



Etiqueta  
 identificadora de l'alumne

Etiqueta  
 de qualificació

**Redacció**

**Comprensió escrita**

**Comprensió oral**

# Proves d'accés a la Universitat

Curs 2005-2006

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Llengües estrangeres

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**Anglès**

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sèrie 1

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Suma de notes parcials

	Redacció	
	C. escrita	C. oral
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Ubicació del tribunal .....

Número del tribunal .....

## A WANDERING\* VOICE: THE LANGUAGE OF THE GYPSIES

The Rom, commonly known as Gypsies, provide a particularly good example of the notion that language is a key to a people's identity.

Some experts say the Gypsies come from central India. Others maintain that they originated in north-west India. Because of their constant mobility and the fact that at least ten centuries have gone by since their exodus from their homeland, it is difficult to say with certainty whether or not they originated in the Punjab. Scattered\* all over the world in a Diaspora which has lasted many centuries, we know that the Rom are united by a common origin. Many grammatical forms and a basic vocabulary in their language –called *Romani Chib*– are in many ways similar to some languages spoken in India today, which confirms that India is the Rom's original homeland.

When, a thousand years or more ago, the nomadic ancestors of today's Rom began their long journey westwards, they lived in proximity to sedentary peoples of different languages and customs from whom they borrowed certain linguistic and cultural characteristics. After the thirteenth century the process accelerated and the language of the Rom was transformed, sometimes profoundly. This phenomenon had positive effects on the Romani vocabulary, which was enriched with words from many European languages. But it also had negative effects because it increased the difficulties for speakers of the different dialects to understand each other.

Nowadays, in spite of the common origin of the language, speakers of the Danubian, the western Balkan, the Finnish, the Italian, the Sinto or the British Romani dialects –and this list is by no means exhaustive– find it hard to understand one another. Even worse: certain Rom groups are in the process of abandoning their language. For example, an elderly Spanish Rom recently moaned\*: «my grandchildren are no longer able to speak *Caló* with me!» [*Caló* is the Hispano-Romani dialect of the Iberian Gypsies].

The good news is that the Rom have not become totally assimilated or so far integrated in the western cultures so as to lose their identity or their originality. Moreover, in recent years a strong desire for cultural union based on their common origins, language and values has appeared among the Rom of different countries.

Furthermore, there is an increasingly widespread tendency to write in Romani, an oral language up to now. Old Gypsy songs and fables are being transcribed, but also documents and literary works. Newspapers, magazines and web-sites are also available. A Romani grammar in Romani was published in former Yugoslavia in the 1990s and in 2001, in Sweden, there were TV programmes in Romani with Swedish subtitles. Also, there are those who believe that the language of the Rom should have a «special position» in public radio and television in the near future.

The publication of literary works in Romani and the promotion of the language in the media may be a first step towards its unification and may lead to a deeper self-awareness\* among the Rom. Today this movement is contributing to a transformation of the not always positive image of the Gypsy. The strengthening of their culture and their regained capacity to communicate in their own language seem to be helping the Rom to become full members of modern society.

(From the Internet. Adapted)

*wandering*: errant, sense rumb / errante, sin rumbo

*scattered*: dispersos / dispersos

*moaned (to moan)*: queixar-se / quejarse

*self-awareness*: consciència pròpia / consciència propia

## PART ONE: READING COMPREHENSION

Choose the best answer according to the text.

[0,5 points for each correct answer] [Wrong answers will be penalized (-0,16)]

1. According to the text...
  - a) it is clear that the Gypsies originally come from central India.
  - b) it is clear that the Gypsies do not come from the Punjab.
  - c) it is clear that the Gypsies originally come from India but it is not sure from which specific region.
  - d) because of their constant mobility, there is nothing clear about the origin of the Gypsy people.
  
2. The word *sedentary* is used in the text. A word with an opposite meaning can also be found in the text. This word is...
  - a) widespread.
  - b) nomadic.
  - c) enriched.
  - d) assimilated.
  
3. Which problem is pointed out in the text?
  - a) It's difficult for speakers of one Romani dialect to understand speakers of a different dialect.
  - b) Traditional Rom fables and songs have died out.
  - c) There are many grammar books and dictionaries to teach or learn the Romani language.
  - d) Books are being written and the language is losing its original exclusively oral character.
  
4. How many dialects of Romani exist today?
  - a) Less than three.
  - b) Between three and five.
  - c) Between five and seven.
  - d) More than seven.
  
5. *Caló* is...
  - a) a variety of Romani spoken in some special Iberian planes.
  - b) a variety of Romani which is in danger of disappearing.
  - c) a language which disappeared centuries ago.
  - d) the Romani word for «Spanish».
  
6. According to the text, which of the following actions, which promote the use of Romani among the Gypsies, is true for the present time?
  - a) Swedish TV programmes have Romani subtitles.
  - b) The Rom are writing down their old Gypsy songs and fables.
  - c) All Romani dialects have been unified in one single Romani language.
  - d) Romani has a «special position» in public radio and television.
  
7. The last paragraph suggests that the opinion that western societies have of the Gypsy culture is often...
  - a) positive.
  - b) pessimistic.
  - c) negative.
  - d) accurate.
  
8. According to the author, which of the following is helping the Rom to gain access to modern society?
  - a) Assimilation by the western societies and communication in foreign languages.
  - b) The preservation and cultivation of their own ancient language and culture.
  - c) Translating important western literary works into the Romani language.
  - d) Translating important Romani literary works into western languages.

## **PART TWO: WRITING**

Choose **one** topic. Write about either 1 or 2. Minimum length: 100 words. [0-4 points]

1. You are an Erasmus student at the University of Bergen (Norway). One professor asks you to talk to your class about the Catalan language and culture. Write the text of your presentation.
2. Imagine you are a journalist. Write an interview with a European commissioner for the protection of minority languages. Your objective is to find out what the European Union is doing in order to protect the rights of those linguistic groups.

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**Prova  
auditiva**

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## A CHAMPION ON TWO WHEELS

### Introduction

In this radio programme you are going to hear the following words. Read and listen to them. Make sure you know what they mean.

*bend*: revolt / curva

*gain*: guanyar / ganar

*track*: pista / pista

*defeat*: derrota, derrotar / derrota, derrotar

Ready?

Now read the questions on the next page. Read them carefully before listening to the radio programme.

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## A CHAMPION ON TWO WHEELS

INTERVIEWER: This evening, at *Pole Position*, our programme for the world of races, we have a very special guest. He has been World Champion three times. He's starting his career as a GP racer next season: a new challenge to beat.

Behind him, a story of self-discipline, courage, hard work and intelligence. This is our guest this evening, Dani Stoner, 20 years old and already an experienced winner.

[Now listen to the conversation]

### QUESTIONS

Choose the best answer according to the text. Only one answer is correct. Look at number 0 as an example.

[0,25 points each correct answer] [Wrong answers will be penalized (-0,08)]

0. *Pole Position* is a radio programme about...

- sports in general.
  - racing sports.
  - mechanics.
  - the life of famous people.
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1. How does Dani Stoner feel about being famous?

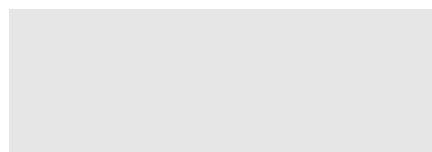
- He doesn't like it at all.
- He is not used to being famous.
- He doesn't like autographs.
- He feels fame is something really necessary.

2. Does Dani ever feel afraid when he runs?

- Only in the bends.
- No, he doesn't. No time for that when racing.
- Yes, especially in the bends.
- Only if he feels he can't control.

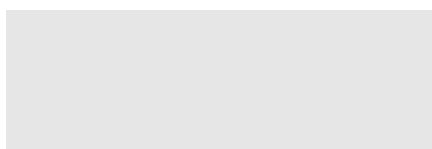
3. What is the most positive aspect of taking up a sport as a child?
- You gain control without difficulty.
  - You start winning races or matches much earlier.
  - You travel and you meet your sports heroes.
  - You don't take risks.
4. Dani's life as a child was not very different from his friends' because he...
- could play with his friends at weekends.
  - only rode his bike on Fridays.
  - did the usual things children did during the week.
  - could play with his friends while he was racing.
5. When did Dani meet his present manager?
- When Dani was already a famous racer.
  - When Dani was running the Movistar Cup.
  - When his present manager won the Movistar Cup.
  - When Dani was twelve years old.
6. What does Dani really need after this championship?
- To improve his fitness.
  - Some rest and time for himself.
  - No obligations and a good fitness programme.
  - To gain more discipline and effort.
7. According to Dani, is he going to run the GP championship next year?
- He is not very sure.
  - Possibly not.
  - Probably yes.
  - He doesn't want to talk about it yet.
8. Some newspapers call Dani «The Sad Boy». He doesn't agree because...
- he only feels sad when he loses a race.
  - he is not a boy anymore.
  - he has no reason to be sad.
  - the press often make up stories.

Etiqueta  
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sèrie 3

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## A WORD-LEARNING DOG

A word-learning pet dog has given scientists clues\* that some animals may have the comprehension necessary for language, even though they cannot actually talk.

Rico, a smart border collie, was spotted on television by Julia Fischer and her colleagues at the Max Planck Institute for Evolutionary Anthropology in Leipzig, Germany. With a «vocabulary» of 200 words, Rico showed exceptional ability in retrieving\* specific toys when asked to look for them.

The researchers decided to test whether Rico's ability was based on understanding and if he could learn and remember new words. They placed a new toy among his favourites and asked Rico to go and pick it up, using the unfamiliar name. The dog almost always chose the correct object. This suggests that Rico is using a system called «fast-mapping», which young children use to learn new words by matching new words to new objects. The study is the first to show fast-mapping in animals. In a commentary accompanying the study in the journal *Science*, Paul Bloom, a psychologist at Yale University, US, writes that dog owners often say that their pets have communicative and social abilities and this study seems to prove they are right.

Fischer adds that the results of the experiment suggest there may be reasons other than comprehension which have stopped language evolving\* in dogs and chimpanzees. She says that making the jump from comprehension to talking may require a change in neural organisation in order to give voluntary control and precise articulation of sounds. Another hypothesis suggests that gesturing is a pre-requisite to language developing. «Monkeys have fabulous control of their hands, but they don't gesture,» Fischer explains. «So this shows there must be more things going on, perhaps in terms of social relationships.»

To be sure that Rico's language skills were not based on visual prompts, the researchers carried out a second experiment. They placed ten known objects in a room, while Rico and his owner waited in another room. The owner asked Rico to go in and pick two randomly\* chosen items. Rico did this 20 times and he correctly fetched 37 out of 40 toys. When a new toy was placed in the adjacent room with seven other familiar objects, Rico correctly chose the unfamiliar item in seven out of ten sessions.

He was then tested four weeks later to see if he remembered the link between the new word and the new object. The learned toy was placed among four completely new toys, and four familiar ones. In three out of six sessions, Rico picked the right one. «His performance is comparable to the performance of three-year-old children,» write the researchers.

Rico may be an exceptionally bright and studious dog, admits Fischer: «If he were human, we would call him a workaholic. He's highly motivated.» She also points out that dogs may be a special case in responding to human language because they have co-evolved with humans for centuries. But the fact that other animals like apes\* have also shown comprehension may suggest that people are not the only beings who can talk and that perhaps, in the future, we will discover other smart animals who may be taught to «talk» like Rico.

(From the press. Adapted)

*clue*: pista, indici / pista, indicio

*retrieving (to retrieve)*: recollir, recuperar / recoger, recuperar

*evolving (to evolve)*: evolucionar, desenvolupar-se / evolucionar, desarrollarse

*randomly*: a l'atzar / al azar

*ape*: simi, primat / simio, primate

## PART ONE: READING COMPREHENSION

Choose the best answer according to the text.

[0,5 points for each correct answer] [Wrong answers will be penalized (-0,16)]

1. The first experiment with Rico proves that...
  - a) young children use fast-mapping to learn new words.
  - b) matching new words to new objects is a social ability.
  - c) communicative abilities are a quality pet owners show.
  - d) fast-mapping may be used by animals.
  
2. Evolution from understanding to talking...
  - a) is related to the matching of new words to new objects.
  - b) may be the result of alterations in the neural system.
  - c) is due only to factors closely linked to comprehension.
  - d) results from voluntary control and precise articulation of sounds.
  
3. One of the theories seems to indicate that in the process of language evolution...
  - a) monkeys do not gesture because they have good hand control.
  - b) gestures must exist before language.
  - c) language is a pre-requisite to all kinds of gesturing.
  - d) there are other factors but perhaps not in terms of social relationships.
  
4. The second experiment with Rico...
  - a) was carried out to prove independence of language from visible clues.
  - b) included placing seven unknown objects in another room.
  - c) showed that Rico picked up only randomly chosen objects.
  - d) showed that Rico's performance was lower than 60%.
  
5. To check whether the association between new word and new object still existed, Rico...
  - a) was given eight new toys, including the learned one.
  - b) performed well —over 60% in the given test.
  - c) was submitted to a new experiment.
  - d) performed well but not as well as the average young child.
  
6. Rico's exceptional performance may be the result of his...
  - a) addiction to habit-creating drugs.
  - b) similarity to apes in comprehension skills.
  - c) advanced age and long cohabitation with humans.
  - d) strong desire and impulse to learn.
  
7. Which of these sentences is true according to the text?
  - a) We may find that only animals smarter than Rico can be language trained.
  - b) Apes and other animals also talk.
  - c) The future may reveal that other smart animals can be trained to talk.
  - d) Eventually we may find that all animals are smart and can be language trained.
  
8. In this article, experiments with animal language skills...
  - a) are based on object recognition and retrieval following verbal orders.
  - b) show that pets' communicative abilities easily go beyond the 200-word limit.
  - c) show random performance depending on gesturing abilities.
  - d) show that only familiar toys are recognized.

## **PART TWO: WRITING**

Choose **one** topic. Write about 1 or 2. Minimum length: 100 words. [0-4 points]

1. Write an essay about aspects related to learning and using a language. Discuss difficulties, language components or even other kinds of language (art, music, computer language, animal language...).
2. Write a letter to an imaginary pen pal from a very different country. Tell him/her about the most common pets in the country where you live and the problems and advantages of having them. Ask him/her about similar questions in his/her own place. Express opinions, suggest ideas...

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**Prova  
auditiva**

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## PIECES OF AN ANCIENT CULTURE

### Introduction

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

*resort*: poble turístic / pueblo turístico

*unearth*: desenterrar / desenterrar

*wear off*: gastar / gastar

*gather*: collir / recoger

*turmoil*: confusió, agitació / confusión, agitación

*undermine*: afeblir / socavar, debilitar

Ready?

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

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## PIECES OF AN ANCIENT CULTURE

Keith and his friend Melissa are students at the University of Maryland. After their summer vacation, they meet at a popular campus cafe and Melissa tells Keith about her trip to Mexico. She spent three months in the Yucatan peninsula participating in an archaeological project conducted by Dr. Hall, their American History professor. During her stay there, Melissa had a chance to travel around the area visiting some of the most important Maya ruins and learning about the scientific achievements of the Maya civilization and their enigmatic writing system. Of course, she also had some time to enjoy the wonderful beaches and seaside resorts of the Caribbean coast before she had to fly back to the United States.

[Now listen to the conversation]

### QUESTIONS

Choose the best answer according to the text. Only one answer is correct. Look at number 0 as an example.

[0,25 points each correct answer] [Wrong answers will be penalized (-0,08)]

0. Dr. Hall is a professor of...

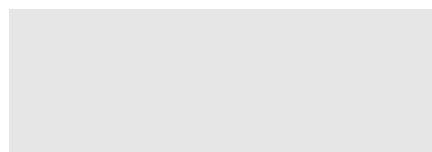
- the Maya language.
  - archaeology.
  - American history.
  - Mexican history.
- 

1. During her stay in Mexico, Melissa learned more about...

- Maya history than in the last three years.
- Maya history in three months than if she had attended classes for three years.
- Maya archaeology than history.
- the Maya archaeology and history classes she would take in the next three years.

2. In order to get to the archaeological site, Melissa had to travel by...
  - plane, bus, car and truck.
  - plane, bus, car and on foot.
  - bus, truck and taxi.
  - plane, bus, truck and on foot.
  
3. Maya glyphs were...
  - first discovered in the 20th century.
  - only known by linguists until the 20th century.
  - deciphered in the 20th century.
  - first used as a writing system in the 20th century.
  
4. The towns of the ancient Maya were...
  - built around a central building used for religious ceremonies.
  - organized according to their calendar.
  - designed taking into consideration their knowledge of astronomy.
  - made up of pyramids used mostly for religious purposes.
  
5. The end of the Maya civilization may have been precipitated by the...
  - fact that they abandoned their fabulous cities, their ceremonies, and their lifestyle.
  - disintegration of their social organization caused by war and turmoil.
  - many centuries of splendor.
  - disintegration of the different Maya groups.
  
6. While she was in Mexico, Melissa...
  - taught Castilian Spanish to Ignacio.
  - taught Ignacio a few words and phrases in Mayan.
  - discovered that the Maya language is still spoken in Mexico.
  - was able to communicate with most people from the very beginning.
  
7. In Cancun Melissa...
  - lay on the beach and tried to forget her time in the forest.
  - was shocked by all the lights and the noise of the big resort.
  - spent a few days surrounded by nothing but trees and ancient ruins.
  - couldn't lie on the beach because of all the lights and the noise of the big resort.
  
8. According to Mellissa, next year, Keith could...
  - register for a course in ceramics at the University of Maryland.
  - spend the course cleaning ceramics in Dr. Hall's class.
  - study the classification of ceramics in American history.
  - spend the summer in Yucatan working at Dr. Hall's archaeological site.

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