



Junta de Andalucía

Consejería de Educación y Deporte

Procedimiento selectivo convocado por Orden de 30 de noviembre de 2020, por la que se efectúa convocatoria de procedimientos selectivos para el ingreso en los Cuerpos de Profesores de Enseñanza Secundaria, Profesores Técnicos de Formación Profesional, Profesores de Escuelas Oficiales de Idiomas, Profesores de Artes Plásticas y Diseño, Maestros de Taller de Artes Plásticas y Diseño y acceso al Cuerpo de Profesores de Enseñanza Secundaria y al Cuerpo de Profesores de Artes Plásticas y Diseño

CUERPO 590 – PROFESORES DE ENSEÑANZA SECUNDARIA

ESPECIALIDAD (011)

INGLÉS

PRIMERA PRUEBA – PARTE A: PARTE PRÁCTICA

Your attention, please

- Read the text and do **ONLY THREE** out of the six following exercises (in case you answer more than three, only the first three you have done will be considered).
- Give all your answers **ONLY in English**, except in exercise 4 concerning the translation into Spanish.
- Write the numbers of the exercises you have chosen clearly. You must also number all the pages you hand in.
- Your score will be divided by 3, so if you get 30 points, your final score will be 10. Remember that you need at least 2,5 points as a final score in this test so that this mark can be taken into account together with the final score in **part B**.

How covid-19 is interrupting children's education
Almost a billion children have seen their schools close

Children usually rejoice in a break from school, assuming it will be a chance to **slack off**. Not Ryu, a nine-year-old in Tokyo. As the new coronavirus spread across Japan, schools throughout the country closed on March 2nd. His parents have enforced a strict schedule every day. It includes Japanese, science and physical education. He does mathematics on his abacus every morning. On weekdays he is allowed to play in a park for 90 minutes. "I wish I could take him to the park more, but we have limited time as we work from home," **frets** his mother, Fujimaki Natsuko.

The data on whether school closures will **curb** covid-19 are limited. A study in 2009 modelling the effects of closing all schools and formal day-care centres in America for a month put the cost at 0.1-0.3% of GDP. Some countries seem better prepared to deal with the economic impact. In China the nationwide closures came with government-mandated work-from-home policies and subsidies for companies to enable their employees to do so. But in Japan not all parents are entitled to work from home or to take paid sick leave. In Italy one-fifth of workers are self-employed and so do not qualify for sick pay. People in precarious work may lose their jobs altogether if they have to stay at home to look after children.

For poor children, schools may provide the most nutritious meal of the day. Around 26m children in American schools, roughly half of all students, **qualify** for free or reduced-price lunches. In New York City 22,000 children sleep in municipal shelters. Some school districts in New York are setting up pickup points so that the hard-up can still get free meals. Britain has said it will continue to provide those children who ordinarily get free school meals with food.

Officials must always take such costs into account. But in the middle of a pandemic there is an extra consideration. The study in 2009 estimated that, if schools are closed for a month, between 6% and 19% of key health-care workers would have to stay at home to take care of their offspring. Britain will keep schools running for vulnerable children and those whose parents are key workers.

Around 245,000 students in Britain were expecting in May and June to sit their A-levels, the exams that determine which university, if any, will grant them a place. On March 18th the government announced that those exams would be cancelled. Boris Johnson, the prime minister, said that the government would make sure that children still got "the qualifications



they need and deserve for their academic career.” That may go some way to **assuaging** fears that children whose parents lack the cash or knowledge to compensate for schools closing would be worst affected.

35 The pandemic will highlight the strengths and weaknesses of teaching online. Online resources are increasingly popular but few countries **boast** a developed digital infrastructure for all students. A survey by Teacher Tapp, an app, of over 6,000 teachers in Britain found that only 40% of those in state schools would be able to broadcast a video lesson, compared with 69% of teachers at independent schools. Elena Silva of New America, a think-tank, 40 says that few American states have adequate kit for teaching online. “Most states are not that prepared. This is a moment of forced opportunity.”

Even done properly, online learning is a poor substitute for the kind that happens in a classroom. On average, students **fare** worse working online, especially those with less strong academic **backgrounds**, says Susanna Loeb of Brown University. Online courses 45 can be an **asset** when students cannot be in school, but she **reckons** that they are “suboptimal for most” and argues that long periods of time spent away from actual schools will probably lead to children’s education suffering.



EXERCISE 1 (10 points)

Read the text carefully and complete the following statements with information based on the text (1 point each one).

- a. Far from idling, Ryu...
- b. Some of the potential consequences of closing all schools for parents are...
- c. Many countries in the world have decided to close their schools given that...
- d. All governments find it very difficult to make the decision of closing down schools because...
- e. Some of the initiatives in Britain and New York to protect hard-up children include...
- f. According to the text, closing down schools comes at a price for the Health Care System as...
- g. In Britain, despite the measures taken by the government, a number of students may find their academic career affected as...
- h. In case the students are kept away from school and given online learning exclusively, it is expected that...
- i. Experts state that as a consequence of the pandemic, teaching online will...
- j. One of the consequences of online learning is that students who have a weaker upbringing usually...

EXERCISE 2 (10 points)

Choose five from the following ten words or phrases in bold in the text. Using the context, explain the meaning of each one -give just the meaning in this particular context- (5 points), and write a complex sentence with each word provided but in a different context (5 points). You will get 0 points in any of the definitions or sentences containing words which are not English, except loans from other languages.

- a. SLACK OFF
- b. FRET
- c. ENTITLED
- d. QUALIFY
- e. ASSUAGING
- f. BOAST
- g. FARE
- h. BACKGROUNDS
- i. ASSET
- j. RECKONS



EXERCISE 3 (10 points)

Find words in the text with a similar meaning to the following ones (5 points). Then write a complex sentence using each word from the text in a different context (5 points). You will get 0 points in any of the sentences containing words which are not English, except loans from other languages.

- a. CONSEQUENCE
- b. PROPAGATE
- c. SHUTDOWNS
- d. ALLOWANCES
- e. CALCULATED

EXERCISE 4 (10 points)

Translate from line 28 (Around 245,000 students...) to line 41 (This is a moment of forced opportunity.) into Spanish.

EXERCISE 5 (10 points)

Complete the following sentences using proper words from the text. You can only use each word once (2 points each one).

- a. The local authorities _____ various supplements to needy families.
- b. Temporary workers face similar unacceptable conditions every day. They work without _____ or maternity leave.
- c. Didn't your dad ever tell you how important it is to save? You're _____, you haven't got a penny.
- d. Adam and Nathan von Witzlow, the only _____ of an old and famous noble family, inherited their uncle's entire estate.
- e. A Ghanaian _____, The African Centre for Energy Policy, was the first institution to alert the public about the inflated price for ten gas turbines.

EXERCISE 6 (10 points)

Write a 200–250-word essay and use a four-paragraph structure:

The relevance of e-learning in current education and society and its application to the ESO students.

