



Proves d'accés a la universitat

Llengua estrangera Anglès

Sèrie 1 - A

Qualificació	
Comprensió escrita	
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Comprensió oral	
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Etiqueta de l'alumne/a

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THE FUTURE OF FAKE NEWS: DON'T BELIEVE EVERYTHING YOU READ, SEE OR HEAR

In an age of Photoshop, filters and social media, many of us are used to seeing manipulated pictures—subjects become slimmer and smoother or, in the case of Snapchat, transformed into puppies. However, there's a new breed of video and audio manipulation tools, made possible by advances in artificial intelligence and computer graphics, that will allow for the creation of realistic looking **footage** of public figures appearing to say anything: Queen Elisabeth declaring her desire to fly to the moon, or Hillary Clinton describing how she climbed Mount Everest without oxygen. This is the future of fake news. We've long been told not to believe everything we read, but soon we'll have to question everything we see and hear as well.

For now, there are several research teams working on capturing and synthesizing different visual and audio elements of human behaviour. Software developed at Stanford University called Face2Face is able to manipulate video footage of public figures to allow a second person to put words in their mouth—in real time. Face2Face captures the second person's facial expressions as they talk into a webcam and then **morphs** those movements directly onto the face of the person in the original video. On its own, Face2Face is a fun plaything for creating memes and entertaining late-night talk show hosts. However, with the addition of a synthesized voice, it becomes more convincing—not only does the digital puppet look like the politician, but it can sound like the politician, too.

A research team at the University of Alabama at Birmingham has been working on voice impersonation. With 3-5 minutes of audio of a victim's voice—taken live or from YouTube videos or radio shows—an attacker can create a synthesized voice that can **fool** both humans and voice biometric security systems used by some banks and smartphones. The attacker can then talk into a microphone and the software will convert it so that the words sound like they are being spoken by the victim—whether over the phone or on a radio show.

Although their intentions may be well-meaning, voice-morphing technology could be combined with face-morphing technology to create convincing fake statements by public figures. However, these morphing technologies still aren't perfect. The facial expressions in the videos can seem a little distorted or unnatural, and the voices can sound a little robotic. But given time, they will be able to faithfully recreate the sound or appearance of a person, to the point where it might be very difficult for humans to detect the fraud.

Given the erosion of trust in the media and the **rampant** spread of **hoaxes** via social media, it will become even more important for news organizations to **scrutinize** content that looks and sounds like the real deal. People should be looking at the lighting and shadows in the video, whether all the elements featured in the frame are the right size, and whether the audio is **synced** perfectly. **Doctored** content might not pass the scrutiny of a rigorous newsroom, but if posted as a **grainy** video to social media it could spread virally and trigger a political, diplomatic, or public relations disaster, or even start a war.

Text adapted from an article by
Olivia SOLON. *The Guardian* [online] (July 26, 2017)

- footage:** filmació / filmación
- to morph:** aplicar canvis / aplicar cambios
- to fool:** enganyar / engañar
- rampant:** sense restriccions / sin restricciones
- hoax:** engany, trampa / engaño, fraude
- to scrutinize:** examinar detalladament / examinar detalladamente
- synced:** sincronitzat / sincronizado
- doctored:** manipulats / manipulado
- grainy:** granulat / granulado

Part 1: Reading comprehension

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

[3 points: 0.375 points for each correct answer. Wrong answers will be penalized by deducting 0.125 points. There is no penalty for unanswered questions.]

1. Artificial intelligence and computer graphics
 - are the future of social media sites.
 - are creating new types of video and audio manipulation tools.
 - will benefit public figures such as Donald Trump.
 - enable readers to spot fake news.

2. Fake news will be more convincing in the future because
 - people tend to have less critical thinking skills.
 - people will be more familiar with image technology.
 - it will incorporate improved image and voice technology.
 - human behaviour is easy to imitate.

3. Face2Face can currently
 - capture someone's facial expressions and map them onto someone else's face.
 - imitate someone's facial expressions.
 - synthesize voice and incorporate it onto someone's image.
 - capture someone's physical appearance.

4. Recent research allows
 - smartphones to synthesize voice.
 - the creation of software to convert real voice into a synthesized one.
 - the creation of microphones that synthesize voice.
 - the creation of 3-5 minute audios.

5. Which of the following statements is NOT true?
 - Digital puppets will look and sound like real people.
 - Face and voice-morphing technology will create more convincing fake news.
 - Synthesized voice may deceive some security systems.
 - Current software only works with live voice.

6. There is certainly room for improvement in morphing technologies
 - since they are able to exactly reproduce voice and image.
 - since there are often sound delays in the videos.
 - since facial expressions and voices may appear unreal.
 - since humans can never detect fake videos.

7. From now on, news organisations should
 - manipulate news more often.
 - not trust any information on social media.
 - be more critical with their sources.
 - pay particular attention to the features of videos.

8. What is the danger of fake news, according to the author of the text?
 - News agencies will never be able to detect fake news.
 - Fake news will go viral on social media and create family conflicts.
 - News agencies will spread fake news and create political conflicts.
 - The viral presence of fake news on social media could create serious conflicts.

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"/>

	Correctes	Incorrectes	No contestades
Recompte de les respostes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nota de comprensió escrita	<input style="width: 100px; height: 20px;" type="text"/>		

Part 2: Writing

Choose ONE topic. Write about number 1 or 2. Minimum length: 100 words.

[4 points]

1. **Write an essay** on the consequences that the use of the latest morphing technology might have for news agencies and the lack of trust in the media.

2. Do you shop online, or do you like to go to stores? Does the type of product you are looking for make a difference in your decision? Are online stores fair competition for “real” stores? **Write an essay** in which you discuss some of the advantages and disadvantages of online shopping.

Grammar	
Vocabulary	
Text	
Maturity	
Total	
Nota de la redacció	

Part 3: Listening comprehension

AN INTERVIEW WITH A DANCER

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

channel: conduir / conducir

put so much into something: esforçar-se molt / esforzarse mucho

demanding: exigent / exigente

rehearsal: assaig / ensayo

chill out: descansar, relaxar-se / descansar, relajarse

icon: icona / icono

Ready?

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

Presenter: You have probably seen our guest on ITV's new show *Dance* or maybe you have been to the theater where she is now performing *Aladdin*. After dancing with the ballet company for five years, she is starting to break into principal roles and discover what it means to be at the top of their profession. Otherwise the chances are that you follow her on Instagram... after all, she boasts over 100,000 followers. In today's program, I'm going to interview Claire Petty.

[Now listen to the interview.]

QUESTIONS

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

[3 points: 0.375 points for each correct answer. Wrong answers will be penalized by deducting 0.125 points. There is no penalty for unanswered questions.]

		Espai per al corrector/a		
		Correcta	Incorrecta	No contestada
1.	Why did Claire start doing ballet? <input type="checkbox"/> A teacher told her she was good at it. <input type="checkbox"/> She was a very active child. <input type="checkbox"/> Her mother was a ballet producer. <input type="checkbox"/> She was forced by the head teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Which of these sentences is NOT true according to the interview? <input type="checkbox"/> Most of Claire's teachers thought that she would not succeed in dancing. <input type="checkbox"/> Her family supported her decision and helped her. <input type="checkbox"/> She is motivated to do the things others think she cannot do. <input type="checkbox"/> She liked people to tell her that she couldn't make a career out of dancing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	What motivates Claire to dance? <input type="checkbox"/> The fact that it is a very demanding job. <input type="checkbox"/> The joy she has when she is in the studio. <input type="checkbox"/> The happiness she feels when she is on stage. <input type="checkbox"/> The hobbies she is able to keep thanks to ballet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	How does Claire feel after rehearsals? <input type="checkbox"/> She thinks about the following day's performance. <input type="checkbox"/> She thinks of all the positive things in the performance. <input type="checkbox"/> She is excited about the things that may go wrong. <input type="checkbox"/> She reflects on the beauty of the performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Which of these things does she NOT do to relax? <input type="checkbox"/> She watches movies. <input type="checkbox"/> She goes out with her friends. <input type="checkbox"/> She dances ballet. <input type="checkbox"/> She listens to music.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	What's her opinion on musical stars? <input type="checkbox"/> She would only like to work with Justin Bieber and Jennifer Lopez. <input type="checkbox"/> She thinks dancing for them is hard work but gratifying. <input type="checkbox"/> She can't wait to work with them as she has not worked with any yet. <input type="checkbox"/> She has worked with Beyoncé and that was a dream come true.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Why does Claire not consider herself famous now? <input type="checkbox"/> Because only some people recognize her. <input type="checkbox"/> Because most of her fans are five years old. <input type="checkbox"/> Because her fan page on Instagram is new. <input type="checkbox"/> Because five years ago she was very famous.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	What would Claire like to do if she were not a dancer? <input type="checkbox"/> She would like to go to Australia to film a movie. <input type="checkbox"/> She would like to study art and become a painter. <input type="checkbox"/> She would like to design houses and especially her own. <input type="checkbox"/> She would like to be an actress on a television show.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Correctes	Incorrectes	No contestades
Recompte de les respostes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nota de comprensió oral	<input style="width: 100%; height: 20px;" type="text"/>		

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Etiqueta de l'alumne/a



Institut
d'Estudis
Catalans



Proves d'accés a la universitat

Llengua estrangera Anglès

Sèrie 5 - A

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Suma de notes parcials	
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Etiqueta de qualificació

Etiqueta del corrector/a

SECRETS IN BUCKINGHAMSHIRE

There are secrets and there are secrets. The work done during the Second World War at Bletchley Park, a Victorian mansion fifty miles north of London, was so secret that the people who worked there didn't talk about it even to their friends or family. The work done at Bletchley Park is now well known: in recent years there have been major films, documentaries and books, and today it is a tourist attraction. So what took place there during the war?

Bletchley Park was purchased by the British government in 1938 as a location for its code-breaking school. The mansion was not really **suitable** for the task because the house was too small for all those who worked there, so many worked in "**huts**" around the main house. Bletchley Park was Britain's top code-breaking centre and security was very **tight**. The government feared that a Nazi agent would infiltrate the centre and ruin everything.

Station X, as Bletchley Park was known, was so efficient that it could read coded messages from German generals on the battlefield before they were even seen by Hitler in Berlin. Historians now believe that the code-breakers shortened the war in Europe by two years.

The Germans had invented Enigma, the most complicated encoding machine the world had ever seen. It resembled a large typewriter with lights and could, letter-by-letter, turn a normal message into entirely unintelligible nonsense that could be decoded only by using another Enigma machine. The design of Enigma machines allowed for millions of different configurations. Enigma machines were initially decoded by Polish mathematicians in 1932. When the Poles broke Enigma, the Germans changed the code only once every few months. Over the years, the Nazis continued to improve Enigma to increase the number of possible configurations to the billions, and with the **advent** of war, codes were changed at least once a day. Only a few weeks before Germany invaded Poland in 1939, Polish mathematicians showed their code-breaking machine, called a *bombe*, to the British. This information was extremely valuable, as the British had previously been unsuccessful at decoding German messages.

As the Second World War progressed, Station X became a hidden city with 10,000 people working there. About 75 % of the people working at Bletchley Park were women. Many of the code-breakers were Cambridge mathematicians, both experienced professors and recent graduates, but some were **recruited** because of their linguistic skills, knowledge of hieroglyphics, or brilliance at chess. Two of the best known code-breakers were Alan Turing and Gordon Welchman. Turing had significantly improved the design of the Polish machine, and Welchman then refined Turing's design. The result of their collaborations was the *Turing-Welchman Bombe*, named after the original Polish machine. The new Bombe went through all the possible Enigma configurations in order to reduce the possible number of settings to a **manageable** number that could be analyzed, and then decoded, by people.

The importance of code-breaking was recognized early on by Prime Minister Winston Churchill. In 1941, Turing and Welchman wrote directly to Churchill to ask for more resources. Churchill's now famous response was "Make sure they have all they want—extreme priority—and report to me that this has been done."

In 1945 Churchill ordered that all records of Bletchley Park be destroyed. The public first became aware of Bletchley Park because of a book published in 1974 that was authored by one of its former employees. Bletchley Park even has its own royal connection: in 2014 the visitor centre was opened by Catherine, Duchess of Cambridge (Kate Middleton), whose own grandmother had worked there during the war.

Text adapted from an article in *The Telegraph* (July 16, 2016)
and from information on the Bletchley Park Trust website

- suitable:** adequat / adecuado
- hut:** barracó / barracón
- tight:** estricte / estricto
- advent:** començament / comienzo
- recruited:** reclutat / reclutado
- manageable:** manejable

Part 1: Reading comprehension

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

[3 points: 0.375 points for each correct answer. Wrong answers will be penalized by deducting 0.125 points. There is no penalty for unanswered questions.]

Espai per al corrector/a			
	Correcta	Incorrecta	No contestada
1. The mansion at Bletchley Park was	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> large enough for an entire school.			
<input type="checkbox"/> too small for the number of people working there.			
<input type="checkbox"/> converted into several huts.			
<input type="checkbox"/> used as a shelter during Nazi attacks.			
2. The work done by the code-breakers at Bletchley Park	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> had no effect on the outcome of the war.			
<input type="checkbox"/> probably helped the Allies win the war earlier.			
<input type="checkbox"/> was heavily criticized by Churchill.			
<input type="checkbox"/> was infiltrated by the Nazis.			
3. Who built the Enigma machines?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Germany.			
<input type="checkbox"/> Polish mathematicians.			
<input type="checkbox"/> The British Army.			
<input type="checkbox"/> Alan Turing and Gordon Welchman.			
4. During the war, codes for Enigma machines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> changed daily.			
<input type="checkbox"/> changed monthly.			
<input type="checkbox"/> changed once every few months.			
<input type="checkbox"/> never changed.			
5. The code-breakers at Bletchley Park included people who were	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> very good at playing chess.			
<input type="checkbox"/> mechanical engineers.			
<input type="checkbox"/> originally from Poland.			
<input type="checkbox"/> students from local universities.			
6. Churchill thought that code-breaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> was interesting but too expensive.			
<input type="checkbox"/> was important to winning the war.			
<input type="checkbox"/> should be assigned to Army officers.			
<input type="checkbox"/> could be done by anyone with some training.			
7. Bletchley Park was first discovered by the public because	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> a documentary was made about it.			
<input type="checkbox"/> Churchill gave many interviews about it.			
<input type="checkbox"/> someone who had worked there wrote a book.			
<input type="checkbox"/> the Poles reported on it to the British press.			
8. Which of the following best describes the centre at Bletchley Park?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> A home owned by Queen Victoria.			
<input type="checkbox"/> Government buildings turned into a tourist attraction.			
<input type="checkbox"/> A school for mathematicians.			
<input type="checkbox"/> The childhood home of Kate Middleton.			

	Correctes	Incorrectes	No contestades
Recompte de les respostes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nota de comprensió escrita	<input type="text"/>		

Part 2: Writing

Choose ONE topic. Write about number 1 or 2. Minimum length: 100 words.

[4 points]

1. Many of the people working at Bletchley Park were good at languages and all had to be able to keep secrets. Imagine you are applying for a job as a code-breaker at a modern equivalent of Bletchley Park. **Write a formal letter** to the director explaining why you would be an excellent worker. Remember NOT to use your own name in the letter.

2. Black Friday in November has quickly become the biggest shopping day in many countries and not just in the United States, where it originated. Is it a good idea for shop owners to offer large discounts before the Christmas holidays? Do you think it is necessary to have such a day, or is it only a new form of consumerism? **Write an opinion essay.**

Grammar	
Vocabulary	
Text	
Maturity	
Total	
Nota de la redacció	

Part 3: Listening comprehension

EDUCATION IN THE 21ST CENTURY

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

disabilities: discapacitats / discapacidades

skills: habilitats / habilidades

Ready?

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

Interviewer: UNESCO organized the World Education Forum 2015 in the Republic of Korea, where over 1,600 participants from 160 countries adopted the Declaration for Education 2030. This declaration sets out a new vision for education for the next fifteen years. Today with us we have Ms. Ryan, an expert and researcher in education and one of the participants in the Forum.

[Now listen to the interview.]

QUESTIONS

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

[3 points: 0.375 points for each correct answer. Wrong answers will be penalized by deducting 0.125 points. There is no penalty for unanswered questions.]

		Espai per al corrector/a		
		Correcta	Incorrecta	No contestada
1.	What is one of UNESCO's aims in the next 30 years? <input type="checkbox"/> To provide everyone with good, lifelong education. <input type="checkbox"/> To participate in teachers' and schools' debates on inclusive education. <input type="checkbox"/> To promote school attendance in disadvantaged countries. <input type="checkbox"/> To provide separate classes for disabled children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Which of these things does Ms. Ryan NOT mention as a skill children will need in the 21 st century? <input type="checkbox"/> Designing new technology. <input type="checkbox"/> Working cooperatively in groups. <input type="checkbox"/> Investigating topics. <input type="checkbox"/> Communicating in writing and orally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Why is education a popular topic these days, according to Ms. Ryan? <input type="checkbox"/> Because today we all have different learning styles. <input type="checkbox"/> Because there is a new curriculum that we have to follow. <input type="checkbox"/> Because the way people learn today is different from before. <input type="checkbox"/> Because nowadays we take into account different phenomena.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	What will classes be like in the 21 st century, according to Ms. Ryan? <input type="checkbox"/> The teacher will speak a lot so that the instructions are clearly understood. <input type="checkbox"/> The teacher will speak a lot and students will become providers of knowledge. <input type="checkbox"/> The students will give information to teachers and will teach each other. <input type="checkbox"/> The students will get information which they will transform into knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Which of these sentences is NOT correct, according to Ms. Ryan? <input type="checkbox"/> Children will like going to school if they see a connection to the real world. <input type="checkbox"/> Students will work together with students in different schools or places. <input type="checkbox"/> Textbooks will not be used at all and laptops will be the only source of information. <input type="checkbox"/> Schools will have many different types of classrooms: labs, studios, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	How do most students actually use the latest technological tools they have, according to Ms. Ryan? <input type="checkbox"/> They design web pages online to show their families. <input type="checkbox"/> They write magnificent handouts and worksheets. <input type="checkbox"/> They produce blogs and digital stories, which they share. <input type="checkbox"/> They talk to friends and family using chats or texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	What is Ms. Ryan's opinion of the use of mobile phones in class? <input type="checkbox"/> She is in favour of using them as they are a useful resource. <input type="checkbox"/> Mobile phones should only be used to look up new words. <input type="checkbox"/> She is against using them in class as she herself can provide the information. <input type="checkbox"/> She was in favour but now she prefers not to use them because of the students' reactions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Which is one of the main advantages of using new technologies in the classroom, according to Ms. Ryan? <input type="checkbox"/> To be able to share experiences and ideas like in the real world. <input type="checkbox"/> To have a nice conversation with people abroad via email or chats. <input type="checkbox"/> To create PowerPoint presentations to collaborate with other students. <input type="checkbox"/> To increase the use of e-books in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Correctes	Incorrectes	No contestades
Recompte de les respostes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nota de comprensió oral	<input style="width: 100px; height: 20px;" type="text"/>		

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Etiqueta de l'alumne/a



Institut
d'Estudis
Catalans