



## Proves d'Accés a la Universitat. Curs 2010-2011

---

### Llengua estrangera **Anglès**

Sèrie 2 - A

|                    | Suma de notes parcials | Etiqueta de qualificació |
|--------------------|------------------------|--------------------------|
| Comprensió escrita | <input type="text"/>   | <input type="text"/>     |
| Redacció           | <input type="text"/>   | <input type="text"/>     |
| Comprensió oral    | <input type="text"/>   | <input type="text"/>     |

Etiqueta identificadora de l'alumne/a

Ubicació del tribunal .....

Número del tribunal .....

## DIGITAL AND TRADITIONAL TOOLS

Do the latest social networks encourage strong relationships or weak ones? Generally speaking, digital ties aren't as powerful as the friendships and **commitments** we make in person.

Twitter and Facebook, when used together with other tools of human **connectedness**, can be extremely useful. Digital networks haven't replaced physical togetherness and conversation, even if it sometimes feels that way. Yes, it is true that some people have effectively moved their entire lives online, and the media have for years covered every digital phenomenon, no matter how trivial.

Thankfully, however, the silly use of social networks is beginning to die down. What's emerging in its place is a more intelligent and constructive view of the digital future, one that **embraces** the enormous promise of these technologies while accepting their limitations.

Twitter and Facebook aren't going to save the world. But when used alongside other tools of human connectedness—including some very old ones, like the face-to-face conversations, meetings and protests that **drove** the civil rights movement in the USA—the new technologies can be extremely useful. We can learn a lot from our digital life and make real friends there. But if we never turn off the screen and don't use those **gains** in our life, what use would they be? Digital networking and more traditional forms of communication aren't mutually exclusive—they feed into each other.

American writer Clay Shirky tells in his book *Here Comes Everybody*, about how, through the wonders of digital networking, a New Yorker recovered a lost cell phone. His book is full of stories about really important social and organizational change that was significantly helped along—if not entirely created—by the newer gadgets.

Change begins with great ideas. Shirky says that among the 50 or so people he follows on Twitter are the Dalai Lama and a community of Benedictine monks who make writing journals and other paper products with the intention of slowing down our over-busy minds. "When I pick up a valuable new thought on Twitter, I try to take it with me into the non-digital world, where we should all be spending more time these days," he says. "That's where the real revolutions happen."

Professor Rheingold, from Berkeley University, said about Twitter: "You have to learn how to make it add value rather than subtract hours from one's day. Certainly, it may cause distraction. But it also makes possible the formation of forums called *personal learning networks*". He explains that he values Twitter because of its openness, its immediacy, variety, reciprocity, its channel to multiple publics, its potential for allowing networks to become communities and the mass collaborations it enables.

The Web can be a labyrinth of abusive language and misinformation, but it can also be an accessible and inexpensive medium for community-building and political activism. The difference lies not in the technology but in the literacy—**know-how** is the critical difference. Those who gain the know-how to transform networks into movements might gain the keys to power—for better or worse—in coming decades.

Text adapted from *The New York Times* (September 30, 2010)

- commitment:** compromís / compromiso
- connectedness:** relació, comunicació / relación, comunicación
- to embrace:** incloure, abraçar / incluir, abarcar
- to drive:** moure, impulsar / mover, impulsar
- gain:** guany / ganancia
- know-how:** coneixements, experiència / conocimientos, experiencia

**Part 1: Reading comprehension**

Choose the best answer according to the text. Only ONE answer is possible.

[0.5 points each correct answer. Wrong answers will be penalized by deducting 0.16 points. There is no penalty for unanswered questions.]

1. The author...
  - prefers personal relationships to digital ties.
  - thinks digital ties have destroyed personal conversation and commitment.
  - is against friendships made through the networks.
  - thinks personal friendships are stronger than those made through the net.
  
2. According to the article, the civil rights movement in the USA was an example of...
  - excellent communication and togetherness.
  - the power of bringing people together in forums of discussion and protest.
  - very old forms of communicating.
  - how the world could be saved by protesting.
  
3. According to the author, Twitter and Facebook can be very useful in the future...
  - if they are used alongside traditional forms of communication.
  - whenever they are connected with one another.
  - because they have been replaced by human togetherness.
  - because the digital phenomenon is a true religion.
  
4. The author thinks that we can learn a lot from our digital life if we...
  - combine the best of both worlds by bringing our digital world onto our real one.
  - use the new technologies to make more and more friends.
  - never turn off the screen on our computer.
  - expand networking and exclude traditional forms of communication.
  
5. American writer Clay Shirky says that the real revolutions take place...
  - in the digital world.
  - among those who learn to live a more peaceful life.
  - in the non-digital world.
  - among the followers of wise men.
  
6. What is Professor Rheingold's opinion about Twitter?
  - He thinks Twitter is more open than any other network.
  - He considers it to be useless and that it takes a lot of your time.
  - He likes it because it is the best way for communicating.
  - He finds it valuable if you know how to extract its benefits.
  
7. The author's views on the new social networks could be said to be generally...
  - positive.
  - negative.
  - sceptical.
  - indifferent.
  
8. The article concludes that...
  - it is impossible to tell what is good from what is bad on the net.
  - there is too much information on the net.
  - only those who control the net will be successful in the world.
  - the Internet may become the most powerful political tool in the future.

| Espai per al corrector/a |                          |                          |
|--------------------------|--------------------------|--------------------------|
| Correcta                 | Incorrecta               | No contestada            |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

|                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| Correctes                | Incorrectes              | No contestades           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Recompte de les respostes

Nota de comprensió escrita

**Part 2: Writing**

Choose ONE topic. Write about number 1 or 2. Minimum length: 100 words.  
[4 points]

1. In the text, Professor Rheingold talks about the “formation of forums called *personal learning networks*”. Write an article for your school journal in which you defend the introduction of personal learning networks in your school.
  
2. A friend of yours has not joined Facebook yet. He/she is reluctant because of the fear of losing intimacy and spending too much of his/her time on it. Write a letter to him/her explaining the advantages or disadvantages of this digital tool. In your letter you should try to convince your friend to either join Facebook or not to do so.

|                     |  |
|---------------------|--|
| Grammar             |  |
| Vocabulary          |  |
| Text                |  |
| Maturity            |  |
| Total               |  |
| Nota de la redacció |  |



Part 3: Listening comprehension

**THE END OF THE WORLD TRAIN**

In the following conversation you are going to hear some new words. Read and listen to them. Make sure you know what they mean.

*bay*: badia / bahía

*timber*: fusta per a la construcció / madera para la construcción

*bounded*: delimitat / delimitado

*convict*: pres / preso

*woodcutting site*: serradora / serrería

*mainland*: terra ferma / tierra firme

Ready?

Now read the questions on the following page. Read them carefully before listening to the interview.

Ushuaia in Argentina is the southernmost city in the world. No other place gives us the opportunity to make a trip on the Southern Railway, proudly advertised as *The end of the World Train*. Today in our programme *Round the World*, we're pleased to introduce Chris Van Gils, a keen traveller. Hi Chris, and welcome to our programme.

[Now listen to the interview.]

## QUESTIONS

Choose the best answer according to the recording. Only ONE answer is correct.

[0.25 points each correct answer. Wrong answers will be penalized by deducting 0.08 points. There is no penalty for unanswered questions.]

Look at number 0 as an example.

|    |   | Espai per al corrector/a |                          |                          |
|----|---|--------------------------|--------------------------|--------------------------|
|    |   | Correcta                 | Incorrecta               | No contestada            |
| 0. | Ushuaia is the...<br><input type="checkbox"/> northernmost city in Argentina.<br><input checked="" type="checkbox"/> southernmost city in the world.<br><input type="checkbox"/> name of a train.<br><input type="checkbox"/> name of a railway station.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1. | Where is Ushuaia located?<br><input type="checkbox"/> On the mountainous island of Antarctica.<br><input type="checkbox"/> On an island by a channel.<br><input type="checkbox"/> On the mainland near Beagle Channel.<br><input type="checkbox"/> On mainland Argentina.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | What type of prison was built in Ushuaia?<br><input type="checkbox"/> A prison for first-time convicts.<br><input type="checkbox"/> A prison for people sentenced to death.<br><input type="checkbox"/> A prison for Australian and English prisoners.<br><input type="checkbox"/> A maximum security prison.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | When did the first prisoners arrive in Ushuaia?<br><input type="checkbox"/> At the end of the 18 <sup>th</sup> century.<br><input type="checkbox"/> At the beginning of the 19 <sup>th</sup> century.<br><input type="checkbox"/> At the beginning of the 20 <sup>th</sup> century.<br><input type="checkbox"/> At the end of the 19 <sup>th</sup> century.             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | Which of the following sentences is TRUE?<br><input type="checkbox"/> The Yamanas gave the name to the prison.<br><input type="checkbox"/> <i>Yamana</i> is the name of the prison in Ushuaia.<br><input type="checkbox"/> The name <i>Ushuaia</i> comes from the indigenous people.<br><input type="checkbox"/> There were no indigenous people in Tierra del Fuego.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | Who built the prison?<br><input type="checkbox"/> It was built by the people of Ushuaia.<br><input type="checkbox"/> It was built by all the prisoners.<br><input type="checkbox"/> It was built only by the prisoners sentenced to death.<br><input type="checkbox"/> We do not know exactly who built the prison.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | What other name did the train have?<br><input type="checkbox"/> The Wooden Train.<br><input type="checkbox"/> The Convict Train.<br><input type="checkbox"/> The Prison Train.<br><input type="checkbox"/> The Transport Train.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | Which route did the train cover when it was used by the prisoners?<br><input type="checkbox"/> It started in the jail and ended in the city.<br><input type="checkbox"/> It ran from the waterfront to the prison.<br><input type="checkbox"/> It went from Ushuaia to the National Park.<br><input type="checkbox"/> It started in the prison and ended in the forest. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. | Why did the train stop running in 1949?<br><input type="checkbox"/> The government closed it down.<br><input type="checkbox"/> The National Park opened.<br><input type="checkbox"/> The prison was closed and it was no longer needed.<br><input type="checkbox"/> It was destroyed by an earthquake.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

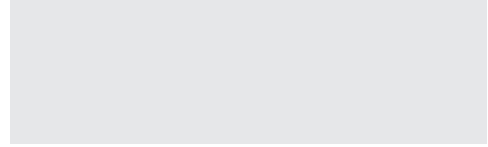
Correctes Incorrectes No contestades

Recompte de les respostes

|                      |                      |                      |
|----------------------|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> |
|----------------------|----------------------|----------------------|

Nota de comprensió oral

Etiqueta del corrector/a



|  |  |
|--|--|
|  |  |
|--|--|

|  |  |
|--|--|
|  |  |
|--|--|

Etiqueta identificadora de l'alumne/a

