



CS-3.1	Read the following text and answer the questions.	Año:	2021
Especialidad:	EOI INGLÉS 0592-011		

Prueba:	1A
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Acceso:	1 Y 2
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KATE WINSLET SHOWS THERE´S MORE TO MIDDLE AGE THAN A SAGGY BELLY

- 1 Kate Winslet has always had guts. But for her to have a belly, let alone one that wobbles
2 and jiggles in the way most 45-year-old women's middles quite unremarkably do, is still
3 apparently a thing so shocking as to make headline news. This week the star of the cult
4 TV drama Mare of Easttown disclosed that she had refused her director's offer to edit out
5 footage of her "bulgy bit of belly" from a sex scene, arguing that her character should be
6 allowed to look like the woman she was meant to be: a middle-aged small town detective
7 who has carried two children, unwinds after an exhausting day with a beer rather than a
8 gym session, and has rather more serious things to worry about than the odd flabby bit
9 hanging over her jeans.
- 10 "She's a fully functioning, flawed woman with a body and a face that moves in a way that is
11 synonymous with her age and her life and where she comes from. I think we're starved of
12 that a bit," as Winslet, who not only starred in but executive produced the show, puts it.
13 Not since the eponymous heroine of Shirley Valentine ran away to Greece in search of
14 one last adventure, and marvelled at her new lover's willingness to kiss her stretchmarks,
15 has a naked stomach on film been deemed to make such a statement.
- 16 Alarm bells should always ring when a woman is called brave for taking her clothes off. But
17 the fascination with Winslet's authentically jiggle stomach seems healthier at least than the
18 double standards exposed by last week's Friends reunion, which saw the three female
19 stars turn up looking barely a day older than when the show first aired in the mid-90s,
20 while their male stars were as silvered and weathered as the audience they've all been
21 ageing alongside for the past 17 years.
- 22 We all know why women in the public eye feel compelled to freeze time; if they hadn't
23 remained impossibly taut of midriff and smooth of forehead well into their 50s, presumably
24 the female Friends could have kissed goodbye to the intervening decade and a half of
25 work. Middle-aged women, expecting people to actually pay to look at them, with their
26 wrinkles and their grey streaks and their secret sagging? Ugh, how disgusting. Next they'll
27 be wanting people to listen to what they say.
- 28 But heartening as it is to see someone ageing naturally on screen for once, I suspect
29 many women neither particularly noticed nor cared what was under Winslet's trademark
30 flannel shirt when she yanked it off. It was what her character's life looked like, not her
31 body, that mattered: messy, difficult, but richer and deeper in some ways than it could ever
32 have been at 20.



33 Older women's lives are too often dismissed as devoid of anything audiences could
34 possibly find interesting; at best dull and settled, at worst a grimly depressing descent into
35 hagdom. The real genius of Mare of Easttown lay in treating the interior lives of Mare, her
36 mother and her best friend as just as dramatic, poignant and varied as those of the dewy-
37 faced teenagers around whom a million Hollywood coming-of-age stories have revolved.

38 Without the unmistakably middle-aged life events Winslet's character was struggling
39 through – the aftermath of a long-term marriage falling apart, the death of a grown son, the
40 bittersweet experience of reliving that lost relationship through a grandchild she is now
41 equally terrified of losing too – it would have been just another telly whodunnit. And just as
42 pertinently, without the experience accumulated through decades of living in one small
43 community, getting to know her neighbours and their histories inside out, crucially Mare
44 might not have been much of a detective either.

45 If it was liberating to watch a woman with a muffin top unashamedly pursuing a one-night
46 stand on screen, it was just as refreshing to watch one getting to grips with the kind of role
47 men have long been allowed to play: the grizzled veteran cop whose career appears to be
48 floundering down the slippery slope to nowhere, yet who turns out to have learned a thing
49 or two down the years.

50 For in real life, it's not vanity or fear of becoming invisible to the male gaze that pressures
51 many older women into reaching for the hair dye or trying to hide their hot flushes, so
52 much as the very real danger of being thought of as "past it" in the workplace. There is a
53 cold hard economic price to be paid for the kind of vicious casual ageism that deems the
54 over-50s too old and tired to learn new tricks, and while both sexes invariably begin
55 looking nervously over their shoulders as the decades roll by, the particular sting for
56 women is that anxiety about the professional consequences of getting older often kicks in
57 just as a career derailed by motherhood is starting to get back on track.

58 No wonder we don't want to publicly acknowledge the process of ageing, when it's still
59 seen as a downhill slide into oblivion rather than a door opening on to a darker, richer and
60 deeply adult phase of life, where a lifetime's knowledge of people is finally drawn into play.
61 So good on Winslet for seeking not to hide the physical reality on screen. But don't be
62 fooled: the real meat of a woman's story is never in the flesh that is flashed, but in what
63 lies beneath.

Source: <https://www.theguardian.com/commentisfree/2021/jun/03/kate-winslet-mare-of-easttown-women-ageism>



1. Kate Winslet is a famous British actress. How can cinema and arts be used in the teaching of EFL?

2. In the text, you can find the expression:

- *Let alone* (L1).

Explain the uses of “let”.

3. Taking the following examples as a reference, explain the use of “rather” in English:

- *With a beer rather than a gym session* (L7-8).
- *And has rather more serious things to worry about* (L8).

4. Explain the use of inversion and fronting in English.

- *Not since the eponymous heroine of Shirley Valentine* (L13).

5. You can see the following sentence in the text:

- *Next they’ll be wanting people to listen to what they say* (L26-27).

Talk about the use of the future continuous tense.

6. Considering the following examples, explain the different ways of forming words in English. Examples:

- *Unremarkably* (L2).
- *Footage* (L5).
- *Unwind* (L7).
- *Willingness* (L14).

7. Explain the meaning of the following expressions:

- *She’s a fully functioning flawed woman.* (L10).
- *But heartening as it is* (L28).
- *Another whodunnit* (L41).
- *A career derailed by motherhood* (L57).
- *Don’t be fooled* (L61-62).

8. Considering the points made about the image of women on the screen, how would you deal with them from a socio-cultural point of view?

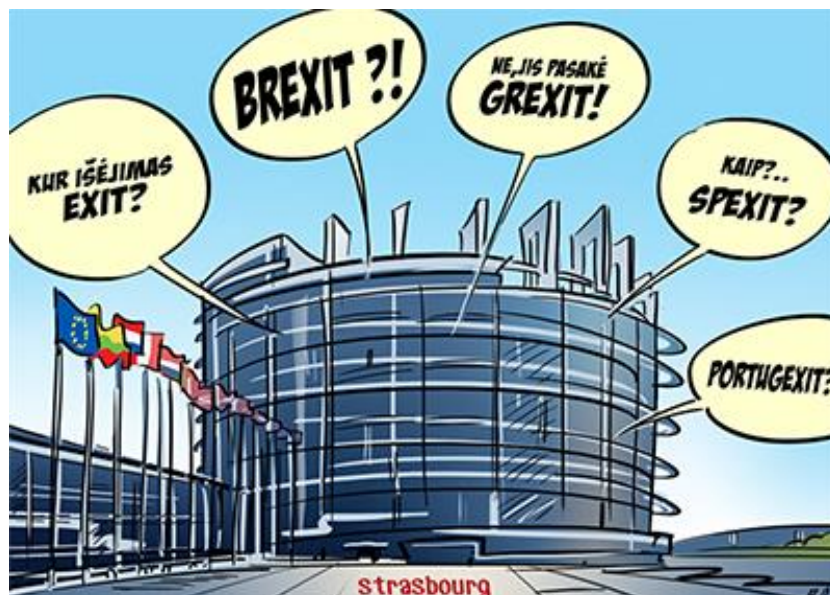


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THE LANGUAGE OF BREXIT

Dr Graeme Davis discusses the etymology of the word 'Brexit'.



- 1 The word Brexit is now so familiar that it is easy to forget just how new it is. Brexit was
2 officially recognised as an English word as late as December 2016 through its inclusion in
3 the Oxford English Dictionary (OED). The meaning is given as "the (proposed) withdrawal
4 of the United Kingdom from the European Union, and the political process associated with
5 it". In linguistic terms, Brexit is both an English language phenomenon and a global
6 language phenomenon. As well as its now-familiar use in English it has been adopted by
7 just about every European language and by some Asian languages. It therefore falls into
8 the class of international language words like hotel and taxi. It's even become a place
9 name as the French town of Beaucaire now has rue de Brexit, ironically a turning off rue
10 Robert Schuman and a short distance from avenue Jean Monnet, both named in honour of
11 EU founding figures.
- 12 Such a widely used word might be expected to have been around for some time. However
13 the earliest use seems to be as recent as May 2012, when the term was used by the
14 financial press for a possible British exit from the EU, and mostly with the spelling Brixit. It



15 was modelled on Grexit, the term that had been coined for a possible (and at that time far
16 more likely) Greek exit from both the euro currency and the EU, and as such appears to
17 have been invented by multiple journalists around the same time. It is unlikely that the first
18 creator of the term will ever be identified. In just four years the term developed from this
19 financial niche to become part of the core vocabulary of English.

20 The OED has recognised Brexit solely as a noun, though this will soon need to be revised.
21 In popular usage it is already being used as a verb: the UK will Brexit in 2019. It can be
22 used as an adjective too: the Brexit referendum. To date it's not quite established itself as
23 an adverb – it seems that something cannot be done Brexitly – though it is already part of
24 a set adverbial phrase: despite Brexit.

25 Brexit has produced nouns for supporters, both Brexiter and Brexiteer. These are not
26 synonyms. Rather Brexiter is used to describe someone who accepts Brexit with or without
27 enthusiasm, while Brexiteer is used for someone enthused by Brexit, the term parallel with
28 such euphemistic and even romantic forms as cavalier and chevalier. Characteristic of a
29 well-established noun is that it has antonyms, and Brexiter has produced its opposite in
30 Remainer, orthographically usually with an initial capital as an overt pairing with Brexiter.
31 Brexiteers use the term Remoaner for what they see as a bad loser who wants to set aside
32 the referendum result. Some collocations have become established: hard Brexit, soft
33 Brexit, clean Brexit. Prime Minister Theresa May has provided the definition that Brexit
34 means Brexit and has set out her views on hard or soft Brexit by saying her goal is a red,
35 white and blue Brexit. The word is clearly active in English.

36 Speculation that other nations may start a process of withdrawing from the EU has led to
37 many parallel constructions. Some seem to work well. Frexit seems to be the only possible
38 term for a possible French exit. Others seem problematic. Would exit of the Netherlands
39 (Holland) prompt Nexit or Hexit? Does an Italian exit prompt Italexit or Itexit? Or would the
40 form Outaly catch on? If Spain leaves then Spexit sounds possible in English, but in the
41 event of a German departure, Germexit surely doesn't work.

42 The American press briefly had the term Califexit, to refer to possible succession of
43 California from the USA following Donald Trump's election victory. Humorous coinages
44 have included Edexit (the departure of Ed Balls from Strictly Come Dancing), and in
45 popular usage the abrupt departure of anyone from anything can prompt a comparable
46 creation. Political thinking has produced the term Lexit (support of left-wing parties in
47 Europe for exit from the EU) but curiously Rexit does not seem to have emerged for the
48 more common phenomenon of support by right-wing parties.

49 Inventive use has created a host of comic forms. Bregret has appeared (for regret of
50 Brexit), along with dog's Brexit and full English Brexit as comments on the process.
51 English speakers have coined the French phrase je ne Bregret rien! Brexit is now both an
52 established word and a source of linguistic invention. It's here to stay.

Source: <https://www.open.edu/openlearn/languages/english-language/the-language-brexit>



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1. Explain the lexical characteristics of the word Brexit. Discuss compounds vs blends.

2. What other examples of word formation does the text mention? Can you give other examples? What does *Remoaner* mean (L31)? How has it been created?

3. Find examples in the text of equal comparison and explain them. Discuss briefly these other linguistic structures containing adjectives:

- Difficult though the journey was, it involved no real danger.
- The man, quite tired, climbed the stairs, dragging himself up by the banister.
- Whether right or wrong, he always came up with an excuse for his behaviour.

4. Explain how phonetics is affected in some word formation processes.

5. Which idiomatic expressions do “a dog’s Brexit” and “full English Brexit” allude to? Do you know any similar examples?

6. Explain the linguistic or lexical phenomena behind these words:

- *Hard Brexit, soft Brexit, clean Brexit (L32-33).*
- *Brexit means Brexit (L33-34).*
- *Red, white and blue Brexit (L34-35).*

7. Which sociocultural aspects of the text would you use for the EFL class?

8. How to teach a language with an ever-expanding lexicon. Evolution of vocabulary range and control through our different CEFR levels.



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WE CAN MOURN PRINCE PHILIP, BUT NOT THE MONARCHY

The Duke of Edinburgh may have been a man of his time, yet the royal family cannot be separated from the history of empire.



The Queen and Prince Philip on a visit to Sierra Leone in 1961.
Photograph: AFP/Getty Images

- 1 Within minutes of Prince Philip's death having been announced, I began receiving
2 messages from friends in Ghana. "My sincere condolences for your loss," one said. "May
3 God bless you and everyone in the UK who is grieving," said another. On a human level,
4 acknowledging respectfully the loss that comes with death makes sense. But why did
5 these messages describe it as my loss?
- 6 I am not alone in feeling that the monarchy is an institution that cannot be embraced –
7 although even now, it is not easy to say so. If I fail to express my deference and loyalty, I
8 will be viciously attacked by those who regard me as unpatriotic. I will be the bad Black
9 person, the ungrateful "guest" (never mind that this is my country), the disloyal colonial
10 subject who forgot how much Britain did for me.



11 The public reaction to Prince Philip's death has centred on how much he, personally, has
12 done. By all accounts he was the most active member of the royal family, having
13 conducted, apparently, more than 20,000 engagements, and holding more than 800
14 presidencies and patronages. Many young people benefited from the Duke of Edinburgh
15 awards scheme.

16 But these acts of public service come with strings attached. We become complicit in a
17 toxic transaction that, in exchange for their privileges, deprives the royals of their privacy
18 or control over their own destinies, and entitles us to endless and poisonous coverage of
19 the minutiae of their lives.

20 On our side of the bargain, we abandon our supposed commitment to meritocracy and
21 equality by accepting that these human beings are born deserving of special reverence.
22 We receive access to their charity, but in return we lose our freedom to challenge their
23 authority. The royals' good deeds and charitable endeavours are not in themselves a
24 justification for the monarchy.

25 The truth is that there is no escaping the haunting legacy of empire. Its ghosts have long
26 taken possession of our royal family, turning them into emperors without colonies, bounty
27 hoarders without raids, conquerors without wars. Instead, they are the heads of a
28 Commonwealth in which the colonised are rebranded "friends" with "a shared history". This
29 is fantasy stuff. As is the idea – ludicrously popular in tributes to Prince Philip – that he was
30 some kind of frustrated comedian. We have all by now been reminded of his famous
31 remarks: telling the Nigerian president, Olusegun Obasanjo, who was wearing national
32 dress, "You look like you're ready for bed"; or advising British students in China not to stay
33 too long or they would end up with "slitty eyes". A Black British, Cambridge-educated
34 friend of mine received a classic Prince Philip "compliment" when she met him: "You speak
35 English beautifully!" he said.

36 In the past few days we've heard numerous euphemisms deployed to cover these
37 outbursts without calling them what they were. "His 'gaffes' were typical of the clubbish
38 humour of the officer class." He was "politically incorrect", and "blunt". Nobody likes to
39 speak ill of the dead, but these are not excuses for Philip so much as alibis for British
40 commentators, desperate to avoid confronting the real legacy of British imperial
41 expansion: racism. A dirty word that inconveniently undermines the glorious narrative the
42 royals still help project. The colonisation of "lesser peoples" was by definition a project of
43 white supremacy, and one personified by the royal family at the head of the empire: of
44 course he made racist jokes.

45 If calling Prince Philip "a man of his time" is an admission that the royals exist in something
46 of a time capsule, then I have to agree. The institution is, as the experience of the Duke
47 and Duchess of Sussex has made clear, outdated.

Source: <https://www.theguardian.com/commentisfree/2021/apr/15/we-can-mourn-prince-philip-but-not-the-monarchy>



1. The text is related to the British monarchy as a symbol of the Empire. What is the role of the monarchy in present-day Britain? How would you use this topic for the EFL class?

2. How would you classify this text? Support your answer with examples from the text. Which aspects of the text would you use for the EFL class?

3. In line 26 we read:

- *Turning them into emperors without colonies.*

Give examples of other contexts where “*turn*” implies a kind of change.

4. Explain the following words and expressions from the text:

- *By all accounts* (L12).
- *Come with strings attached* (L16).
- *On our side of the bargain* (L20).
- *Bounty hoarders without raids* (L26-27).
- *Clubbish humour of the officer class* (L37-38).

5. In the text there are different examples of sentences with gerund constructions. Mention the function and aspects of *-ing* structures.

- *Prince Philip’s death having been announced* (L1).
- *Acknowledging respectfully the loss* (L4).
- *By accepting* (L21).

6. In line 23 we read:

- *Charitable endeavours are not in themselves.*

Explain the different uses of reflexive pronouns and provide examples.

7. Comment on the different ways to form the plural in English according to form and pronunciation, on the basis of the following examples from the text. Provide further examples:

- | | | |
|----------------|--------------|-----------|
| • Patronages. | • Destinies. | • Lives. |
| • Engagements. | • Minutiae. | • Peoples |

8. Comment on the phonetic features of the following words from the text according to the relation spelling-pronunciation of the letters in bold type and provide similar examples:

Mourn
scheme

endeeavours
haunting

hoarders
gaffes

racism
vacuum

allegiance
clubbish



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