

## PROCESO SELECTIVO CUERPO DE MAESTROS 2019

### 01. LISTEN TO THE SPEAKER AND ANSWER THE FOLLOWING QUESTIONS:

#### 1.1. Why was Greek used and spoken in Egypt for a millennium? (0,4)

Because the Greek kings ruled in Alexandria and after Alexander the Great conquered Egypt.

The Ptolemies didn't trouble to learn Egyptian, they simply made all their officials speak Greek, and so Greek would be the language of state administration in Egypt.

#### 1.2. Which was Ptolemies most important contribution to geographical organization of Egypt? (0,4)

Perhaps their greatest achievement was to make their capital city Alexandria into the most brilliant metropolis of the Greek-speaking world - for centuries it was second only to Rome. It was a cosmopolitan magnet for goods, people and ideas.

#### 1.3. What year was Ptolemy V appointed to throne? (0,4)

197 BC (The Rosetta Stone was made in 196 BC, on the first anniversary of the coronation of Ptolemy V)

#### 1.4. Why was this coronation postponed? (0,4)

Because the boy's mother was killed, the palace was stormed by soldiers, and there were revolts throughout the country which delayed the young Ptolemy's coronation for years.

#### 1.5. Why does the author say that Rosetta Stone is not so singular? (0,4)

Because the Stone is not unique; there are another 17 similar inscriptions quite like it, all in three languages and all proclaiming the greatness of the Ptolemies.

#### 1.6. Which are the two Ancient Egyptian languages used in the Rosetta Stone? (0,4)

There are two forms of Ancient Egyptian: the everyday writing of the people known as Demotic, and the priestly hieroglyphics.

#### 1.7. What year according to the speaker did the knowledge of how to read and write hieroglyphist disappear? (0,4)

By the time of the Rosetta Stone, 196 BC, hieroglyphs were no longer in general use, they were used and understood only by the priests in the temples. Five hundred years later, even this restricted knowledge of how to read and write them had disappeared - the script of Ancient Egypt was lost.

## 1.8. What did the Treaty of Alexandria consist of? (0,4)

Pursued by Nelson, Napoleon was defeated, and in 1801 the terms of the Treaty of Alexandria, signed by the French, British and Egyptian generals, included the handing over of antiquities - and the Rosetta Stone was one of them.

## 02. FILL IN THE GAPS:

- 2.1. Ptolemies I and II created the famous **Pharos** lighthouse (0,2)
- 2.2. It was in these **volatile** circumstances that Ptolemy V issued the Rosetta Stone (0,2)
- 2.3. Romans, Byzantines, Persians, Muslim Arabs and Ottoman Turks, all had **stretches** of the rule of Egypt (0,2)
- 2.4. Soldiers rebuilding fortifications of Rosetta **dug up** the stone (0,2)

## 03. METHODOLOGY. DEFINE GAMIFICATION (0,25) READ THE TEXT AND WRITE 3 SPECIFIC IDEAS TO GAMIFY YOUR SIXTH YEAR STUDENTS CLASSROOM BEFORE VISITING THE MENTIONED MUSEUM. (0,75)

“ The Rosetta Stone has been on display in the British Museum since 1802 with only one break. Towards the end of the First World War, in 1917, when the Museum was concerned about heavy bombing in London, they moved it to safety along with other, portable, “important objects”. The iconic object spent the next two years in a station on the Postal Tube Railway 50 feet below the ground at Holborn. Today, you can see the Rosetta Stone in Room 4 (The Egyptian Sculpture Gallery). You can touch a replica of it in Room 1 ( the Enlightenment Gallery)”

- ❖ Gamification is the use of game design and mechanics to enhance non-game contexts by increasing participation, engagement, loyalty and competition. These methods can include points, leaderboards, direct competitions and stickers or badges, and can be found in industries as varied as personal healthcare, retail—and, of course, education.
- ❖ Three great ways to gamify my sixth year students would be:
  - Create customized avatars in Class Dojo which will be different characters related to science, such as arqueologists, scientists... I would tell them that in order to accomplish a mission we will search information and mysteries about a mistery Egyptian object. Whenever they find out such information or they get outstanding performances along the said mission tasks they will get points, for their avatars which will be old coins (related to the conductor thread) . Students will be able to trade them for special prizes or classroom passes. Furthermore, there will be a “ Scientist Wall of Fame” which ould be graded in different levels, each one higher than the previous one in which students will be able to move up to different levels as they get “the old coins”.

- I would also use “quizzz”, an Educational Application in which teachers can create their own quizzes. Students, arranged in teams, will be asked to answer questions about The Rossetta Stone historical facts which would have been previously taught in class. When a team gets a right answer they will get coins for their team and their own avatars.
- Before visiting the British Museum students, in teams, will perform a Escape Room called “the Museum Breakout” in which students would be “locked” in the museum (class) and they would need to fulfill puzzles, solve mysterious phrases and other different tasks related to Rosseta Stone in a set time. When the teams accomplish each challenge they get coins for their avatars.

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

If you're not old enough to know what life was like in the thirties for the unemployed and hard up, take a trip to London's Mother Street Labour Exchange at six in the morning. This is where the casual catering workers queue for work amid the smell of stale urine, broken glass and squashed beer cans. It's first come first served, so some wait all night. About 7 a.m. an official arrives and takes the names of those who have been waiting so that they can leave and get a cup of tea.

So a second queue builds up steadily, its members unaware of how many other people there are in front of them until just before 8 a.m. when men and women drift back in twos and threes and stand around preparing for the scrum which develops when the doors open at 8. 15.

The queues include youngsters from the North in search of work of any kind, winos wanting a few bob for the next bottle of oblivion, those who do not like to talk or to be seen, those who have always worked in this way.

The women's bitter complaint was that the catering industry was taking on students, especially foreign students, who were prepared to work for any kind of money. A blitz by Government's Wages inspectorate in the autumn last year showed, in the areas investigated, that 30 per cent of licensed restaurants paid less than the legal wages council rate, 22 per cent of pubs did the same, and 47.6 per cent of unlicensed cafés investigated paid below the legal minimum. Yet there were only a handful of prosecutions.

However, most of the women need work whatever the money and most are frightened to talk about what they earn not to be considered trouble-makers. Jean was different. “I've a job in the evenings and I come down here too. I pay 30 pounds a week for a little flat for me, me boyfriend and me kids”. The catering business is the worst of all.

It's rubbish money and everybody knows it. Ivy chimed in and agreed. “Jean's better off than me!. She can cook. I can only wash up and clear tables. You get a job after waiting and then find it's bob in fares. They give you two or three quid for the day's work and if you complain and say it's less than the Labour told you, they say, “there's plenty more where you came from”.

It's a hard life. Well represented in the queue are the mothers of one- parent families, standing by the side of the moonlighters like Jean who needs two jobs to pay the rent, and the pensioners desperate for a bit extra. After the doors open the names of the lucky few are called out and some, like, Jean, are offered jobs. Even then it doesn't always mean anything because the worker can get out to the cafés

and find that the job has already been filled and the employer hasn't told Mortimer Street or that he'd left on the books anyway to cover himself.

When I came always the first time I looked at the queue of tired, listless people, not just dossers, winos and misfits. I saw the mad scramble to get through the door for what jobs were available. I imagined the hours most would spend on the feet for a few pence an hour. And I thought of "Down and Out in Paris and London" deciding that not much had changed since George Orwell's time

#### 4.1. EXPLAIN THE MEANING OF THE UNDERLINED TERMS IN THE CONTEXT OF THE ARTICLE.

- a) for the unemployed and hard up (0,2) :  
poor, short of money, short of cash, in financial difficulties.
- b) the scrum which develops when the doors open at 8. 15. (0,2) :  
a place or situation of confusion and racket;
- c) The next bottle of oblivion (0,2) :  
a bottle of wine to forget their bad situation.
- d) A blitz by Government's Wages inspectorate. (0,2):  
any swift, vigorous attack or defeat.
- e) Ivy chimed in and agreed (0,2):  
to enter a conversation, esp. to interrupt
- f) the moonlighters (0,2): person  
with more than one job.
- g) not just dossers, winos and misfits (0,2):  
a person not suited in behaviour or attitude to a particular social environment, unadapted.

#### 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) The Government's decision to invest in new technologies was partly prompted by fear.  
STEMS  
The Government's decision to invest in new technologies stems from fear.
- b) Orwell says that in the thirties many of unemployed felt they were responsible for their lack of work.  
BLAME  
Orwell says that back in the thirties many unemployed people blame themselves for their lack of work.

c) The Social Security pamphlet told me all about the benefits I could claim.

ENTITLED

The social security pamphlet told me all about the benefits I was entitled to.

d) We finally managed to persuade him to take the job.

SUCCEDED

We finally succeeded in persuading him to take the job

e) The people who get there first get all the jobs.

SERVED

The people who get there first will be served with a job.

f) Many of the unemployed refuse to think about their future until they are made to.

ONLY

Many of the unemployed only think about their future when they are forced to do so.

### 5.1. FIND IN THE TEXT FOUR SEMANTICALLY RELATED WORDS THAT BELONG TO THE LEXICAL FIELD OF MONETARY UNITS.

Quid

Pences

Bob

Pound

### 5.2. BRIEFLY EXPLAIN WHAT YOUR STUDENTS SHOULD KNOW ABOUT THE BRITISH MONETARY SYSTEM?

Students should know the basic unit of British currency is the pound, which is divided into one hundred pence. The currency sign is the pound sign, originally £.

According to the current educative law, LOMCE, we should teach not only language, but also culture, in order to be respectful and tolerant. It is also important to highlight the significance given to culture in LOMCE's Primary Education objective "d" that deals directly with the importance of tolerance, diversity and multicultural societies.

In the Decree 89/2014, of July 24, of the Government Council, by which there is established the Curriculum of the Primary Education for the Community of Madrid, the contents of the area of English as a Foreign Language, are distributed in four blocks (one devoted to each linguistic skill) and a common block for the whole stage about English culture.

The teaching of culture should take place within the normal language classroom and not as a separate subject. It is within the classroom that EFL learners acquire English language and hence culture, it is surely at this point that culture should be discussed.

### 5.3. I PAY 30 POUNDS A WEEK FOR A LITTLE FLAT FOR ME, ME BOYFRIEND AND ME KIDS. WHY IS THIS SENTENCE FROM THE TEXT MORPHOLOGICALLY REMARKABLE?

Because of the ME. We can get from the text that he belongs to a low socioeconomic status. Half the time, in conversation, 'my' is pronounced /mɪ/ or /mi:/ rather than the theoretical /maɪ/. Many writers leave the reader to take this for granted; others spell it out.

Moreover, in Shakespeare's time (around 1600) and prior to that, my (and thy) would have a strong emphatic form with the vowel /aɪ/ and a weak form /ɪ/. This is similar to how we have the strong form of he /hi:/ together with the weak forms /hɪ/ or /ɪ/.

Since that time, Standard English has moved towards using the strong form /maɪ/ in all contexts, whereas many regional varieties in the UK still have the weak form /mɪ/. When writers want to indicate this pronunciation in writing, they often resort to spelling this me, whereas in reality the speakers are actually saying my.

### 5.4. WRITE THE PHONETIC TRANSCRIPTION OF THE FOLLOWING WORDS.

Urine: /jʊərɪn/

Prosecution: /prɒsɪ'kju:ʃən/

labour: /'leɪbə/

### 5.5 CHOOSE FROM THE FIVE WORDS OR PHRASES GIVEN AFTER THE FOLLOWING SENTENCES THE ONE WHICH MOST APPROPRIATELY COMPLETES THEM.

- a) Two hundred people were made \_\_\_\_\_ when the factory closed.  
REDUNDANT
- b) For some workless people joining the \_\_\_\_\_ queue is a humiliating experience.  
DOLE
- c) Many people who are paid below the legal minimum are frightened to complain in casethey are \_\_\_\_\_ as trouble-makers.  
BRANDED
- d) Concern about unemployment \_\_\_\_\_ with the number of unemployed.  
FLUCTUATES
- e) Owing to a strike in Birmingham the Cowley plant is being forced to \_\_\_\_\_men, because there are no plants for them to assemble.  
LAY OFF
- f) The problem in accepting a job abroad is the resulting \_\_\_\_\_for the family concerned.  
UPHEAVAL