



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"/>	
Redacció	<input type="text"/>	
Comprensió oral	<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.]

		Espai per al corrector/a		
		Correcta	Incorrecta	No contestada
1.	<p>The author...</p> <p><input type="checkbox"/> prefers personal relationships to digital ties.</p> <p><input type="checkbox"/> thinks digital ties have destroyed personal conversation and commitment.</p> <p><input type="checkbox"/> is against friendships made through the networks.</p> <p><input type="checkbox"/> thinks personal friendships are stronger than those made through the net.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<p>According to the article, the civil rights movement in the USA was an example of...</p> <p><input type="checkbox"/> excellent communication and togetherness.</p> <p><input type="checkbox"/> the power of bringing people together in forums of discussion and protest.</p> <p><input type="checkbox"/> very old forms of communicating.</p> <p><input type="checkbox"/> how the world could be saved by protesting.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<p>According to the author, Twitter and Facebook can be very useful in the future...</p> <p><input type="checkbox"/> if they are used alongside traditional forms of communication.</p> <p><input type="checkbox"/> whenever they are connected with one another.</p> <p><input type="checkbox"/> because they have been replaced by human togetherness.</p> <p><input type="checkbox"/> because the digital phenomenon is a true religion.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<p>The author thinks that we can learn a lot from our digital life if we...</p> <p><input type="checkbox"/> combine the best of both worlds by bringing our digital world onto our real one.</p> <p><input type="checkbox"/> use the new technologies to make more and more friends.</p> <p><input type="checkbox"/> never turn off the screen on our computer.</p> <p><input type="checkbox"/> expand networking and exclude traditional forms of communication.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<p>American writer Clay Shirky says that the real revolutions take place...</p> <p><input type="checkbox"/> in the digital world.</p> <p><input type="checkbox"/> among those who learn to live a more peaceful life.</p> <p><input type="checkbox"/> in the non-digital world.</p> <p><input type="checkbox"/> among the followers of wise men.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	<p>What is Professor Rheingold's opinion about Twitter?</p> <p><input type="checkbox"/> He thinks Twitter is more open than any other network.</p> <p><input type="checkbox"/> He considers it to be useless and that it takes a lot of your time.</p> <p><input type="checkbox"/> He likes it because it is the best way for communicating.</p> <p><input type="checkbox"/> He finds it valuable if you know how to extract its benefits.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<p>The author's views on the new social networks could be said to be generally...</p> <p><input type="checkbox"/> positive.</p> <p><input type="checkbox"/> negative.</p> <p><input type="checkbox"/> sceptical.</p> <p><input type="checkbox"/> indifferent.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	<p>The article concludes that...</p> <p><input type="checkbox"/> it is impossible to tell what is good from what is bad on the net.</p> <p><input type="checkbox"/> there is too much information on the net.</p> <p><input type="checkbox"/> only those who control the net will be successful in the world.</p> <p><input type="checkbox"/> the Internet may become the most powerful political tool in the future.</p>	<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 type="text"/>		

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.

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

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
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>		

Etiqueta del corrector/a

Etiqueta identificadora de l'alumne/a

