

# EXAMEN DE OPOSICIÓN ESCUELAS OFICIALES DE IDIOMAS INGLÉS 23 DE JUNIO 2018

## Index

<b>1. TRANSLATIONS (1 hour, 2 points)</b> .....	2
<b>1.1. KEY TO TRANSLATIONS</b> .....	3
<b>2. LISTENING TASK (50 minutes, 2 points)</b> .....	5
<b>2.1. KEY TO THE LISTENING TASK</b> .....	6
<b>3. TEXT ANALYSIS (80 minutes, 6 points)</b> .....	7
<b>3.1. KEY TO THE TEXT ANALYSIS</b> .....	9

## 1. TRANSLATIONS (1 hour, 2 points)

In Fine Spirits on Raasay, Inner Hebrides (1 point)

Raasay, off the east coast of Skye, is launching its first real distillery and it's a state-of-the-art affair. But it's the beautiful island itself that retains the starring role

Reaching Raasay is about as elaborate a journey as you can undertake in Britain before you start to wonder why you have not simply gone to Mexico instead. It lies in the Inner Hebrides, just off the east coast of Skye, six miles or so from the mainland across the Applecross sound. I had woken up in Finsbury Park, north London. After a taxi, a flight, a beguiling train ride from Inverness to Kyle of Lochalsh and another taxi to Sconser, on Skye, I finally met the ferry to Raasay, 11 or so hours after my alarm went off.

Any reservations slunk off once I was sat in the **Isle of Raasay Distillery's** bar, clutching a glass of whisky and looking back to Skye across the sound. The hotel, which opened earlier this year, is designed to provide this view as often as possible, with good reason. It's unassailable, and unavailable anywhere else. On the near side of the water, lawn and small pastures give way to pebble beaches and the sea, a spread of grey and green beneath the looming Cuillin mountains on the other side of the channel.

From Spanish to English (1 point)

Crece el acoso al español en EE UU: "Mis compañeros dicen que mi idioma es feo"

En Estados Unidos existe un incipiente brote alérgico contra los hispanohablantes. En cada nueva generación de latinos radicados se pierde más el idioma

La hija de Ana Inojosa evita hablar español en la escuela concertada a la que asiste en Brooklyn, Nueva York. "Dicen que es feo", le cuenta la niña de seis años a su madre. Cuando un hispano habla en su idioma, sus compañeros le hacen sentir mal. "Ella me dice que la mayoría de los que fastidian son de origen mexicano. Yo creo que replican la discriminación que han sufrido sus padres", supone Inojosa, de Venezuela, radicada desde hace dos años en el país norteamericano. 300 kilómetros al norte, en un McDonald's de Providence, Rhode Island, trabaja Magdalena de la Cruz, dominicana de 35 años. A ella no la molestan si habla su lengua materna, simplemente no la dejan. "Nuestra jefa dijo que algunos blancos se sentían incómodos si hablábamos en español, así que nos obligan a comunicarnos en inglés", cuenta de la Cruz y agrega: "Yo le respondí que eso es racismo".

[Back to the index](#)

## 1.1. KEY TO TRANSLATIONS



### De buen humor en Raasay, Hébridias Interiores

Raasay, cerca de la costa este de la isla de Skye, está lanzando su primera destilería de verdad y es ultramoderna. Pero es la preciosa isla la que se queda con el papel estelar

Llegar a Raasay es el viaje más complejo que puede llevarse a cabo en Gran Bretaña hasta que uno comienza a preguntarse por qué no habría elegido ir simplemente a Méjico. Está en la Hébridias Interiores, cerca de la costa este de Skye, a 6 millas aproximadamente de tierra firme a través del estrecho de Applecross. Me había despertado en Finsbury Park al norte de Londres. Tras coger un taxi, un vuelo, un seductor viaje en tren desde Inverness a Kyle de Lochalsh y otro taxi a Sconser, en Skye, finalmente di con el ferry a Raasay, unas 11 horas después de que sonara mi despertador.

Cualquier reserva se disipó una vez que tomé asiento en el bar de la destilería de la isla de Raasay, agarrando un vaso de whisky y echando la vista atrás hacia Skye más allá del estrecho. El hotel, que abrió a comienzos de este año, está diseñado para ofrecer esta vista a toda costa, por muy buenas razones. Es inexpugnable, y no accesible desde ningún otro lugar. Al pie del agua, se aprecia césped y pequeños pastizales que dan a playas de cantos y al mar, una extensión de tonos grises y verdes bajo las acechantes montañas de Cuillin al otro lado del canal.

Source: [The Guardian](#)

[Back to the index](#)

Spanish language badger is growing in US: “My classmates say my language is ugly”

In the USA there exists a budding allergic outbreak of abuse against Spanish speakers. Spanish is losing ground with every new generation of Latinos settled in the country

The daughter of Ana Inojosa avoids using Spanish at the charter school that she attends in Brookling, New York. “They say it is ugly”, tells the six-year-old girl to her mother. When Hispanics speak their language, their classmates make them feel bad. “She tells me that most of those who bother her are from Mexican origin. I believe they are replicating the discrimination their parents suffered”, guesses Inojosa, who left Venezuela to live in the United States two years ago. 300 kilometers further north in a MacDonald’s in Providence, Rhode Island, Magdalena de la Cruz from Dominican Republic says she is not bothered when speaking her mother tongue, she is simply not allowed. “Our boss said white people feel uncomfortable if we speak Spanish, so they make us communicate in English”, says the thirty-five-year old and she adds, “I told her that is racist”.

Source: [EIPais](#)

[Back to the index](#)

## LISTENING TASK (50 minutes, 2 points)

- A. LISTEN TO SARAH MONTAGUE'S INTERVIEW WITH HELSINKI'S EDUCATION MANAGER MARJO KYLLONEN ABOUT "PHENOMENON LEARNING" AND CHOOSE THE CORRECT OPTION, YOU WILL LISTEN TO THE CORRECTION TWICE (1p.)

### PLAY THE LISTENING

1. Finland's mastery in education (0.20 p)
  - a) has been growing since 2001.
  - b) isn't today what it was some years ago.
  - c) receives politicians from Northern countries.
  
2. Phenomenon based learning (0.20 p)
  - a) focuses only on research and evaluation.
  - b) has changed the students' roles at school.
  - c) is based on differentiating subjects.
  
3. Students (0.20p)
  - a) choose a topic and develop it themselves.
  - b) comment their ideas to their educators.
  - c) work separated from the teacher.
  
4. Cross-disciplinary thinking (0.20 p)
  - a) avoids collaborative work.
  - b) disconnects learning to real world questions.
  - c) is the key in future learning.
  
5. Finnish schools (0.20p)
  - a) are tired of being laid-back.
  - b) don't have now the high quality teachers they used to have.
  - c) have lots of freedom to deal with their teaching methods.

- B. NOW SUMMARISE THE CONTENTS OF THE INTERVIEW USING AROUND 200 WORDS. (1p.)

[Back to the index](#)

## 1.2. KEY TO THE LISTENING TASK

The Educators, What Finland Did Next, [BBC Radio 4](#)

### A.

1 b)

2 b)

3 a)

4 c)

5 c)

### B. SUMMARY

This is Sara Montague's interview to Helsinki's Education Manager, Marjo Kyllonen. Since the global education league table was published in 2001, Finland has led the reading, Maths and science standards. Since then, however, these have been falling, and Finland is now overhauling the way schools teach. The new methodological current taking place in Helsinki is called *Phenomenon Learning*, which consists of removing the boundaries between subjects; the role of the student is active taking part in the planning, researching and evaluating process. For example, students decided to carry out some research on smart phones applying mathematics, statistics and literature viewpoints. As for teachers, they work collaboratively across subjects. Mrs Kyllonen firmly believes that the key is to apply cross-disciplinary thinking when teaching, i.e. to use different perspectives and tools that connect the learning process to real life.

Phenomenon Learning has been introduced in Helsinki in the last few years and now she intends to make it extensive to the rest of the country. Some elements from the past are still practiced, such as well-trained teachers, a laid-back approach, lack of external exams until they leave at 19 and freedom to teach at schools. However, methodology needs to be rethought, considering the proper tools, applying phenomenon learning to all subjects. In a nutshell, rather than practicing rote memory, pupils need to connect learning to real life in a collaborative way.

[Back to the index](#)

## 2.TEXT ANALYSIS (80 minutes, 6 points)

### From lack of women in boardrooms to #MeToo, I'm bored with male excuses

Rhiannon Lucy Cosslett

The age of #MeToo has also become the age of the excuse. The two come together, naturally: "I didn't know she was uncomfortable"; "she did come to my hotel room"; "that was the culture then".

We also saw it when the gender pay gap data came out, men (it is almost always men) in these companies first denied it existed altogether and then, faced with the numbers, merely offered shoddy excuses.

Now the excuse-mongers are out in force again: this time they feature in the government's report on the lack of women in boardrooms, with the reasons given by companies for the disparity labelled "pitiful and patronising" by the business minister Andrew Griffiths. Do these firms use the same staff members to provide their lame explanations, one wonders, or have other men been promoted for the task?

Excuses given included such gems as: "Most women don't want the hassle or pressure of sitting on a board", and: "There aren't that many women with the right credentials and depth of experience to sit on the board – the issues covered are extremely complex." The people making these statements are no doubt oblivious to the prejudice that underpins them, and that this prejudice is the seed of the whole depressing problem. It's draining, watching sexist statements being used as excuses for why such and such person or organisation isn't sexist. "Women don't want the pressure" is the business world's version of: "Well, she was wearing a short skirt."

I am tired of thinking about women in boardrooms, just as I am tired of thinking about the pay gap, and sexual harassment, and all the myriad other inequalities that come from living in a sexist society that mean we can't just get on with our days in peace. There are feminists who deride such middle-class concerns as the proportion of women on boards, and, while I certainly agree that single mums and domestic violence and low pay all need more of our focus, I also wonder what kind of revolution so readily dismisses the fact that men overwhelmingly control most of the money in the world. My mother was a single parent, and both she and I have been carers, but I still feel it's important for there to be more women at the top, too.

This is the reality of the revolution, I suppose – it's a slow, trundling war of attrition, with the same issues cropping up again and again. The excuses from FTSE firms are particularly provocative. I feel sorry for the women working under these men, busting their arses every single day, working long hours, trying to climb the ladder, while the men in charge of them simply say women can't take the pressure, that the issues are too complicated for their little lady brains, that there are no good women left ... But we should be wary of focusing only on the out-and-out dinosaurs here. As Philip Hampton, who has challenged all FTSE 350 companies to make sure at least a third of their board members and leadership are women by 2020, said:

“Leaders expressing warm words of support but actually doing very little to appoint women into top jobs – or quietly blocking progress – are really not much better.”

**QUESTIONS:**

1. Identify the text type/subtype(s) and briefly justify your answer (0.5 p)
2. What are the primary and secondary functions in the text? (0.5 p)
3. Analyze coherence and cohesion, emphasis, grammatical structures and vocabulary (3 p)
4. How would you exploit the text in class? State the students’ level of English and the tasks you may consider to be appropriate (2 p)

[Back to the index](#)



## 2.1. KEY TO THE TEXT ANALYSIS

[The Guardian](#), Thu 31 May 2018

### 1. Identify the text type/subtype(s) and briefly justify your answer (0.5 p)

This is an **op-ed article** that belongs to the **journalistic genre**. The role of journalism is not just to inform, but to create an opinion among its readers as well. In the article at hand, the columnist shows her personal stand against excuses given by men for the fact that women do not occupy high positions on boards. The headline briefly states her opinion, she thinks the time is up for women to take job positions in boardrooms irrespectively of men's excuses for them not to. This first paragraph leads readers into the rest of the text, which usually just adds detail to the main point.

The writer's opinion is built in **an argumentative frame** as she intends to persuade readers that there should not be any excuses to provide opportunities for women to reach board positions. According to the author, excuses have been provided in all types of feminist fight against sexual harassment, gender pay gap as well as for women not to sit on boards. She states that male excuses are based on prejudice. On the fourth paragraph, she resorts to the use of the first person singular to express her fatigue about living in a sexist society. She even concedes that some feminists scorn women's fight for being on boards, but the writer provides imposing factual information "the fact that men overwhelmingly control most of the money in the world". She even provides personal example using the first person singular "both she and I have been carers" implying that she has no personal ambition in this fight. There is a final *peroratio* or call to action, to those companies who use "warm words of support" to include at least one third of women as members in their boards.

[Back to the index](#)

### 2. What are the primary and secondary functions in the text? (0.5 p)

The main function is to convince readers of more emphasis on the business world to promote women to top positions is necessary. In Jakobson's terminology, it is called the **conative function**. There is also a clear **warning** for FTSE companies to promote women to their boards, to take action and leave any excuses or warm words behind.

Another function that goes hand in hand with this op-ed is the **emotive function** according to Jakobson ("**expressive**", following Bühler). It is found in the writer's expression of her own attitude towards the content of the message. She shows she is "tired" of excuses and explicitly states "I feel sorry for women..." **Irony** comes in handy when the excuses provided are bigoted: "Excuses given included such gems as ..." and discriminatory "issues are too complicated for their little lady brains".

Secondary functions in the text are phatic and metalinguistic. **Phatic function** helps to establish contact and refers to the channel of communication. It is present on the headline in a bigger showcase and lure readers in. **Colloquial language** such as “busting their arses” and contractions are also part of such function.

**Metalinguistic function** deals with the code itself. The unbalanced situation among men and women described in the text is referred to as “pitiful and patronizing” using quotations. Another example of metalinguistic function is the explanation of quoted excuses. The meaning of “women don’t want the pressure” is the excuse given by male workers in big companies identified with the excuse to sexually abuse a female worker – “well, she was wearing a short skirt” – in the past.

[Back to the index](#)

### 3. Analyze coherence and cohesion, emphasis, grammatical structures and vocabulary (3 p)

**Coherence** concerns the ways in which the components of the textual world, i.e. the concepts and relations that underlie the surface text, are mutually accessible and relevant. This text’s coherence is patent in the use of the op-ed frame mentioned above and in its use of the argumentative text type towards a particular end, that is, to convince the reader of the need to promote women for boardrooms. Coherence refers to the continuation of sense, the connected concepts also related in the real world, which the reader needs to identify. The addressee must supply links, must infer, and in so doing contributes to coherence. For instance, in order to understand the headline,

“From lack of women in boardrooms to #MeToo, I’m bored with male excuses”

the reader needs to supply the background knowledge about the hashtag symbol #MeToo used on social media in an attempt to demonstrate the widespread prevalence of sexual assault and harassment, especially in the workplace. The reader also needs to make the necessary connections underlying **intertextuality**, i.e. the relation of the text with other texts, which makes the interpretation of the text dependent on the knowledge of other text(s) related. The writer’s reaction of annoyance to the recent news published about the lack of women in boardrooms and FTSE firms’ excuses for it. Our capability of understanding this relationship is due to our knowledge of the world, to our experience, and this background knowledge is what Rumelhart calls *schemata*. Our schemata are based on experience and a background of world. These schemata help understand what FTSE 350 firms are. The Financial Times Stock Exchange is a share index of the largest 350 companies by capitalization which have their primary listing on the London Stock Exchange. It is seen as a gauge of prosperity for businesses regulated by UK company law. The columnist expresses her discomfort about the excuses men provided for women not to occupy high positions in boardrooms as well as

the #metoo movement which offers the chance for men to justify their sexual assaults. This reconstruction is possible because schemata are prototypes – they provide the skeleton around which the situation is interpreted.

**Cohesion** on the other hand differs from coherence in that it is the term used to describe how the text hangs together, how the different topics of a text are related. In any text, new topics will be introduced, maintained and cohesive devices such as reference, substitution, ellipsis, conjunction and lexical cohesion will contribute to topic continuity.

Within **Reference** we find anaphoric, cataphoric and deictic relationships. Elements in **anaphoric relationship** are referred to by means of pronouns as in “it” on the second paragraph “we saw it” where “it” refers to the previous paragraph’s idea of when harassment cases are made public, excuses to justify wrong behavior always come up. Still on the second paragraph, “they” refer back to “the excuse-mongers”, “these firms” refer back to “companies” in the same paragraph just to name a few.

The text also contains an example of **Cataphora**, which refers forwards, anticipating the information to be received: “this is the reality of the revolution” followed by explanation “it’s a slow, trundling war of attrition.”

On the other hand, **Deictic Reference** is a relation between an element of the text and something else by reference of which it is interpreted in the given instance. Some linguists call it *exophoric reference*. Deictic elements determine the structure and interpretation of utterances in relation to the time and place of their occurrence, the identity of the speaker and the addressee and objects and events in the actual situation of utterance. For instance, **Social Deixis** is based on the social relationships of the participants that take part in conversation. In this text the writer quotes “I didn’t know she was uncomfortable” where “I” makes reference to a male speaker who holds some power and “she” to the victim of his abuse. We find **Time Deixis** in “this time” which connects the article to the present time, i.e. the brief time of publishing the column and reading it. In “that was the culture then”, *then* might be interpreted as referring to 10 or 15 years ago. **Person Deixis** is deictic reference to the participant role of a referent, such as the speaker, the addressee, and referents which are neither speaker nor addressee. Therefore, when the author uses “we” on the second paragraph, she is alluding to habitual educated readers of the newspaper, most of them perhaps female readers as she blatantly accuses men – “it is almost always men” – of denying the existence of pay gap discrimination. She continues addressing readers in the first person plural on the fourth paragraph “we can’t just get on with our days in peace”. The columnist chooses the first person singular in the 4<sup>th</sup> and 5<sup>th</sup> paragraph to put an emphasis on how the excuses provided by men on top positions affects her personally: “I am tired”, “I also wonder” and “I feel sorry”.

**Substitution** also features as in “the two” which substitutes the #metoo movement and “the age of excuses” in the first paragraph. **Ellipsis** or the omission of an item because that information is already known as in “faced with the numbers” in the second paragraph where the subject of the participle, *men*, is understood.

**Conjunction** is a cohesive device in between grammatical and lexical categories based on the assumption that there are, in the linguistic system, forms of systematic relationships between sentences. The connection of structures is semantically realized by **conjuncts**. They reflect how the speaker intends the semantic connections to be made between one part of the discourse and another. We find many semantic connections expressed:

- Additive: “we also saw it”
- Adversative: “But we should be wary of focusing only on...”
- Appositive: “excuses given included such gems as ...”; “As Philip Hampton... said...”
- Comparative: “*I am tired of thinking ... , just as I am tired of ...*”
- Concessive: “... while I certainly agree that single mums and domestic violence and low pay all need more of our focus, I also wonder what kind of revolution ...”  
“My mother was a single parent,... but I still feel it’s important ...”
- Temporal: “We also saw it when the pay gap came out... now the excuse-mongers are out in force again...”

We also find **paratactic relations** where the relationship holding between units is of equal status, between clauses in apposition. There is a relation of cause in the following example: “There aren’t that many women with the right credentials and depth of experience to sit on the board – the issues covered are extremely complex.” Sentences hold an appositive relationship in: “The two come together, naturally: “I didn’t know she was uncomfortable”; “she did come to my hotel room”; “that was the culture then””.

**Hypotactic relationship** where the relation between units of dependence is to be found in restrictive relative clauses: “There are feminists who deride such middle-class concerns as the proportion of women on boards,” and non-restrictive relative clause: “As Philip Hampton, who has challenged all FTSE 350 companies ..., said...”

Quotations related to the excuses provided by men justifying cases of women’s discrimination or abuse **emphasize** the message. They also help build the argumentation that men working in the most important companies in the world refuse to share the responsibility of dealing with most of the money in the world. They do not really want women to participate in the process and so their own words show.

**Lexical cohesion** deals with connections based on the words used. For instance, the use of different words and collocations with excuses: “shoddy excuses”, “the excuse-

mongers”, “lame explanations”, or the recurrence of the writer to feelings of tiredness: “I’m bored” “it’s draining”, “I am tired”, “draining”. It is worth noting the **lexical field** on fight used in the last paragraph. The movement to claim equal rights for men and women is **metaphorically** identified with a “revolution”, “a trundling war of attrition” that weakens its participants because the same excuses are used all over again. In such a fight, it is important to recognize the enemy who are not “the out-and-out dinosaurs”, but those who try to avoid their duty of appointing women into top jobs with “warm words”.

[Back to the index](#)

#### 4. How would you exploit the text in class? State the students’ level of English and the tasks you may consider to be appropriate (2 p)

This text might be put to good practice in a **C1** class as students at this level can understand in detail a wide range of complex texts likely to be encountered in social life, identifying finer points of detail including attitudes and implied as well as stated opinions. As pointed above in question 3, the text requires taking into account some **sociological and cultural aspects** of the language to understand its content. The **use of intertextuality** implies that readers are updated in English, i.e. students are independent and competent users of the English language. Besides the **vocabulary** used makes it appropriate for this level, for instance, adjectives such as: “shoddy”, “oblivious”, “out-and-out”; collocations: “lame excuses”, “war of attrition”; verbs such as “deride”, “underpin”; phrasal verbs: “crop up”, and nouns: “excuse-mongers”, “myriad”. The **use of irony** and **colloquial expressions** pointed above increases the text’s difficulty as well.

Being this an authentic text recently published, it might be used as a **vehicle for information**. Students then may be encouraged to predict the content of the text by focusing on the headline. Headlines are often highly condensed versions of the article they are attached to. Predicting and making hypothesis would also help students improve reading comprehension. Before starting to read, students may also be asked to discuss the following statement from the text: “Women don’t want the pressure” is the business world’s version of: “Well, she was wearing a short skirt.”

Once they have read the text, students may summarize its main points. Taking into account the **mediation** skill outlined in **1041/2017 Royal Decree of December 22nd**, as well as in **324/2016 Decree of December 12**, students at the C1 level are expected to be able to **summarize long texts** with detailed information of different character and create a new coherent written text.

Using **the text as a springboard for production**, it can be exploited to help students work on both written and oral production skills. Students at C1 level are expected to be

able to produce clear, well-structured, detailed texts on complex subjects, showing correct use of organisational patterns, connectors and cohesive devices. Thus, it would be appropriate to make them write **a letter to the editor** in response to what they have read. Their responses could actually be published, especially as all news sites have “what do you think?” or “have your say” email facilities.

As for speaking skills, students at C1 level are expected to be able to express ideas fluently and spontaneously without much obvious searching for expressions. Speakers at the C1 level should be able to accommodate to different registers using both intonation and accent appropriate to the different nuances in meaning. Students then may **discuss** the text at hand in various ways:

- Predicting what is going to happen in the future, how they see the gender gap is going to evolve in the future.
- Coming up with solutions to the parity of sexes.
- Describing causes. This text may leave us wondering “how did that happen?”
- Evaluating the writer’s viewpoint. This implies identifying the author’s point of view on the one hand and scrutinising it and deciding what merits it has as well.
- Evaluating effect of the lack of women on boardrooms on their job / country

Following exam guidelines at C1, students might also prepare **a monologue** taking into account the following instructions:

Gender equality is still a controversial topic. You have recently read a report on the lack of women in boardrooms. Why do you think women are not promoted as easily as men to top jobs? What measures do you think should be taken to avoid this problem? How do you predict the evolution of gender parity in your country?

**You have 10 minutes to prepare your talk. You can take notes or make a brief plan of what you are going to say. Talk to your partner for 4-5 minutes. You can use your notes during your talk, but cannot read them aloud.**

Providing opportunities for students to develop their creativity, teachers could suggest other type of activities as for instance:

- **Create questions to the writer.** This is something we often want to do after reading an article. This article might offer the writer contact and why not sending the questions off and see if they get a reply.
- **Role play a press conference.** Students might roleplay an interview to a spoke person of the firms who refuse to make room for women on boardrooms.

Students become hard-nosed journalists and let the person from the PR department practise batting off questions.

- **Prepare a presentation based on it.** Students can read the article for homework and prepare a short presentation in groups outlining the key content and, for example, how this should inform company strategy to avoid lack of opportunities for women in boardrooms, what benefits this may bring in their company and its markets.

[Back to the index](#)

July 24<sup>th</sup>, 2018