

Orden EDU/255/2020, de 4 de marzo, (BOCyL de 6 de marzo)

CUERPO: 0590-PROFESORES DE ENSEÑANZA SECUNDARIA

ESPECIALIDAD: 011-INGLÉS

PRUEBA: PRÁCTICO

TURNO: 1-2-3

PRUEBA PRÁCTICA ESCRITA

FIRST PART:

CHOOSE TWO of the texts below and answer the questions.

TEXT A

¹ 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

1 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
5 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
10 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
15 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
20 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
25 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
30 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

¹ 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
⁵ 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
¹⁰ 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
¹⁵ 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
²⁰ 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
²⁵ 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
³⁰ 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.

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CUERPO: 0590-PROFESORES DE ENSEÑANZA SECUNDARIA

ESPECIALIDAD: 011-INGLÉS

PRUEBA: PRÁCTICO

TURNO: 5

PRUEBA PRÁCTICA ESCRITA

FIRST PART:

CHOOSE TWO of the texts below and answer the questions.

TEXT A – CHAPTER VII

¹ Cathy stayed at Thrushcross Grange five weeks: till Christmas. By that time her ankle was thoroughly cured, and her manners much improved. The mistress visited her often in the interval, and commenced her plan of reform by trying to raise her self-respect with fine clothes and flattery, which she took readily; so that, instead of a wild, hatless little savage

⁵ jumping into the house, and rushing to squeeze us all breathless, there ‘lighted from a handsome black pony a very dignified person, with brown ringlets falling from the cover of a feathered beaver, and a long cloth habit, which she was obliged to hold up with both hands that she might sail in. Hindley lifted her from her horse, exclaiming delightedly, ‘Why, Cathy, you are quite a beauty! I should scarcely have known you: you look like a

¹⁰ lady now. Isabella Linton is not to be compared with her, is she, Frances?’ ‘Isabella has not her natural advantages,’ replied his wife: ‘but she must mind and not grow wild again here. Ellen, help Miss Catherine off with her things—Stay, dear, you will disarrange your curls—let me untie your hat.’

I removed the habit, and there shone forth beneath a grand plaid silk frock, white

¹⁵ trousers, and burnished shoes; and, while her eyes sparkled joyfully when the dogs came bounding up to welcome her, she dared hardly touch them lest they should fawn upon her splendid garments. She kissed me gently: I was all flour making the Christmas cake, and it would not have done to give me a hug; and then she looked round for Heathcliff. Mr. and Mrs. Earnshaw watched anxiously their meeting; thinking it would enable them

²⁰ to judge, in some measure, what grounds they had for hoping to succeed in separating the two friends.

Heathcliff was hard to discover, at first. If he were careless, and uncared for, before Catherine’s absence, he had been ten times more so since. Nobody but I even did him the kindness to call him a dirty boy, and bid him wash himself, once a week; and children

²⁵ of his age seldom have a natural pleasure in soap and water. Therefore, not to mention his clothes, which had seen three months’ service in mire and dust, and his thick uncombed hair, the surface of his face and hands was dismally beclouded. He might well skulk behind the settle, on beholding such a bright, graceful damsel enter the house, instead of a rough-headed counterpart of himself, as he expected. ‘Is Heathcliff not

³⁰ here?’ she demanded, pulling off her gloves, and displaying fingers wonderfully whitened with doing nothing and staying indoors.

‘Heathcliff, you may come forward,’ cried Mr. Hindley, enjoying his discomfiture, and gratified to see what a forbidding young blackguard he would be compelled to present himself. ‘You may come and wish Miss Catherine welcome, like the other servants.’

³⁵ Cathy, catching a glimpse of her friend in his concealment, flew to embrace him; she bestowed seven or eight kisses on his cheek within the second, and then stopped, and drawing back, burst into a laugh, exclaiming, 'Why, how very black and cross you look! and how—how funny and grim! But that's because I'm used to Edgar and Isabella Linton. Well, Heathcliff, have you forgotten me?

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

- Manners (line 2)
- Flattery (line 4)
- Dared (line 16)
- Dismally (line 27)
- Glimpse (line 35)
- Concealment (line 35)

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

- Thoroughly (line 2)
- Self-respect (line 3)
- Delightedly (line 8)
- Disarrange (line 12)
- Uncombed (line 27)
- Whitened (line 30)

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

- a. You don't need to concern yourself with the new tax laws till January. (EFFECT)
- b. Sophie was upset that her wife didn't support her in the argument. (BACK)
- c. Mike didn't feel like meeting friends on Wednesday. (MOOD)
- d. I felt so relaxed at Kerry's apartment because her friends greeted me so warmly. (EASE)
- e. Police arrested Newman because they thought he was involved in the robbery. (SUSPICION)

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

1 A 16-year-old boy has been arrested on suspicion of causing criminal damage in connection with the felling of the 300-year-old Sycamore Gap tree in the north of England. Officers arrested the teenager amid an outpouring of sadness over the destruction of the landmark, which has been a feature of the site at Hadrian's Wall in
5 Northumberland for hundreds of years. The boy is in custody and assisting officers with their inquiries, Northumbria police said on Thursday.

Locals and national park authorities said they were "struggling to see the logic" in the destruction of a sycamore which had long become "part of this area's DNA" and had gone through thousands of changes of seasons. The tree, believed to have been about
10 300 years old, was made famous when it appeared in the 1991 film *Robin Hood: Prince of Thieves*, starring Kevin Costner.

Police said they believed the felling had been a deliberate act of vandalism. Supt Kevin Waring of Northumbria police said on Thursday: "This is a world-renowned landmark and the events of today have caused significant shock, sadness and anger throughout the
15 local community and beyond. An investigation was immediately launched following this vandalism, and this afternoon we have arrested one suspect in connection with our inquiries. Given our investigation remains at a very early stage, we are keeping an open mind. I am appealing to the public for information to assist us – if you have seen or heard anything suspicious that may be of interest to us, please let us know." Police officers and
20 park rangers at the scene said they believed the tree had been sliced skilfully with a sharp chainsaw by someone who knew what they were doing.

Locals said they heard nothing during the night due to high winds from Storm Agnes – and woke to find the tree split from its stump. Andrew Poad, general manager at the National Trust, said he was at a loss about who would have reason to chop the tree down. He said:
25 "We have ups and downs [with members of the public] but not to a degree anyone would do something like this."

Tony Gates, the chief executive of the Northumberland national park authority, said staff at the visitor centre had been in tears after arriving in the morning and finding the famous tree felled. He said: "Everyone's just in shock. It's one of the most iconic landscapes in
30 the country. When we feel that sense of loss, how do we perpetuate the legacy and create a real sense of meaningfulness?"

Leanne Scudamore got engaged at the tree in 2016, the same year it was voted tree of the year in a Woodland Trust competition. She said: "It's a huge thing for us. They literally murdered one of Northumberland's landmarks, I'm absolutely furious. Apart from the
35 emotional side, it's devastating for businesses, too, who rely on the tourism."

The Twice Brewed Inn, a stone's throw from the site, has offered a £1,500 bar tab to anyone with information that leads to the arrest and conviction of the person who carried out the offence. The pub's logo is an illustration of the tree and it had been just about possible to see the landmark from its windows.

40 Michael West, a retired teacher who lives in one of the houses closest to where the tree had stood, said he wished something positive could come of it. He said: "There are lots of highly skilled people in the area and artists and the like. In Japan, when a tree falls down, they stick it in the ground. Maybe they could do that."

The National Trust said it would be collecting seeds and taking cuttings from the tree.
45 Andrew Poad, general manager at the National Trust, said: "It's a sycamore so the stump could try to regrow but of course it won't be the same."

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

- An outpouring (line 3)
- Felling (line 12)
- Park rangers (line 20)
- Stump (line 23)
- (To be) at a loss (line 24)
- (To) Have ups and downs (line 25)

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

- Landmark (line 4)
- Struggling (line 7)
- Skilfully (line 20)
- Meaningfulness (line 31)
- Competition (line 33)
- Cuttings (line 44)

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

- f. The author describes his childhood vividly in the book (ACCOUNT)
- g. The plant often gets attacked by insects. (PRONE)
- h. Kate has finally accepted that their friendship is over. (TERMS)
- i. I don't find it surprising at all that nobody went to the concert. (WONDER)
- j. When he won the scholarship, Alan began to realise just how lucky he was. (DAWN)

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

1 Although there is a huge amount of interest in generative artificial intelligence (AI) in the consumer world, particularly since the release of OpenAI's free ChatGPT program last November, in the hallowed halls of academia the response has been more wary. Concerns abound about academic integrity, as AI content can be biased, inaccurate, and sometimes contain entirely false information, dubbed "hallucinations."

The cautious response is to be expected according to Houman Harouni, lecturer on education at the Harvard Graduate School of Education and a former elementary and high school teacher. He has compassion for educators trying to grapple with a rapidly shifting world shaped by machine learning. He explains that technology creates a shock that "is sometimes of a magnitude that we cannot even understand it, in the same way that we still haven't absorbed the sharp shock of the mobile phone."

Harouni has long wrestled with the impact of cutting-edge technology on education, and is convinced that when it comes to teaching, "the medium is part of the message." He believes engaging students with virtual worlds is essential: "Where we want to get to is a place where you're dancing with it, dancing with robots". If the idea of waltzing with a robot creates apprehension for educators, Harouni has some advice:

1) Stop pretending that it doesn't exist

Educators must "help the next generation face the reality of the world and develop instruments and ways of navigating this reality with integrity", Harouni says. Students are well aware that technologies such as ChatGPT exist and are already experimenting with them on their own, but they need guidance about how to use them responsibly.

2) Teach students how to ask the ChatGPT tool questions

It is the educator's job to understand what opportunities are left open beside the technology. Teach students to do what AI cannot do. For example, unlike robots, we can ask ourselves questions and that is what students need to be trained in: to know how to ask questions and to learn how to critique their own questions, frameworks, and the answers generated by AI.

Students can start with topics and questions that they are interested in and ask ChatGPT for answers. The knack is then getting them excited about follow-up questions. Harouni uses a personal experience with his 10-year-old stepdaughter and his newborn baby to illustrate his point. When his stepdaughter asked him why he kept telling her to be careful with the baby, Harouni turned to ChatGPT to help her to get to the bottom of her question. He saw an opportunity to find out, through self-reflection and asking the right questions, what she really wanted to know, which was what she could do with the baby.

35 **3) Use generative AI tools to spark the imagination**

One frequent concern about generative AI is that students will use it to cheat and avoid the hard work of thinking for themselves, but Harouni says that tools like ChatGPT should really challenge educators to reassess the assignments they give their students. “You have to stop thinking that you can teach exactly the way you used to teach when the basic
40 medium has changed”, he explains. If students can turn to ChatGPT or others for quick and easy answers, then there is a problem with the lesson.

Harouni recently wrote about how he used ChatGPT to spur higher-level thinking among his students when he presented them with a challenging case study that had no easy solutions. The students’ initial responses were no better than the chatbot’s ideas.
45 Instead, it was thereupon reflection on the students’ failure of imagination, that they could begin to think of options that they, or any automatic language scrawler, would not have readily reached for, he explained in a co-authored article for *Wired*.

Adapted from <https://www.gse.harvard.edu/>

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

- Hallowed (line 3)
- Wary (line 3)
- Dubbed (line 5)
- To grapple with (line 8)
- Knack (line 29)
- Spur (line 42)

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

- Generative (line 1)
- Inaccurate (line 5)
- Cutting-edge (line 12)
- Waltzing (line 15)
- Frameworks (line 26)
- Co-authored (line 47)

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

- a. You are not a bad lawyer James, but I don't think it is a very suitable job for you. (CUT)
- b. I don't have the foggiest idea whether he will be coming or not. (WHATSOEVER)
- c. She wants nothing less than to get that job. It would be a dream come true. (SET)
- d. My two cousins don't trust each other at all. (COMPLETE)
- e. She never thought that he would end up in prison. (CROSSED)

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 lev

SECOND PART:

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

OPTION A

You have been selected to give a speech about bilingual sections at a teachers' annual conference. Write a speech convincing other professionals of the importance of including bilingual sections in high schools.

Include:

- An introduction of yourself with a brief mention of your professional background.
- Advantages of bilingual sections.
- Potential difficulties when implementing these sections.

OPTION B

Write an essay examining the impact of the Industrial Revolution on English literature during the 19th century. In this essay you must:

- Consider how the profound social and economic changes of the era influenced the themes, characters, and settings of literary works.
- Provide examples of specific authors and texts that reflect these transformations.