



## OPCIÓ B

### PART B DE LA PRIMERA PROVA: PROVA PRÀCTICA

#### PRIMERA PART

#### COMPRENSIÓ AUDITIVA

Complete the following 12 sentences. Fill each gap with one word you will hear. You will hear the recording twice. Write your answers on the copy paper. The activity begins with the example 0.

#### **What really happened during the Salem Witch Trials**

0. Insisting on their innocence would result in the accused being finally executed.
1. The accused of witchcraft were bound to be publicly hung unless they'd provide a \_\_\_\_\_/\_\_\_\_\_.
2. The sentences were the result of a court system which would praise \_\_\_\_\_ more than veracity.
3. The population in Salem at that time was specially scared of sickness and \_\_\_\_\_.
4. Conflict was common among the neighboring villages and even bonds among settlers were \_\_\_\_\_.
5. Puritans held the belief that evil forces \_\_\_\_\_/\_\_\_\_\_ upon the girl's bodies.
6. The girls would contort their bodies, have \_\_\_\_\_ and complain of \_\_\_\_\_/\_\_\_\_\_.
7. Tituba ended up admitting to \_\_\_\_\_/\_\_\_\_\_ but the other two kept on defending their innocence.



8. The evidence accepted by the authorities was mostly \_\_\_\_\_.
9. Often, family bonds between accusers and some \_\_\_\_\_ made those trials even more biased.
10. The trials got to a halt when a governor's wife was arrested and since then suspects were set free and verdicts got \_\_\_\_\_.
11. The accused girls are thought to have been enduring \_\_\_\_\_ caused by fungus or a disease which would provoke \_\_\_\_\_ of the brain.
12. Nowadays the story of the trials is considered a forewarning of the risks of herd mentality and \_\_\_\_\_.

(Source: <https://ed.ted.com/lessons/what-really-happened-during-the-salem-witch-trials-brian-a-pavlac>)

Task: Mention two strategies to help students develop the skills required for completing tasks like the one above. Write your answers on the copy paper.



## SEGONA PART

### COMPETÈNCIA LINGÜÍSTICA

**Task 1. Word formation.** Use the word in brackets to form a new word that fits into the gap. Write your answers on the copy paper. The activity begins with the example 0.

**Sounds That Tremble Through Us. The 0. *awareness* (AWARE) of simultaneous dimensions.**

Based between New York and Ramallah, Abbas and Abou-Rahme are artists who were part of a diaspora haunted by the inability to 1. \_\_\_\_\_ (**CONCLUSION**) return to a homeland. Palestinian intellectual Edward Said has written of exile, "Seeing 'the entire world as a foreign land' makes possible 2. \_\_\_\_\_ (**ORIGIN**) of vision. Most people are principally aware of one culture, one setting, one home; exiles are aware of at least two, and this plurality of vision gives rise to an awareness of simultaneous dimensions, an awareness that is *contrapuntal*." In the language of music theory, counterpoint is a compositional technique in which two or more melodic lines or "voices" complement one another but act 3. \_\_\_\_\_ (**DEPENDENT**).

If this is a metaphor for the experience of being deeply familiar with two cultures, what is the metaphor for the experience of the gap between them? The title of their work *May amnesia never kiss us on the mouth* comes from a translation of writer Roberto Bolaño's "Infrarealist Manifesto," written in Mexico City in 1976. It is an urgent call to remain 4. \_\_\_\_\_ (**ATTENTION**) to history in the face of cultural 5. \_\_\_\_\_ (**ERASE**). Abbas and Abou-Rahme's response to this call is to reinscribe the past onto the body of the present.

Abbas and Abou-Rahme propose the echo. The echo is a sonic reverberation across time, a delay that creates a historical relationship in the present. It is the auditory 6. \_\_\_\_\_ (**BODY**) of the feeling of 7. \_\_\_\_\_ (**POSSESS**), a metaphor for the aftereffects of a different history or a different land. Often in the artists' installation, sound and image become



8. \_\_\_\_\_ (**TETHER**). Bodies clap, dance, move, step, and gesture out of sync. There is a glitch, a moment that produces a feeling of 9. \_\_\_\_\_ (**JUNCTURE**).

Abbas and Abou-Rahme participate in a legacy of artists invested in audio for its ability to circumvent power. Just as sound can summon a collective voice, it also resists 10. \_\_\_\_\_ (**CONTAIN**). It can be recorded and replicated, but not confined. It expands beyond an allotted space, whether in a museum gallery or out in the world. Songs of exile and lament echo through bodies and speakers across time and place.

*(adapted from the article: Basel Abbas and Ruanne Abou-Rahme: Echoes of Resistance.*

*<https://www.moma.org/magazine/articles>)*

**Task 2. Phonetic transcription.** Transcribe the two sentences below phonetically using broad transcription with IPA symbols (without allophones). Write your answers on the copy paper. The activity begins with the example 0.

0. I'm very sorry.

aim 'veri 'sɒri

1. You cannot teach an old dog new tricks.

2. The devil finds work for idle hands to do.

*(Source: Ejercicios de transcripción fonética en inglés. The English Linguistics Study Group. Anglo didáctica.)*



**Task 3. Trios.** For each set, think of one word only which can be used appropriately in all three sentences. Write your answers on the copy paper. The activity begins with the example 0.

0)

- The country was .....**thrown**..... into chaos by the transport strike.
- The restaurant is now closed so if you don't leave I will have you .....**thrown**..... out.
- After he spoke the debate was .....**thrown**..... open to the audience.

1)

- The new manager asked a lot of questions in order to get a ..... on what was happening.
- We haven't got a very good ..... on the environmental problems we are creating.
- I can't get the top off this bottle - my ..... isn't strong enough.

2)

- In the ..... of our talk, he told me about the accident.
- Now we've had the soup. What's the next .....?
- The committee will answer your complaints in due .....

3)

- I am writing with ..... to our recent meeting on 21st June.
- I think students in other countries seem to have more ..... for teachers than they do here.
- The match has been canceled out of ..... for the death of our previous Manager.

4)

- The woman accused of stealing a million pounds from her employer has ..... a plea of not guilty.
- All of the best runners in the country have ..... the race.
- The violence in the city centre has just ..... its third week.



**Task 4. Open-cloze test.** Write a word that fits in each gap. Write your answers on the copy paper. The activity begins with the example 0.

## FEED-FORWARD

Teacher's comments on assessed work can (0) come in several formats and highly variable qualities. Feedback tends to be written comments (1) \_\_\_\_\_ assignments, notes on the margins of the text, and an opportunity to have one-to-one verbal feedback at a specified time shortly (2) \_\_\_\_\_ the work has been assessed. A good deal of time is expended by teaching staff (3) \_\_\_\_\_ personalizing the advice and making it relevant to subsequent learning as well as consolidating the successful elements of the tasks undertaken by the student.

This study developed (4) \_\_\_\_\_ the frustration of teachers who were reduced to pleading that students should engage (5) \_\_\_\_\_ their assignment feedback in order to avoid the same negative remarks appearing on their work in future.

Conducting this project has highlighted a number of strengths and weaknesses in our own practice as well as testing (6) \_\_\_\_\_ some innovations in the area of feedback and feed-forward. The results are not conclusive but they do hold (7) \_\_\_\_\_ promise that how and why we write feedback can be improved to raise students' learning.

The issue that now faces (8) \_\_\_\_\_ is that of incorporating teacher feed-forward into subsequent student work in a more iterative way. Students must be given an opportunity and incentive to rework (9) \_\_\_\_\_ resubmit written productions, with continuous rather than single-shot access to evaluative feedback during the reworking. This might be achieved by means of blending formative and summative assessment with key skills and (10) \_\_\_\_\_ feed-forward a useful teaching and learning activity.

*(Excerpt adapted from 'Feed-forward': improving students' use of tutors' comments, Neil Duncan. 2007)*



**Task 5. Didactic justification.** Why can students benefit from feed-forward assessment in an EOI class? Justify your answer and provide a specific example to support your view on the issue. Write your answer on the copy paper.

**Task 6. Key word transformations.** Complete the second sentence so that it has a similar meaning to the first, using the word given in bold. Do not change the word given. You must use between 3 and 8 words. Write your answers on the copy paper. The activity begins with the example 0.

0. Everyone is criticising the government for its poor unemployment record. **COME**

*The government has come in for criticism over its unemployment record.*

1. She is already married and you knew? I wish you had told me. **MIGHT**

You ----- she was married!

2. She still hasn't really recovered from losing her job in August. **BEING**

She still really hasn't got ----- in August.

3. I'm afraid I believed his fake story completely! **TAKEN**

I regret to say that I ----- his fake story.

4. Barbara's total dedication to her job has always been exemplary. **HERSELF**

Barbara ----- in the most exemplary way.



**Task 7. Multiple-choice lexical cloze.** Read the following text and decide which answer (A, B, C, D) best fits each gap. Write your answers on the copy paper. The activity begins with the example 0.

## Norway

Norway is a country at a crossroads, ... (0) given Norway's natural wonders and significant wealth, it's a situation in which most countries in the world would love to find themselves. Norway is, by any ... (1) , one of the most beautiful countries on earth, but the beauty brings with it a responsibility that ... (2) heavily upon Norwegians, For here is a people with an enduring love for the natural world that is profoundly etched ... (3) the national character. In the past, this was expressed in the Norwegian tradition of isolated farmsteads that colonised the most ... (4) corners of the country's wilderness.

Increasingly, however, the ... (5) movement of Norwegians towards the cities – cities that are themselves places of great beauty, such as Bergen, Trondheim, Stavanger and Tromso has altered the relationship between Norwegians and their natural world. But one thing remains unaltered: to paraphrase that great Norwegian son, Henrik Ibsen, those who wish to understand Norwegians, must first understand Norway's magnificent but severe natural environment, ... (6) these are people of the land, perhaps more ... (7) than any other Europeans.

- |                   |                    |                 |                   |
|-------------------|--------------------|-----------------|-------------------|
| 0. A) due to      | <b>B) although</b> | C) despite      | D) hence          |
| 1. A) luck        | B) chance          | C) standards    | D) account        |
| 2. A) presses     | B) bears           | C) weighs       | D) holds          |
| 3. A) with        | B) for             | C) from         | D) into           |
| 4. A) seditious   | B) secluded        | C) scabrous     | D) sedulous       |
| 5. A) Irrevocable | B) irrefutable     | C) irredeemable | D) irreconcilable |
| 6. A) thus        | B) in case         | C) lest         | D) for            |
| 7. A) other       | B) rather          | C) sooner       | D) so             |

(Source: *englishapple.ru*)





## TERCERA PART

### COMENTARI DE TEXT

A. Read the text and Identify the text type and communicative functions. Identify as well the main message and the text's most relevant linguistic features. Write your answers to the following questions on the copy paper.

B. Explain and justify how you would use the text and what relevance would the above mentioned features have in a teaching unit/level corresponding to the EOI. Explain the rationale behind each of your statements. Make sure:

- You contextualize the lesson plan within the EOI official syllabus, highlighting the relevant lexical, grammatical, discursive and sociocultural complexity you would teach and how you would anticipate problems.
- You describe the tasks you may consider to be appropriate and mention any assessment issues you find relevant.
- Your approach is action oriented as stated in the EOI official syllabus.
- You mention, if relevant, what parts from the whole text would be specifically used in your tasks.



## **Why America should make it harder to buy guns**

In many states, it is easier to own a gun than a dog. That is absurd.

The motives for mass murder vary. The teenager in Buffalo who on May 14th shot and killed ten people, most of them black, was driven by racial paranoia. The 68-year-old who killed one and injured five on May 16th in a Californian church hated Taiwanese people. What impelled Salvador Ramos to kill at least 21 on May 24th in and around a school in Texas may someday become apparent, though Mr Ramos is no longer alive to explain himself.

What these horrors have in common, though, is the murder weapon. Guns are simple, reliable tools for killing. A man with a gun and plenty of ammunition can kill more people, more quickly and with far less physical effort than he can with a knife, a blunt object or his bare hands. The weapon Mr Ramos used—a military-style assault rifle with high-capacity magazines—allowed him to keep shooting until someone shot him. That most of his victims were children makes the crime unusually horrific. But it resembles countless other American tragedies in that the easy availability of guns made it deadlier than it might have been.

A robber who carries a gun is more likely to kill. Domestic quarrels are more likely to end in death if a firearm is handy. Suicide attempts with guns usually succeed. Police in England and Wales shot and killed only two people in 2021; American cops killed 1,055. The main reason for this vast disparity is not that English cops are gentler or less racist. It is that American police face a heat-packing public. Most of those they kill are armed; many of the rest are mistakenly believed to be so. The abundance of guns is also the main reason why the murder rate in America is four or five times higher than in a typical rich country.

By one estimate, Americans own 400m guns. If they were evenly distributed, each family of five would have six. In 2020 more than 45,000 people in America died from firearm-related injuries. Guns now kill more young people than cars do.

The Economist believes it should be hard to own a gun. Farmers need them for pest control; hunters and other hobbyists may use them for sport. But each gun should be licensed and registered. Each owner should have to pass stringent background checks, and the process



should be slow—no one should be able to buy a gun while in a fit of rage. Also, there is no good reason to let civilians own guns that fire rapidly, or magazines that let them kill a room full of people before reloading.

In America such strict gun control is unthinkable. The Second Amendment guarantees a right to bear arms, and the National Rifle Association promotes a maximalist interpretation of it. Politicians who hint that they might make it a little bit harder to obtain a firearm face a well-organized bloc of single-issue voters. In Republican primaries, especially, few dare offend the gun lobby.

Hence the steady loosening of rules in places like Texas, where 21-year-olds can carry a handgun in public without training or a permit (both of which are needed to cut hair); and where 18-year-olds can buy a handgun if they come from a violent home (to defend themselves against abusive relatives); and where almost any adult can buy a rifle with minimal hassle. Mr Ramos bought two assault rifles legally as soon as he turned 18, and shot his grandmother before heading for the local elementary school.

This is not what most Americans want. Hefty (but dwindling) majorities favour some common sense curbs, such as denying weapons to the mentally ill, creating a database to track all gun sales, and banning both assault-style weapons and high-capacity magazines. Congress is unlikely to deliver such things, thanks to the Senate filibuster. So, cities and states should step in, though guns will always flow illicitly from lax jurisdictions to stringent ones. Voters should reward politicians who think a gun license should be at least as hard to obtain as a driving license. Not all gun deaths are preventable, but many could be.

(Source: <https://www.economist.com/leaders/2022/05/25/why-america-should-make-it-harder-to-buy-guns>)