begins with an example (0).**

- 0** Due to the increased number of city dwellers
- a.** there were not enough living spaces.
 - b.** there was an increase in carbon dioxide emissions.
 - c.** the amount of water available wasn't enough.
 - d.** more and more factories opened.
- 1** There were sanitation problems in Victorian times because
- a.** there were no toilets at all in houses.
 - b.** the lower classes were extremely dirty.
 - c.** untreated waste was hidden underground.
 - d.** a lot of untreated waste ended up in public places.
- 2** The original sewage system of London
- a.** had nowhere for sewage to drain into.
 - b.** was connected to household cesspits.
 - c.** was unsuitable for the new conditions.
 - d.** was cleaned by 'Nightsoil men'.
- 3** How did the River Thames play a role in public health?
- a.** It carried the untreated sewage away from the city.
 - b.** The people of London were dependent on its water.
 - c.** Cholera and typhoid fever ended up in the river.
 - d.** Its water was necessary for flush toilets to work.

4 Why didn't the authorities deal with the sewage problem sooner?

- a. They wanted to save money rather than spend it.
- b. They were not aware of the severity of the problem.
- c. They needed to discuss the problem first.
- d. They couldn't all agree on the most effective solution.

5 Which was NOT a factor in The Great Stink?

- a. reduced water levels in the Thames
- b. parliamentary debates
- c. high levels of sewage in the river
- d. unusually hot weather

TEXT 2

You will hear part of a conversation between two friends, Pat and Tom, who are talking about their experiences renting and buying a property. For questions 1 – 5, choose the answer (a, b, c or d) which fits best according to what you hear. **The activity begins with an example (0).**

0 Why don't Tom and Angela buy the flat they are renting at the moment?

- a. They'd like to buy it but it's not for sale.
- b. They wish they could buy it or any other flat in the area but it's out of their price range.
- c. Although they love the flat, they don't want to have to commute any more.
- d. They think buying in the area is like pouring money down the drain.

1 One of the flats Tom and Angela saw

- a. had far too many windows, which made it hard to heat.
- b. had very gloomy views from the windows.
- c. had an attic-type bedroom, which was accessed by a ladder rather than stairs.
- d. lacked light because it had no windows.

2 How does Pat feel about Tom and Angela's chances of finding a flat to buy?

- a. She thinks they have as good a chance as she and her husband had buying their house.
- b. She seems to be quite pessimistic but she tries to hide it by telling Tom about her experience.
- c. She's fairly optimistic because there should be more flats to choose from soon.
- d. She doesn't think they've tried hard enough or spent long enough looking.

3 Why didn't Pat and her husband agree to buy the house straight away?

- a.** They weren't planning to buy a property because they were happy to rent indefinitely.
- b.** They were taken by surprise and they didn't think they'd be able to afford it as they had no savings.
- c.** They really liked the house, but they wanted to rent for the foreseeable future.
- d.** They were reluctant to ask their family for a loan.

4 What made Pat and her husband change their minds about buying the house?

- a.** When reality hit, they realised that the house meant more to them than just bricks and mortar.
- b.** They managed to get a mortgage quite easily because there was a short lease on the house.
- c.** They realised that their family would be happy to lend them the money to put down a deposit.
- d.** They knew that they would never find a house as nice as the one they were in.

5 What is the main thing that Pat and her husband have done to make their financial situation more comfortable and less austere?

- a.** They've extended the lease on their house so that it will be worth more in the future.
- b.** They've made sure they'll be able to extend the short lease on the house when they can afford it.
- c.** They've decided to rent out one of their bedrooms and so bring in a bit of income to help pay off the mortgage.
- d.** They've decided not to go away on holiday, not to eat out or buy any new clothes for the foreseeable future.

2. A. Traducció inversa:

Translate the text below into English.

Desde niño me enseñaron a ser educado, y en este siglo eso se ha convertido en un desastre y una desgracia, hasta el punto de que llevo años intentando "quitarme", con escaso éxito, como quien se quita del tabaco, el alcohol o la cocaína. Apenas avanzo en mi propósito. A cada escritor desconocido que me envía un libro le correspondo con uno mío dedicado aunque el volumen que me haya mandado sólo vaya a ser un engorro en mis abarrotadas estanterías. Lo mismo hago con cada amable lector que por Navidad me hace llegar un pequeño obsequio. A menos que sea algo zafio o malintencionado: días atrás abrí un paquete que contenía unas bragas —santo cielo, a mi edad ya respetable—. Las alcé con un largo abrecartas curvo de marfil y fueron directas a la basura. Supongo que de haber sido yo escritora y haberme llegado unos calzoncillos, habría denunciado al remitente por acoso sexual y lo habría empapelado. Cuando saco un libro nuevo, procuro regalar ejemplares no sólo a los amigos, sino a cuantos a lo largo del año son gentiles conmigo. Si me dejan obras mías en portería para que las dedique (a veces bastantes), cumplo pacientemente y me molesto en empaquetarlas para devolverlas, aunque lo propio sería que esos lectores fueran pacientes y aprovecharan las sesiones de firmas estipuladas, en la Feria del Retiro o en Sant Jordi o en librerías. Entre unas cosas y otras, se me va muchísimo tiempo en procurar ser cortés.

Javier Marias, **El País Semanal**

2. B. Traducció directa:

Translate the text below into Spanish or Catalanian.

Anthony was glad to be home. The cool, rose-scented, echoing space of the entrance hall welcomed him inside from the relentless glare of the afternoon sun. He put down his bag and replaced his keys in the drawer of the hall table. He was weary to the bone, but the quiet house soothed him. Quiet, but not silent. There was the steady tick of a long-case clock and the distant hum of an ancient refrigerator, but the house was untainted by the tinnitus of technology; the only connections to the outside world were an old Bakelite telephone in the hall and a radio.

He took a single heavy key from his pocket and opened a heavy oak door. Shelves and drawers were everywhere. Every shelf was laden and every drawer was full with a sad salmagundi of forty years gathered in. Lace panels dressed the French windows and diffused the brash light from the afternoon sun. A single shaft from the space between them pierced the gloom, glittering with specks of dust.

Turning to the gramophone, a handsome wooden affair with a sweeping golden horn, Anthony lifted the needle and placed it gently onto the liquorice-coloured disc. *The very thought of you...* sang Al Bowlly. Anthony released his long, loose limbs into the comfort of a leather wing-backed chair. In his prime, his bulk had matched his height but old age had diminished the flesh, and now skin lay much closer to bones.

Adapted from: ***The Keeper of Lost Things***, Ruth Hogan.

3. Anàlisi d'un text escrit en anglès. Comment on the text below in terms of:

3.1. Lexical, grammatical, discursive and sociocultural complexity

3.2. Explain and justify how you would implement the above mentioned (3.1.) in a teaching unit/level corresponding to the EOI.

Does running a mile a day really improve children's lives?

The Scottish school that asked primary pupils to do 15 minutes of exercise every day started a global trend – and research suggests it really is transforming lives

It was an 80-year-old volunteer who prompted Elaine Wylie, the then headteacher of St. Ninians primary school in Stirling, to reappraise the fitness of the children in her school. "Your children are not fit," the volunteer told her. Wylie was stung by the comment, even though she suspected it was true. The PE teacher confirmed it. "Most children these days are exhausted by the warm-up," she said.

That same afternoon, Wylie decided to send a PE class she was supervising outside to see if they could run around the playing field. "By the end, most of them were doubled up and had a stitch," she says. "It was a shocking sight."

Afterwards, Wylie asked the class how they thought they had done. They admitted that they were terrible – a pivotal moment because, from that point on, the children took ownership of the problem. Together, they decided that they would go outside for 15 minutes every day and see if they could build up their fitness. That was in February 2012. A month later, almost all of them could run for 15 minutes without stopping. By the summer, every class was doing it and, soon afterwards, the nursery children joined in, too. The Daily Mile had been born.

Since then, this concept of sending children outside during normal lesson time to run or walk laps of the playground for 15 minutes a day has spread to more than 3,600 primary schools in 35 different countries. Yet, while there has been plenty of anecdotal evidence about its benefits, until now hard data has been lacking. Earlier this month, a study was published that looked at 391 children at two Scottish primary schools. Seven months after starting the Daily Mile, children who had been doing it could run 5% further during a timed shuttle-run test than

the other children. They had increased their moderate/vigorous physical activity by nine minutes a day and had cut their total sedentary time by 18 minutes.

The children also experienced a 4% reduction in the size of their skin folds, suggesting that they were becoming leaner. This is important because 30% of children between the ages of seven and 11 in England and Scotland are overweight or obese; this is associated with a greater risk of diabetes and cardiovascular disease in later life. "Children often learn about healthy eating and the benefits of physical activity at school, but the kids who are doing the Daily Mile aren't just learning it in their minds; they are learning: 'This is something I do every day, as part of my day, and this is how it makes me feel,'" says Naomi Brooks, leader of the study.

Even so, initiatives such as the Daily Mile are only part of the solution. The Department of Health says that children over the age of five should be engaging in at least an hour of moderate to vigorous exercise every day – yet only a fifth of children aged between five and 15 achieve this. Moderate activities could include walking to school, riding a scooter, or cycling, while vigorous ones include playing chase, football, dancing or swimming.

If that sounds like a lot to you, you are not alone: in a recent nationwide survey, a third of parents underestimated how much exercise children need. "Parents and children felt that the biggest barrier to being more active was a lack of time," says Susan Coan at Leeds Beckett University. "From our research in this area, the main piece of advice would be for families to find ways of being active together that work for them. Small changes are more sustainable and can make a real difference – for example, walking part of the way to school or playing active video games as part of children's screen time."

One reason exercise is considered so important for children is because it helps establish lifelong habits. If you are generally active as a youngster, it has a moderately positive effect in terms of your intention and commitment to being active as an adult.

Source: **The Guardian**

