

Oposiciones docentes 2025/ 2025 irakasle oposizioak		
Cuerpo o puesto/ Kidegoa edo lanpostua:	Especialidad/Espezialitatea:	Idioma/ Hizkuntza:
ESCUELAS OFICIALES DE IDIOMAS	INGLÉS	CASTELLANO
PRUEBA PRÁCTICA-PROBA PRAKTIKOA		

EJERCICIO DE COMPRENSIÓN AUDITIVA

TASK 1. Listen to an interview with film and theatre director Orson Welles about his work and his relationship with producer Harry Cohn and choose the option (a, b, or c) that best completes the sentences. You will listen to the recording twice. You now have two minutes to read the questions.

- The theme song in the film was...**
 - a common thing in those days.
 - Harry Cohn's decision.
 - not a good song.
- Theme songs in those days...**
 - came easily with the action.
 - were a bit unnatural.
 - were mostly whistled.
- Harry Cohn...**
 - had a friendly dog at his office.
 - was generally appreciated.
 - was not unlike other producers.
- Harry Cohn...**
 - had a passion for Mr Welles' radio show.
 - spied on everyone.
 - told Mr Welles he tuned in on him.
- Mr Cohn...**
 - often travelled for playing.
 - was familiar with gambling.
 - was not scared of risk.
- Mr Welles raised the spirits of his company...**
 - when he had a plan.
 - with a clichéd speech.
 - with a heartfelt speech.
- The music for the show was...**
 - a personal bet from Mr Welles.
 - whistled during rehearsals.
 - written by a then acclaimed star.
- Mr Welles saved his show...**
 - selling a project he had had in mind for some time.
 - thanks to a recommendation by the box office girl.
 - with a verbal contract on some future work.

WRITE YOUR ANSWERS HERE

1	2	3	4	5	6	7	8

TASK 2. Listen to Helen Lewis and Armando Iannucci discuss the use of the phrase 'tough decisions' in politics and complete the sentences with TWO WORDS. You will listen to the recording twice. You now have one minute to read the questions.

1. Conservatives chose to make actually _____ decisions to protect their supporters.
2. Armando believes the use of the phrase 'tough decisions' _____ the conversation for a while.
3. The dynamic between the Prime Minister and the Chancellor is quite prevalent and makes a sort _____ of the idea of tough decisions.
4. The main stereotype about Labour is that they are nice people but a _____.
5. Metaphors for what budgets do make no sense in reference to an economy in a _____.
6. The pandemic magic money tree _____ down along with the one on Hadrian's wall.
7. Watching the budget is fascinating because it's such a _____ day.
8. There used to be a tradition during Budget Day that is almost never _____: you are allowed to drink alcohol in the Commons Chambers.

WRITE YOUR ANSWERS HERE

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EJERCICIO DE COMPRENSIÓN Y EXPRESIÓN ESCRITA

TASK 1. Read the following essay by Phillip Roth and complete the sentences with the best option (a, b, or c).

My Baseball Years

In one of his essays George Orwell writes that, though he was not very good at the game, he had a long, hopeless love affair with cricket until he was sixteen. My relations with baseball were similar. Between the ages of nine and thirteen, I must have put in a forty-hour week during the snowless months over at the neighborhood playfield – softball, hardball, and stickball pick-up games – while simultaneously holding down a full-time job as a pupil at the local grammar school. As I remember it, news of two of the most cataclysmic public events of my childhood – the death of President Roosevelt and the bombing of Hiroshima – reached me while I was out playing ball. My performance was uniformly erratic; generally okay for those easygoing pick-up games, but invariably lacking the calm and the expertise that the naturals displayed in stiff competition. My taste, and my talent, such as it was, was for the flashy, whiz-bang catch rather than the towering fly; running and leaping I loved, all the do-or-die stuff – somehow I lost confidence waiting and waiting for the ball lofted right at me to descend. I could never make the high school team, yet I remember that, in one of the two years I vainly (in both senses of the word) tried out, I did a good enough imitation of a baseball player's *style* to be able to fool (or amuse) the coach right down to the day he cut the last of the dreamers from the squad and gave out the uniforms.

Though my disappointment was keen, my misfortune did not necessitate a change in plans for the future. Playing basketball was not what the Jewish boys of our lower-middle-class neighborhood were expected to do in later life for a living. Had I been cut from the high school itself, *then* there would have been hell to pay in my house, and much confusion and shame in me. As it was, my family took my chagrin in stride and lost no more faith in me than I actually did in myself. They probably would have been shocked if I had made the team.

Maybe I would have been too. Surely it would have put me on a somewhat different footing with this game that I loved with all my heart, not simply for the fun of playing it (fun was secondary, really), but for the mythic and aesthetic dimension that it gave to an American boy's life – particularly to one whose grandparents could hardly speak English. For someone whose roots in America were strong but only inches deep, and who had no experience, such as a Catholic child might, of an awesome hierarchy that was real and felt, baseball was a kind of secular church that reached into every class and region of the nation and bound millions upon millions of us together in common concerns, loyalties, rituals, enthusiasms, and antagonisms. Baseball made me understand what patriotism was about, at its best.

Not that Hitler, the Bataan Death March, the battle of the Solomons, and the Normandy invasion didn't make of me and my contemporaries what may have been the most patriotic generation of school children in American history (and the most willingly and successfully propagandized). But the war we entered when I was eight had thrust the country into what seemed to a child – and not only to a child – a struggle to the death between God and Evil. Fraught with perilous, unthinkable possibilities, it inevitably nourished a patriotism grounded in moral virtue and bloody-minded hate, the patriotism that fixes a bayonet to the Bible. It seems to me that through baseball I was put in touch with a more humane and tender brand of patriotism, lyrical rather than martial or righteous in spirit, and without the reek of saintly zeal, a patriotism that could not so easily be sloganized, or contained in a high-sounding formula to which you had to pledge something vague but all-encompassing called your 'allegiance'.

To sing the National Anthem in the school auditorium every week, even during the worst of the war years, generally left me cold. The enthusiastic lady teacher waved her arms in the air and we obliged with the words: 'See! Light! Proof! Night! There!' But nothing stirred within, strident as we might be – in the end, just another school exercise. It was different, however, on Sundays out at Ruppert Stadium, a green wedge of pasture miraculously walled in among the factories, warehouses, and truck depots of industrial Newark. It would, in fact, have seemed to me an emotional thrill forsaken if, before the Newark Bears took on the hated enemy from across the marshes, the Jersey City Giants, we hadn't first to rise to our feet (my father, my brother, and I – along with our inimical countrymen, the city's Germans, Italians, Irish, Poles, and, out in the Africa of the bleachers, Newark's Negroes) to celebrate the America that had given to this unharmonious mob a game so grand and beautiful.

Baseball, as played in the big leagues, was something completely outside my own life that could nonetheless move me to ecstasy and to tears; like fiction it could excite the imagination and hold the attention as much with minutiae as with high drama. Mel Ott's cocked leg striding into the ball, Jackie Robinson's pigeon-toed shuffle as he moved out to second base, each was to be as deeply affecting over the years as that night – 'inconceivable', 'inscrutable', as any night Conrad's Marlow might struggle to comprehend – the night that Dodger wild man, Rex Barney (who never lived up to 'our' expectations, who should have been 'our' Koufax), not only went the distance without walking in half a dozen runs, but, of all things, threw a no-hitter. A thrilling mystery, marvelously enriched by the fact that a light rain had fallen during the early evening, and Barney, figuring the game was going to be postponed, had eaten a hot dog just before being told to take the mound.

This detail was passed on to us by Red Barber, the Dodger radio sportscaster of the forties, a respectful, mild Southerner with a subtle rural tanginess to his vocabulary and a soft country-parson to his voice. For the adventures of 'dem bums' of Brooklyn – a region then the very symbol of urban wackiness and tumult – to be narrated from Red Barber's highly alien but loving perspective constituted a genuine triumph of what my English professors would later teach me to call 'point of view'. James himself might have admired the implicit cultural ironies and the splendid possibilities for oblique moral and social commentary. And as for the detail about Rex Barney eating his hot dog, it was irresistible, joining as it did the spectacular to the mundane, and furnishing an adolescent boy with a glimpse of an unexpectedly ordinary, even humdrum, side to male heroism.

Of course, in time, neither the flavor and suggestiveness of Red Barber's narration nor 'epiphanies' as resonant with meaning as Rex Barney's pre-game hot dog could continue to satisfy a developing literary appetite; nonetheless, it was just this that helped to sustain me until I was ready to begin to respond to the great inventors of narrative detail and masters of narrative voice and perspective like James, Conrad, Dostoevsky, and Bellow.

1. **During his childhood, the author...**
 - a. gradually lost confidence in his game.
 - b. played baseball at school.
 - c. took baseball very seriously.
2. **On his not being picked up for the team,...**
 - a. his family felt disappointed.
 - b. his plans for the future had to be redrawn.
 - c. his vision of baseball did not change.
3. **For the writer, baseball...**
 - a. rose above mere entertainment.
 - b. was a means to get his place in society.
 - c. was mainly a fun thing to do.
4. **During World War Two...**
 - a. the general public displayed superficial patriotism.
 - b. the writer was moved at school exercises.
 - c. the writer was moved at the stadium.
5. **Accounts of baseball games...**
 - a. made a long-lasting impression on the writer.
 - b. were part of a national drama.
 - c. were strictly a matter of personal ability.
6. **Red Barber was...**
 - a. an energetic speaker.
 - b. an outsider who struggled with his job.
 - c. gentle and courteous.
7. **Rex Barney's hot dog anecdote...**
 - a. explains why the Dodgers did so well that night.
 - b. was used as an example by professors.
 - c. went far beyond mere information.
8. **In hindsight, the narrative of baseball was...**
 - a. certainly an education.
 - b. just an amusement.
 - c. unsatisfactory.

WRITE YOUR ANSWERS HERE

1	2	3	4	5	6	7	8

TASK 2. Write (in 350-400 words) a well-balanced for and against essay, including an introduction and a conclusion, on the following topic:

Sport is a valuable and effective way to promote a sense of national identity and pride.

You may briefly state your own personal opinion as part of the conclusion should you wish to do so.

EJERCICIO DE COMPETENCIA LINGÜÍSTICA

TASK 1. Think of ONE WORD ONLY which can be used appropriately in all three sentences. Write your answer next to the number.

1. _____

- In the 18th century, the River Thames was a stinking trough of _____ water.
- He got fired on account of his persistent use of _____ language.
- Since he was evidently already in a _____ temper, I avoided provoking him further.

2. _____

- In the midst of the scandal, it was clear that one of the employees would have to take the _____ for the mishandled data breach.
- Yesterday, the bank's chief executive finally decided to _____ on his sword, tendering his resignation.
- Their threats now _____ on deaf ears as their control is ebbing away.

3. _____

- His behaviour at the dinner table was beyond the _____; interrupting others and making rude comments left everyone uncomfortable.
- Trends in moviegoing _____ in comparison to the largest change we found: an enormous decline in reading.
- _____ with fright, the child later told her mother what happened.

4. _____

- Unfinished work and looming deadlines _____ on my mind every night.
- In the early morning light, birds of _____ silently circle above the open fields.
- Without proper guidance, many young entrepreneurs fall _____ to dishonest investors.

5. _____

- It took her a while to fully _____ the complexity of the legal system.
- His firm _____ on the railing prevented him from slipping on the icy stairs.
- The professor explained the theory again to help students _____ its key concepts.

6. _____

- The experiment didn't _____ the expected results.
- In negotiations, both sides need to _____ a little to reach an agreement.
- Drivers must _____ to oncoming traffic at this intersection.

7. _____

- Try not to _____ on your past mistakes; focus on what's ahead.
- These ancient tribes used to _____ in caves during the winter months.
- Philosophers often _____ on abstract ideas for extended periods.

8. _____

- His facial expression helped _____ his disappointment.
- The train will _____ passengers from the airport to the city centre.
- This painting manages to _____ a deep sense of loneliness.

TASK 2. Complete the second sentence so that it has the same meaning as the first. You must include the word given without changing it. You must use between three and eight words.

1. If you weren't advising me, I'd never get through this.

(IT)

_____, I'd never get through this.

2. The last message that he sent was particularly interesting.

(OF)

It was the last message he sent _____.

3. It wasn't necessary for me to get up so early to do my homework as the English lesson was cancelled.

(GOT)

I _____ up so early to do my homework as the English lesson was cancelled.

4. It was unpleasant for us to break the news.

(NO)

We _____ the news.

5. Unless the weather changes dramatically overnight, we'll be leaving at dawn.

(NO)

Providing _____ the weather overnight, we'll be leaving at dawn.

6. Only when the storm subsided was it clear just how much damage had been done.

(EXTENT)

It was not _____ of the damage was clear.

7. It took several months for Tom to recover completely from his accident.

(MAKE)

Only after several months _____ his accident.

8. Julia is the most generous person I have ever met.

(MORE)

I've yet _____ Julia.

TASK 3. Write the phonetic transcription of the following words.

- Variety: RP standard or GA.
- IPA symbols.
- Indicate stress if needed.

1. catholic _____
2. goldfish _____
3. pink _____
4. jewellery _____
5. lethargic _____
6. singing _____
7. yacht _____
8. breathe _____

TASK 4. Write the two homophones for each IPA transcription given. The transcription corresponds to RP.

1. /'ɔ:rəl/ _____
2. /ju:t/ _____
3. /hɔ:s/ _____
4. /ni:d/ _____
5. /'metʰl/ _____
6. /si:d/ _____
7. /bɜ:θ/ _____
8. /'kærət/ _____