

01. LISTEN AND FILL IN THE GAPS.

- 1.1. Creswell Eastman is an endocrinologist, which means that he's a doctor who specializes in conditions caused by.....(0,2)
- 1.2. he has worked with governments and aid agencies to eliminate iodine deficiency in Australia and (0,2)
- 1.3. He looked out the plane window at the brown mountains topped with snow, a blue river winding like a..... between them (0,2)
- 1.4. He wanted to say more but he was.....for breath.. 0,2)

02. LISTEN AND ANSWER THE FOLLOWING QUESTIONS.

- 2.1. What happens if people don't get enough iodine? (0,4)
- 2.2. How and when did the speaker and Professor Cres Eastman get in contact? Have they ever been together in the same place? (0,4)
- 2.3. Why was Cres Eastman excited to land at Quamdo Bamda airport? (0,4)
- 2.4. Why do planes need longer to speed up at high altitude? (0,4)
- 2.5. What had the director-general of health for Tibet previously warned Cres Eastman about? (0,4)
- 2.6. Whose mother did Cres Eastman phone when he arrived to his accommodation? (0,4)
- 2.7. What sensation did Cres Eastman have by nightfall? (0,4)
- 2.8. What simile does the speaker use to explain Cres Eastman's headache? (0,4)

03. READ THE TEXT AND ANSWER THE QUESTION: WHAT IS PHONICS? BRIEFLY EXPLAIN HOW PHONICS COULD BE TAUGHT TO YOUR SIX-YEAR OLD STUDENTS (1).

The school curriculum in Ireland focuses on ensuring children are literate in both the English language and the Irish language. In 2021, the Department of Education and Skills (Ireland) developed a national strategy to improve literacy and numeracy. The 2021 teachers' Professional Development guide covers seven areas: fluency, comprehension, word identification, vocabulary, phonological awareness, assessment and **phonics**. It recommends that **phonics** be taught in a systematic and structured way and is preceded by training in phonological awareness.

04. USE OF ENGLISH. READ THIS TEXT AND ANSWER THE FOLLOWING QUESTIONS.

For as long as I can remember, I've wanted to be a grown-up. As children, my friends and I would play at being shopkeepers and customers, thrilled to inhabit an adult role. As a teenager, I lived alone abroad. By my 30s I had all the things I thought signalled adulthood: a career (as a journalist), a home, a husband, a washing machine, a dishwasher, a fridge and my Sunday brunch. All the paperwork and white goods to prove I was finally the competent, confident adult I had always hoped to be.

But at random moments my non-adulthood would pop out, like when I opened my kitchen bin to find the lid thick and throbbing with squiggly maggots, and immediately called my mother for advice. Or when my bag was stolen and people suggested my contents insurance might cover it. What contents insurance? While I was training to be a psychodynamic psychotherapist, and as a patient in therapy myself, I had more and more of these moments where I felt so unknowing and lost. Officially, I was a grown-up thirtysomething, but at times like this my adult skin felt paper-thin. In these moments, not only did I not feel like an adult; I realised I didn't even know what one is.

To find out, first I interviewed older adolescents, and world experts in the neuroscience, evolutionary biology and psychoanalysis of this life stage. I chose them simply by looking at their photos. Then I investigated young adulthood, parenthood (or not) and middle age. At every step, most people told me they felt they had a lot of growing up still to do.

Finally, I came to old age. I confess, I thought all older people must be fully cooked adults by default. I fell into the trap of assuming that, if you've grown old, you've grown up. It's comforting to believe questions of being an adult, of what even is an adult, have been answered by someone who draws a pension. That, says Pat Thane Jr., author of *The Long History of Old Age*, is "the stupidity of assuming that, past a certain age, everyone is much the same and has the same sort of experiences. But they don't."

People are much more interesting than that.

Whether we're talking sociology, medicine or neuroscience, old age is said to begin around 60. I'm surprised to learn from Thane that our idea of "old" hasn't changed much in hundreds of years: in medieval England, people were liable for compulsory work until 60; in the crusader kingdom of 13th-century Jerusalem, knights over 60 were exempt from military service; today, people get their state pension between 60 and 70.

What has changed is that last century, it became normal to grow old. This was thanks in part to a new specialisation, geriatrics, a term coined by Austrian-American doctor Ignatz Leo Nascher in 1909. Nascher, Thane says, "believed doctors paid insufficient attention to the ill-health of older people: as they had not long to live, it was not thought worthwhile trying to cure them". In 1948 came the NHS, better living standards and food; now more of us grow older, spending more of our old age in good health, though health inequalities remain stark.

It became normal to grow old, but not normal to like it. Why else do we have anti-wrinkle creams; "60 is the new 40"; "old" as an insult and a youth-supremacist society? Sarah Lamb is professor of anthropology at Brandeis University in Waltham, Massachusetts, and author of *Successful Ageing as a Contemporary Obsession*. "When people say they're old, the connotations in our public culture are that you're less vital and open to growing, and have stopped learning," she says. We're so steeped in this attitude, we might assume it reflects an objective reality rather than revealing something about our psychology. As Lamb notes, this paradigm "is not the best, most humane or inspirational way to imagine ageing and what it means to be human". What if older people are just as clueless about growing up as the rest of us?

That seems to be the case, at first, for Graham. He recently retired from academia where, he says, "it was very important to put on a front". He had to appear authoritative and resilient to survive, overcoming the part of him "who is quite vulnerable, shy and reticent". For four decades, he says, "I was constantly overriding the person I really was." And now – are you grown up? "Not really. I'm a month short of 66, which is grown up in numerical terms, but I don't feel grown up at all."

4.1. Explain the underlined terms in the context of the article.

- a. 'thrilled to inhabit an adult role' (0.2) (Par. 1)
- b. 'my adult skin felt paper-thin' (0.2) (Par. 2)
- c. 'must be fully cooked adults by default' (0.4) (Par. 4)
- d. 'health inequalities remain stark' (0.2) (Par.6)
- e. 'just as clueless about growing up as the rest of us' (0.4) (Par.7)
- f. 'It was very important to put on the front' (0.2) (Par. 8)

4.2. For each of the sentences below, write a new sentence as similar as possible in meaning to the original sentence, but using the word given in capital letters; this word must not be altered in any way.

- a. In setting out this framework, the report emphasizes that health ageing is more than the absence of disease. **HAVING** (0.2)
- b. The greatest cost to society are not the expenditures made to Foster this functional ability, but the benefits that might be missed if failing to make the right investments. **NOT ONLY**..... (0.2)
- c. In these moments, not only did I not feel like an adult; I realized I didn't even know what one is. **I GOT TO**..... (0,2)
- d. I confess, I thought all older people must be fully cooked adults by default. **USED TO**(0,2)
- e. What has changed is that last century, it became normal to grow old. **UNTIL**..... (0.2)
- f. It became normal to grow old, but not normal to like it. **EVEN**.....(0,2)

5. Find in the text four words closely related to ageing (0.2)

6. “Word Formation Process” is regarded as a branch of Morphology. Find an example in the text for each of the following “word formation processes”. Quote the sentence where you find the example and say the paragraph number.

| | Example | Paragraph |
|--------------------|---------|-----------|
| Derivation (0,2) | | |
| Compounding (0,2) | | |
| Blending (0,2) | | |
| Clipping (0,2) | | |
| Abbreviation (0,2) | | |
| Acronyms (0,2) | | |

7. Explain why this sentence from the text is grammatically marked or distinctively identified: “In these moments, not only did I not feel like an adult” (paragraph 2) (0,2)

8. Choose from the five words or phrases given after the following sentences the one which most appropriately completes them. (0.6)

- 1. Scientist in Israel say they have _____ tests to successfully stop and reverse the biological ageing process

GUIDED CONDUCTED DIRECTED HEADED CONVEYED



PROCEDIMIENTO SELECTIVO: CUERPO MAESTROS 2022

2. The study gives hope and opens the door to a lot of young scientists to _____ ageing as a reversible disease

AIMPOINT QUARY MARK TARGET

3. By 2030, the _____ of the population aged 60 years and over will increase from 1 billion in 2020 to 1.4 million.

RATION RATE SHARE PERCENTAGE QUOTA

4. All English residents are automatically _____ to free public health care through the national Health Care including hospital, physician and mental health care.

TAGGED ENABLE PRIVILEGED ENTITLED ENFRANCHISED

5. Approximately 10.5 percent of the United Kingdom's population carries voluntary _____ insurance to gain more rapid Access to elective care.

SUPPLEMENTAL FURTHER ADDITIONAL EXTRA SUBSIDIARY

- 6- They considered successful ageing to include three main components: having low probability of disease, high cognitive and physical functioning and active _____ in life.

PERFORMANCE ENGAGEMENT CAPACITY APPLICATION EFFECTIVENESS