Generalitat de Catalunya
**Consell Interuniversitari de Catalunya**
Oficina d'Accés a la Universitat

# Proves d'accés a la universitat

**Convocatòria 2014**

## Llengua estrangera
## **Anglès**

**Sèrie 3 - A**

| | Qualificació | Etiqueta de qualificació |
|---|---|---|
| Comprensió escrita | | |
| Redacció | | |
| Comprensió oral | | |

Etiqueta identificadora de l'alumne/a

Ubicació del tribunal .....

Número del tribunal .....

Districte Universitari de Catalunya

## THE RIGHT TO VOTE

"Votes for women? What a ridiculous idea!" Some of the arguments that male voters used in the past to prevent women the right to vote would seem unacceptable to most of us nowadays.

However, many people would be surprised to read that the women of Switzerland received the right to vote in 1971, and yet **canton** Appenzell Innerrhoden resisted until 1991. Most male and female residents in that part of the country saw the law preventing women's **suffrage** as one of their cultural traditions, along with voting by assembly in the town square. Only after two women **filed suit** with the Swiss Federal Court was the canton forced to extend suffrage to its female residents.

Some argued that women were less intelligent than men, that their brains were smaller than men's. Others feared women would go out to campaign without asking their husbands' permission. The point was also raised for equality because, they said, "women's natural modesty would stop them going out to vote when pregnant, and since rural women have more babies than those in towns, this would give an unfair advantage to the latter." "And if women were actually elected, that would be a source of humiliation for their husbands!"

Such were the arguments that convinced Switzerland's male population to **turn down** every proposal to allow women the vote. In New Zealand women had the right to vote since 1893 and in most European countries since the end of World War I. Even though both chambers of the Swiss parliament finally gave the green light to women's suffrage in 1958, more than 50 years after Europe's pioneer Finland, when proposed to the people, two thirds of the male citizens turned parliament's recommendation down.

But it wasn't as if Swiss women had stood **idly** waiting for their rights to be given to them. Emilie Kempin-Spyri (1853-1901), Switzerland's first woman lawyer, had claimed that the article of the Federal Constitution which stated "All Swiss are equal before the law" meant that men and women had equal rights. However, this assertion was rejected by the Swiss Federal Court.

The first feminist association was established in 1868, calling for civil rights, and the right to attend university. There had been proposals to include women's suffrage in the 1874 constitution. In 1929 a petition for voting rights managed to collect a quarter of a million signatures—but it was ignored.

Switzerland's system of direct democracy, which gave voters the final say on legislation, ironically kept women out. However, the extensive autonomy of even the smallest administrative units gave them their chance to **break in** to political life. It was a tiny commune in Canton Valais that, in 1957, was the first to allow its women members to vote. Several cantons gradually followed and in the 1960s women started occupying more and more important positions in local parliaments and governments. In 1968 Geneva, then the country's third largest city, had a woman mayor—but she still couldn't vote in federal elections.

When the human rights convention of the Council of Europe was signed, Switzerland remained out of those parts that call for sexual equality. The protest this provoked forced the government to revise its position and a new referendum was put to the country.

The result: on February 7th 1971 Swiss males finally gave their female compatriots the full federal voting rights by a two thirds majority. The official results showed 621,403 of the all-male electorate supported the vote for women and 323,596 were against.

Text adapted from *Swissworld.org*

**canton**: One of the several states which form the Swiss Confederation.
**suffrage**: vot / voto
**filed suit (to file suit)**: demandar, portar a judici / demandar, llevar a juicio
**turn down (to turn down)**: rebutjar / rechazar
**idly**: inactiu / inactivo
**break in (to break in)**: entrar, introduir-se /entrar, introducirse

## Part 1: Reading comprehension

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

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

| | Espai per al corrector/a | | |
|---|---|---|---|
| | Correcta | Incorrecta | No contestada |
| **1.** Women in Switzerland got their right to vote<br>☐ when female residents were accepted by assembly.<br>☐ thanks to two women who took legal action for it.<br>☐ as part of their traditional rights.<br>☐ before canton Appenzell Innerrhoden accepted it. | ☐ | ☐ | ☐ |
| **2.** In the text, which of these arguments for not giving women the right to vote is FALSE?<br>☐ Women were considered less intelligent than men.<br>☐ Women in rural areas had more advantages than urban women.<br>☐ Pregnant women would be too shy to go out to vote.<br>☐ Men feared they would lose their control over women. | ☐ | ☐ | ☐ |
| **3.** According to the text, when the Swiss parliament proposed to pass the vote for women in 1958,<br>☐ the majority of male voters rejected it.<br>☐ all European countries had already given it the green light.<br>☐ only women in Finland had the right to vote.<br>☐ the arguments were not convincing at all. | ☐ | ☐ | ☐ |
| **4.** The text explains that Swiss women<br>☐ had never become involved in political action before 1991.<br>☐ were peacefully waiting for their rights to be granted to them.<br>☐ had been fighting for their rights since the nineteenth century.<br>☐ ignored the quarter million signatures petition for votes in 1929. | ☐ | ☐ | ☐ |
| **5.** Although Switzerland's system of direct democracy kept women out of their right to vote in federal elections,<br>☐ women started taking political posts in local government in the 1960s.<br>☐ some small communities allowed women extensive autonomy.<br>☐ most cantons always resisted the legislation.<br>☐ in 1968 Geneva gave the first woman mayor the chance to vote. | ☐ | ☐ | ☐ |
| **6.** At the human rights Convention of the Council of Europe, Switzerland<br>☐ demanded governments to change their position on equal vote.<br>☐ called on a referendum on equal vote in Europe.<br>☐ suggested to revise those parts on sexual equality.<br>☐ refused to sign the parts on sexual equality. | ☐ | ☐ | ☐ |
| **7.** According to Emilie Kempin-Spyri, the Swiss Federal Constitution<br>☐ should give more rights to women.<br>☐ gave equal rights to both men and women.<br>☐ needed an article on equal rights.<br>☐ rejected her proposals before the Federal Court. | ☐ | ☐ | ☐ |
| **8.** Swiss women finally gained full right to federal vote<br>☐ in spite of the criticism of the Federal Court.<br>☐ thanks to the claims of the first woman lawyer, Emilie Kempin-Spyri.<br>☐ when 50 % of male voters signed a petition.<br>☐ in the 1971 referendum, with more than 50 % of male voters. | ☐ | ☐ | ☐ |

| | Correctes | Incorrectes | No contestades |
|---|---|---|---|
| **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.** Should the right to vote be lowered to the age of 16, instead of 18? What would be the advantages or disadvantages? Write an argumentative article giving opinions for and against this issue.

**2.** Imagine you are a candidate at your class delegate election. Write a school article inviting people to vote and encouraging your classmates to vote for you, explaining your arguments.

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

**Part 3: Listening comprehension**

## DO SCHOOLS DESTROY CREATIVITY?

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

*smart*: intel·ligent / inteligente
*skills*: destreses, capacitats / habilidades, capacidades
*fidgeting (to fidget)*: no parar quiet / no estarse quieto
*challenges*: reptes / retos
*dropout rate*: taxa d'abandonament / tasa de abandono
*turn on (to turn on)*: estimular, motivar
*turn off (to turn off)*: desmotivar

Ready?

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

**David Peterson**: Do schools kill creativity? That's one of the ideas we'll explore in a special conversation with Professor Mila Saunders, an internationally recognized expert on creativity and education innovation. Professor Saunders has worked with governments and cultural organizations to make creativity a more integral part of education.

[Now listen to the conversation.]

## QUESTIONS

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

[2 points: 0.25 points for 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.

**0.** Dr Mila Saunders has worked for
- ☐ governments and educational departments.
- ☐ multinational enterprises.
- ☐ TV creative programmes.
- ☒ governments and cultural organizations.

**1.** What memories do both the interviewer and Dr Saunders have about school when they were young?
- ☐ Both of them liked everything they did at school.
- ☐ Neither of them can recall much of their school memories anymore.
- ☐ They both disliked everything they did at school.
- ☐ Both of them feel some of the things they did were good but not all.

**2.** As a young teacher, Dr Saunders noticed that
- ☐ some students had little interest in learning.
- ☐ most students were never given due attention.
- ☐ some clever students thought they were not good.
- ☐ only clever students were taught properly.

**3.** How did Professor Saunders' interest in education arise?
- ☐ She had always planned to become a teacher.
- ☐ It was through her interest in the school theatre.
- ☐ She loved acting, and teaching was very similar.
- ☐ When she was not accepted as a theatre director.

**4.** Why did Dr Saunders leave her post as Arts and Education professor?
- ☐ Because she was fed up with education and university.
- ☐ Because she was no longer interested in teaching her pupils.
- ☐ Because she lost her job and looked for another place.
- ☐ Because she wanted a change in her career.

**5.** What did Gillian Lynn do when she was left alone in the doctor's office?
- ☐ She started fidgeting and moving around.
- ☐ She remained still, looking out of the window.
- ☐ She sat at the doctor's table doing nothing.
- ☐ She started moving to the sound of music.

**6.** According to the conversation, what is Dr Saunders most worried about?
- ☐ The challenging jobs teachers and principals have.
- ☐ Teachers and principals who criticize the school system.
- ☐ The students who do not want to be educated.
- ☐ The number of kids who leave school between 9th and 12th grade.

**7.** Which of the following statements is NOT TRUE about Dr Saunders' views on education?
- ☐ Students should be given more standardized tests.
- ☐ The problem is not in the children, but the system.
- ☐ School should be more motivating for students and teachers alike.
- ☐ The educational system is badly organized.

**8.** According to Dr Saunders, who can encourage the students' creative capacity?
- ☐ Good teachers who motivate the students' talents.
- ☐ Only the most talented and motivated teachers.
- ☐ Those who can plan the school of the future.
- ☐ Teachers who can invest more time educating them.

| Espai per al corrector/a | | |
|---|---|---|
| Correcta | Incorrecta | No contestada |
| ☐ | ☐ | ☐ |
| ☐ | ☐ | ☐ |
| ☐ | ☐ | ☐ |
| ☐ | ☐ | ☐ |
| ☐ | ☐ | ☐ |
| ☐ | ☐ | ☐ |
| ☐ | ☐ | ☐ |
| ☐ | ☐ | ☐ |

| | Correctes | Incorrectes | No contestades |
|---|---|---|---|
| Recompte de les respostes | ☐ | ☐ | ☐ |

Nota de comprensió oral ☐

Etiqueta del corrector/a

Etiqueta identificadora de l'alumne/a

Institut d'Estudis Catalans

L'Institut d'Estudis Catalans ha tingut cura de la correcció lingüística i de l'edició d'aquesta prova d'accés

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Districte Universitari de Catalunya

## WHY BILINGUALS ARE SMARTER

Speaking two languages has obvious practical benefits in an increasingly globalized world. But in recent years, scientists have begun to show that the advantages of bilingualism are even more fundamental than being able to converse with a wider range of people. Being bilingual, it turns out, makes you smarter. It can have a profound effect on your brain, improving cognitive skills not related to language and even protecting against dementia in old age.

This view of bilingualism is remarkably different from the one through much of the 20th century. Researchers and educators used to consider that a second language was an interference that **hindered** a child's academic and intellectual development. They were not wrong: there is ample evidence that in a bilingual's brain both language systems are active even when only one language is being used, therefore creating situations in which one system obstructs the other. But this interference, researchers are finding out, isn't so much a **handicap** as an advantage. It forces the brain to resolve internal conflict, making the mind strengthen its cognitive muscles.

Bilinguals, for instance, seem to be better than monolinguals at solving certain kinds of mental puzzles. In a 2004 study by the psychologists Ellen Bialystok and Michelle Martin-Rhee, bilingual and monolingual preschoolers were asked to **sort** blue circles and red squares presented on a computer screen into two digital boxes—one marked with a blue square and the other marked with a red circle. In the first task, the children had to sort the shapes by colour, placing blue circles in the box marked with the blue square and red squares in the box marked with the red circle. Both groups did this with similar easiness. Next, the children were asked to sort by shape, which was more challenging because it required placing the images in a box marked with a different colour. The bilinguals were quicker at performing this task.

The evidence from such studies suggests that the bilingual experience improves the brain's executive function—a command system that directs the processes that we use for planning, solving problems and doing other mentally demanding tasks. These processes include avoiding distractions, **switching** attention from one thing to another and holding information in mind—like remembering a sequence of directions while driving.

The main difference between bilinguals and monolinguals may be more basic: an increased ability to **monitor** the environment. "Bilinguals have to switch languages quite often—you may talk to your father in one language and to your mother in another," says Albert Costa, a researcher at the Pompeu Fabra University in Spain. "This requires observing changes around you in the same way that we monitor our surroundings when driving." In a study comparing German-Italian bilinguals with Italian monolinguals on monitoring tasks, Mr Costa found that the bilingual speakers did them better and needed less brain activity, indicating that they were more efficient.

The bilingual experience appears to influence the brain from infancy to old age. In a recent study of 44 elderly Spanish-English bilinguals, scientists directed by the neuropsychologist Tamar Gollan of the University of California, San Diego, found that individuals with a higher degree of bilingualism were more resistant than others to the **onset** of dementia and other symptoms of Alzheimer's disease and developed them later.

Nobody ever doubted the power of language. But who could imagine that the words we hear and the sentences we speak might have such a big influence?

Text adapted from *The New York Times* (March 17, 2012)

**hindered (to hinder)**: entorpir / entorpecer
**handicap**: desavantatge / desventaja
**sort (to sort)**: classificar /clasificar
**switch (to switch)**: canviar / cambiar
**monitor (to monitor)**: observar, controlar
**onset**: començament / inicio

## Part 1: Reading comprehension

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

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

| | Espai per al corrector/a | | |
|---|---|---|---|
| | Correcta | Incorrecta | No contestada |
| **1.** Recent scientific studies have proved that bilingual people<br>☐ obtain greater benefits in today's world.<br>☐ are better conversationalists.<br>☐ have better cognitive skills than monolinguals.<br>☐ will not suffer from mental diseases in old age. | ☐ | ☐ | ☐ |
| **2.** As opposed to the 20th century view, we now know that<br>☐ bilingual children had more learning advantages in the past.<br>☐ when two languages interfere, they cause many disadvantages.<br>☐ language interference is good because it makes the mind stronger.<br>☐ the brain of bilingual people is obstructed more easily. | ☐ | ☐ | ☐ |
| **3.** In the first part of a study by Bialystok and Martin-Rhee, both mono and bilingual kids<br>☐ had difficulty in classifying the colours in the corresponding circle.<br>☐ found it similarly easy to classify the figures according to colour.<br>☐ had problems using the computer.<br>☐ put circles and squares together in the same box. | ☐ | ☐ | ☐ |
| **4.** In the second part of the study, which was more difficult,<br>☐ bilingual kids were faster at solving the problem.<br>☐ there was no difference between the performance of mono and bilingual kids.<br>☐ monolingual kids could not classify the figures according to shape.<br>☐ both groups of kids encountered the same difficulties. | ☐ | ☐ | ☐ |
| **5.** According to the text, which one of the following tasks is NOT carried out by the brain's executive function?<br>☐ Making plans and decisions.<br>☐ Retaining a sequence of information.<br>☐ Giving directions to people who drive.<br>☐ Changing your focus of attention. | ☐ | ☐ | ☐ |
| **6.** According to Albert Costa, changing from one language to another all the time<br>☐ makes you observe the changes around you.<br>☐ may improve your driving skills.<br>☐ allows you to talk to your father and mother in different languages.<br>☐ makes you quicker at changing the things around you. | ☐ | ☐ | ☐ |
| **7.** In Mr Costa's study,<br>☐ German-Italian bilinguals required more brain activity on their monitoring tasks.<br>☐ Italian monolinguals were not as active as German-Italian bilinguals.<br>☐ Italian monolinguals got better results in their monitoring tasks.<br>☐ German-Italian bilinguals did their monitoring tasks better and more efficiently. | ☐ | ☐ | ☐ |
| **8.** A study at the University of California revealed that<br>☐ monolinguals suffer from more mental illnesses like dementia.<br>☐ bilinguals developed some mental diseases at a more advanced age.<br>☐ Alzheimer's disease is more resistant in monolingual people.<br>☐ some people were more resistant to bilingualism than others. | ☐ | ☐ | ☐ |

| | Correctes | Incorrectes | No contestades |
|---|---|---|---|
| **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.** "Speaking two languages has obvious practical benefits in an increasingly globalized world." What are these benefits? What are the main advantages and disadvantages of being bilingual? Write an argumentative essay. You may include examples from your own experience.

**2.** Write a letter to a pen friend (or key pal) who has never visited Catalonia. Explain the language diversity in the Catalan society and your own experience as a bilingual speaker.

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

**Part 3: Listening comprehension**

## ARE WE ALONE IN THE UNIVERSE?

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

*outer*: exterior
*findings*: descobertes / descubrimientos
*proof*: prova / prueba
*claim (to claim)*: afirmar
*unavoidable*: inevitable
*coverage*: cobertura informativa

Ready?

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

Some scientific discoveries can be fascinating, but sometimes it is hard to believe that they are true. That's the case with an article in the March issue of the *Journal of Cosmology*. In it, Richard Hoover, a scientist at NASA's Marshall Space Flight Center, says he found signs of bacterial life in a group of meteorites, and that raises the exciting possibility that life had once arrived on Earth from outer space. In the following conversation, journalist Johanna Palmer talks with George Cody, a NASA expert on meteorites. They discuss Professor Hoover's discoveries concerning the existence of life on Mars.

[Now listen to the interview.]

## QUESTIONS

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

[2 points: 0.25 points for 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.** Professor Hoover has discovered that
- ☐ there's no life in meteorites.
- ☒ there might be life on Mars.
- ☐ meteorites bring life to Earth.
- ☐ science raises fascinating possibilities.

**1.** Johanna Palmer has invited George Cody
- ☐ to talk about his scientific discoveries.
- ☐ to discuss his work at NASA.
- ☐ to talk about Prof. Hoover's discovery.
- ☐ because she wants to specialize on meteorites.

**2.** What does George Cody think about the possibility of life in outer space?
- ☐ He would like this to be true.
- ☐ He firmly believes in this possibility.
- ☐ If it were true, it would be like living on Earth.
- ☐ He thinks there is no evidence of it yet.

**3.** What is Prof. Hoover's main claim about meteorites?
- ☐ The bacteria found in meteorites prove that there is life on Mars.
- ☐ Microscopic fragments from meteorites are like those on Earth.
- ☐ Microscopic filaments in meteorites could not create new bacteria.
- ☐ The filaments found in meteorites were brought alive from Mars.

**4.** What is George Cody's opinion about Prof. Hoover's findings?
- ☐ He believes scientists should not manipulate contaminated meteorites.
- ☐ He thinks that Prof. Hoover's discovery is not scientific.
- ☐ He believes the meteorites may have been contaminated on Earth.
- ☐ He doesn't like experiments made on meteorites.

**5.** According to George Cody, scientists publish some discoveries before they have proved them because
- ☐ they want other people to know about their findings.
- ☐ they want to show their superiority.
- ☐ they are obsessive people.
- ☐ they like to play with extraordinary things.

**6.** When a group of scientists claimed they'd found signs of life in a meteorite from Mars in the Antarctica,
- ☐ most of the media talked about the discovery widely.
- ☐ scientists didn't want to hear anything about this theory.
- ☐ the newspapers ignored that important discovery.
- ☐ only a few scientists thought it was a false discovery.

**7.** According to the interview, what happens when a discovery turns out to be wrong?
- ☐ It hardly ever happens that scientific discoveries go wrong.
- ☐ It is very bad for scientists as their reputation will be damaged.
- ☐ Scientists have to wait for many years before they find a new theory.
- ☐ Scientists have to accept it and learn from what goes wrong.

**8.** What will happen if Prof. Hoover's theory is not proved? Choose the FALSE answer.
- ☐ George Cody will provide correct structures.
- ☐ Scientists will continue and learn from the error.
- ☐ Scientists will give a correct explanation for his findings.
- ☐ Science always progresses through correcting mistakes.

| | Correctes | Incorrectes | No contestades |
|---|---|---|---|
| **Recompte de les respostes** | | | |

**Nota de comprensió oral**

Etiqueta del corrector/a

Etiqueta identificadora de l'alumne/a

Institut d'Estudis Catalans

L'Institut d'Estudis Catalans ha tingut cura de la correcció lingüística i de l'edició d'aquesta prova d'accés