



PRIMERA PRUEBA. Prueba de conocimientos

PARTE A

1. TEXT ANALYSIS (80 minutes, 6 points)

READ THE FOLLOWING TEXT AND THEN ANSWER THE QUESTIONS STATED BELOW

FROM LACK OF WOMEN IN BOARDROOMS TO #METOO, I'M BORED WITH MALE EXCUSES.

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
30 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
35 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
40 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
45 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
50 into top jobs – or quietly blocking progress – are really not much better."

(Adapted from

<https://www.theguardian.com/commentisfree/2018/may/31/lack-women-boardrooms-metoo-bored-male-excuses>)

ANSWER THE FOLLOWING QUESTIONS

- a) Identify the text type/subtype(s). Briefly justify your answer.
(0,5 p.)
- b) What are the main and secondary communicative functions of the text? Support your answer with examples from the text.
(0,5 p.)

- c) Analyse the text in terms of coherence, cohesion, reference, emphasis, sentence structure and vocabulary used, supporting everything with examples from the text. (3 p.)
- d) How would you exploit this text in class? State the students' level of English and the tasks you may consider to be appropriate. (2 p.)

2. LISTENING TASK (50 minutes, 2 points)

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

- 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 by themselves.
 - b) comment their ideas to the 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 to future learning.

5. Finnish schools (0,20p.)
 - a) are tired of being so 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. (1 p.)

3. TRANSLATION (50 minutes, 2 points)

A. READ THE FOLLOWING TEXT CAREFULLY AND TRANSLATE IT INTO SPANISH. (1 p.)

IN FINE SPIRITS ON RAASAY, INNER HEBRIDES

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 pleasant 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.

Once checked in, I 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.

Adapted from The Observer 03/06/2018

B. READ THE FOLLOWING TEXT CAREFULLY AND TRANSLATE IT INTO ENGLISH (1 p.)

CRECE EL ACOSO AL ESPAÑOL EN EEUU: “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”.

El País, 30 de mayo 2018