



Proves d'accés a la universitat

Convocatòria 2015

Llengua estrangera **Anglès**

Sèrie 2 - A

	Qualificació	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

ARE LOVE-LOCKS ON BRIDGES ROMANTIC OR A MENACE?

Beautiful bridges in Paris are being ruined by an epidemic of **padlocks**. But is the growing trend for love-locks a thoughtless act of vandalism, or just a harmless expression of love?

It seemed romantic when Carolyn Barnabo and Clive Roberts attached a padlock to the Pont des Arts and symbolically threw the key into the Seine. Five years later they are married and their love is still strong, but Carolyn's fondness for love-locks certainly isn't. "It's just out of control and I feel so bad that we contributed to it," says Carolyn. "This beautiful bridge is ruined." There were just a few love-locks on the bridge when she attached hers and posted photos on her blog. Now there are thousands on bridges all over Paris.

The locks first started appearing on bridges in Paris around 2006, shortly after young couples in Italy had begun attaching padlocks to the Ponte Milvio over Rome's river Tiber, mimicking the protagonists of a popular Italian novel. In 2007 the **mayor** of Rome introduced fines for anyone leaving a padlock on this bridge. "After Rome started forbidding the locks, couples from all over Europe came to Paris," Lorna Taylor explains. She and friend Lisa Anselmo started the No Love-Locks campaign in January 2014. "The delicate Pont des Arts, which has become a freakish mass of indistinguishable metal pieces, is now in mortal danger," Lisa Anselmo adds. They say the City of Love has now become the City of Locks, and they have counted at least eight bridges over the Seine and three over the Canal Saint Martin where padlocks have spread "like fungus." Anselmo thinks that this trend "**defaces** and damages historic structures, and it is already imposing itself on other cities around Europe, where some of the bridges involved are hundreds of years old."

The padlock supposedly symbolises a **bond** between two people in love—but local authorities are now removing some padlocks from time to time. It was only after a wall on the Pont des Arts collapsed under the weight of the locks that the Paris authorities got serious about putting an end to the practice. "Some of the **railings** have 500 kilograms of locks by the time they are removed. The one that collapsed weighed 700 kilograms. They're a costly problem for the city and also a safety one," Lorna Taylor says. Now, city officials in Paris are experimenting with panels of thick glass to protect the bridges from the damage caused by padlocks.

Described as an "epidemic" by the No Love-Locks campaign, padlocks are spreading around the world, and they are no longer restricted to bridges. Love-locks have appeared on the top of the Eiffel Tower and others can be found on fences in London. And they are not restricted to tourist destinations either—four have already appeared on St Botolph's Bridge in Boston, Lincolnshire, which only opened in February 2014. Many businesses have benefitted from this **trend**: some offer engraved padlocks in heart shapes and even one website suggests locations to attach them in Amsterdam, Chicago, Prague, Rome or Sydney. Lisa Anselmo says: "If a city wants to designate a space uniquely for love-locks, and restrict the practice on non-designated areas, that's not a bad idea. The question is how to find a way for love-locks and **heritage** to co-exist."

Despite attaching her own love lock in Paris five years ago, Carolyn now regrets that she contributed to this horrendous sight. "I would hate to see any beautiful bridges in England get like that. It was a nice idea, but I hope it dies out soon."

Text adapted from *BBC News* (May 5, 2014)

padlock, lock: cademat / candado

mayor: alcalde

defaces (to deface): desfigurar

bond: lligam / vínculo

railing: barana / barandilla

trend: tendència, moda / tendencia, moda

heritage: patrimoni històric / patrimonio histórico

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. Carolyn Barnabo and Clive Roberts left a lock on a bridge in Paris	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> because it was a romantic thing to do.			
<input type="checkbox"/> to contribute to the Parisian tradition.			
<input type="checkbox"/> because they were fond of locks.			
<input type="checkbox"/> in order to write an entry in a blog.			
2. Which of the sentences is FALSE? The custom of attaching locks on bridges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> was made popular by an Italian novel.			
<input type="checkbox"/> is prohibited in Rome.			
<input type="checkbox"/> follows an Italian tradition.			
<input type="checkbox"/> was exported to Paris.			
3. The phrase “padlocks have spread like fungus” means that	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> fungus appear on the bridges where padlocks are attached.			
<input type="checkbox"/> padlocks are attached mainly on historic bridges.			
<input type="checkbox"/> eight bridges over the river Seine were seriously deteriorated.			
<input type="checkbox"/> padlocks have appeared in great quantities and very quickly.			
4. The municipal authorities in Paris decided to eradicate this practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> after they had removed padlocks from bridges several times.			
<input type="checkbox"/> when part of a historic bridge fell because of the weight of the locks.			
<input type="checkbox"/> only when the eight bridges got covered by 500 kilograms of locks.			
<input type="checkbox"/> when the railings of the Pont des Arts had to be removed.			
5. The city of Paris is putting panels of glass on bridges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> to protect the locks that are already attached.			
<input type="checkbox"/> to let people see the locks more safely.			
<input type="checkbox"/> to prevent the damage that the locks cause.			
<input type="checkbox"/> to make an experiment on the bridges.			
6. According to the text, padlock sellers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> are making profits from this epidemic.			
<input type="checkbox"/> sell only heart-shaped padlocks.			
<input type="checkbox"/> tell you where you must put yours.			
<input type="checkbox"/> sell them only through their website.			
7. Love-locks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> are restricted in European cities, like Paris or London.			
<input type="checkbox"/> are limited to bridges or fences.			
<input type="checkbox"/> are not found in non-tourist destinations.			
<input type="checkbox"/> can now be found in a variety of places.			
8. Lisa Anselmo thinks that it would be a good idea for local authorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> to assign a place for people to attach their locks.			
<input type="checkbox"/> to restrict love-locks anywhere in the city.			
<input type="checkbox"/> to keep love-locks in historic areas.			
<input type="checkbox"/> to forbid love-locks everywhere, once and for all.			

	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. Are love-locks romantic or a menace? Write a for or against essay about this practice.
2. Imagine you are Carolyn Barnabo. Write an entry in your blog explaining how your views on love-locks have changed over the years.

Grammar	
Vocabulary	
Text	
Maturity	
Total	
Nota de la redacció	

Part 3: Listening comprehension

AN INTERVIEW WITH A CHAMPION

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

catch up with (to catch up with): retrobar-se amb, tornar-se a trobar amb / reencontrarse con, volverse a encontrar con

practice: entrenament / entreno

odd: estrany / extraño

social networks: xarxes socials / redes sociales

insight: percepció / percepción

leisure: lleure, temps lliure / ocio, tiempo libre

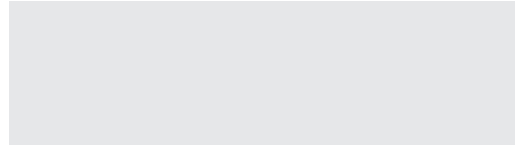
Ready?

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

Reporter: Each year at this time since 2009, tennis player Chris Jules has been coming to New York City and leaving with the US Open trophy. Jules, who is 33 and among the top tennis practitioners, has no immediate plans to retire. Last August he won the Western Open title and was in the semifinals in Wimbledon in July. In November he was in the London Masters final. In today's program, he's interviewed by our sports reporter.

[Now listen to the interview.]

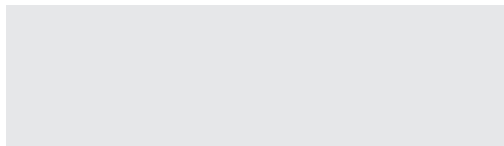
Etiqueta del corrector/a



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Etiqueta identificadora de l'alumne/a



Institut
d'Estudis
Catalans



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Convocatòria 2015

Llengua estrangera **Anglès**

Sèrie 4 - A

	Qualificació	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

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ESPERANTO AND UNIVERSAL COMMUNICATION

Today, English has no rival as an international *lingua franca*. However, things could have been different if Esperanto, an artificial language invented in 1887 by Ludwig Lazarus Zamenhof, a Jewish doctor from Bialystok (modern-day Poland but then part of the Russian Empire), had become a common language. Esperanto is made up of key structures from different linguistic families (Latinate, Germanic, Slavic and Semitic). The word *Esperanto* derives from *Doktoro Esperanto* (“Esperanto” translates as “one who hopes”), the pseudonym under which Zamenhof published the first grammar of Esperanto. Zamenhof’s goal was to create an easy-to-learn, politically neutral language that would transcend nationality and encourage peace and international understanding between people with different languages.

In a letter to a friend, Zamenhof explained why he was worried about human communication: “The place where I was born and spent my childhood gave direction to all my future **struggles**. In Bialystok the inhabitants were divided into four distinct elements: Russians, Poles, Germans and Jews; each of these spoke their own language and looked on all the others as enemies. Living in such a town made me feel the misery caused by language division. The diversity of languages is the first, or at least the most influential, basis for the separation of the human family into groups of enemies. I was brought up as an idealist. I was taught that all people were brothers, while outside in the street at every step I felt that there were no people, only Russians, Poles, Germans and Jews.”

In 1905, Esperanto’s first international congress took place in Boulogne-sur-Mer, in France. Then, in 1920, the League of Nations (the precursor of the United Nations) recommended that its member states incorporate the language, despite **misgivings** in France, as at that time French was the dominant international tongue. However, the advent of the Second World War and Nazi expansion put an end to the possibility of the language, which was invented by a Jew, from becoming the new international *lingua franca*. Nevertheless, more than a century since Zamenhof published his first grammar enthusiasts of Esperanto continue to promote the usefulness of the tongue. “Esperanto is much easier to learn than English,” says Ramon Perera, a member of the Associació Catalana d’Esperanto and a teacher of the language for the past 20 years. “Esperanto,” he says, “is a fairer language because none of its speakers have an advantage over the others.” Perera says that up to two years are needed to learn the language, “depending on the capabilities of each person, the hours dedicated to it and the level they want to reach.”

Perera began learning the language some 38 years ago when a friend lent him a book written in Esperanto. He took a four-week intensive course, which left him captivated by the language’s “simple and logical” grammar. From that moment on, he became a dedicated “Esperantist” and has since met speakers from all over Europe, something that has been aided by the advent of the Internet. “It is a language that works and that could solve the world’s communication problems,” he says. In fact, the French economist François Grin, in 2005, presented a report to the European Parliament that proposed adopting Esperanto as a common language in the European Union, which would save the Union 25 million euros every year. For the moment, that report has been **filed away** somewhere, but according to **estimates** by the World Esperanto Association, there are as many as two million Esperanto speakers who hope that one day their adopted language will **take root** and a new era of universal communication will begin.

Text adapted from *Catalonia Today* (October 31, 2013)

struggle: lluita / lucha

misgiving: recel / recelo

filed away (to file away): arxivar / archivar

estimate: valoració / valoración

take root (to take root): arrelar / arraigar

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.	Who was Doktoro Esperanto? <input type="checkbox"/> The leader of an organization in favour of international languages. <input type="checkbox"/> The pseudonym of a novelist of Slavic origin. <input type="checkbox"/> The inventor of an artificial, neutral language. <input type="checkbox"/> The title of the first published grammar of Esperanto.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	According to the text, Zamenhof was <input type="checkbox"/> an idealist in favour of international understanding. <input type="checkbox"/> a believer in the impossibility of human dreams. <input type="checkbox"/> an idealist in favour of translation for peaceful purposes. <input type="checkbox"/> a believer in the benefits of speaking many languages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	As a child, Zamenhof quickly realized that language division <input type="checkbox"/> was a necessity in the Russian Empire. <input type="checkbox"/> makes people better informed about others. <input type="checkbox"/> makes people more sensitive to differences. <input type="checkbox"/> creates barriers to common humanity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	At the time of the first Esperanto international congress, the French were <input type="checkbox"/> clearly against the fact that it was held in French territory. <input type="checkbox"/> not enthusiastic about a new international language. <input type="checkbox"/> worried about the use of French as an international language. <input type="checkbox"/> against the use of a single language for international communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	The text implies that the Nazi regime would not favour Esperanto because <input type="checkbox"/> Zamenhof was a poor speaker of German. <input type="checkbox"/> it would put an end to the Second World War. <input type="checkbox"/> it had been created by a Jewish person. <input type="checkbox"/> it was a tool that could be used against Germany.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	According to Ramon Perera, a good thing about Esperanto is that <input type="checkbox"/> it was created by speakers of different cultures. <input type="checkbox"/> it began to expand in the Russian Empire. <input type="checkbox"/> it will make people learn other languages. <input type="checkbox"/> it is not the language of any particular community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	The French economist François Grin argued that the use of Esperanto in the EU would <input type="checkbox"/> reduce many travelling expenses. <input type="checkbox"/> make state members more efficient. <input type="checkbox"/> help save a great amount of money. <input type="checkbox"/> increase people's interest in languages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	The text suggests that the European Parliament has <input type="checkbox"/> shown little interest in the use of Esperanto. <input type="checkbox"/> denied that there are many Esperanto speakers. <input type="checkbox"/> said that Esperanto is a useless language. <input type="checkbox"/> said that Esperanto could become a common language.	<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. What are, according to your own experience, the factors that have helped you to learn a foreign language? Write a personal narrative with the title “Learning English my way” in which you give answer to this question.
2. “Making Esperanto a common, international language is idealistic but impossible.” Write an article for your school magazine with arguments for or against this statement.

Grammar	
Vocabulary	
Text	
Maturity	
Total	
Nota de la redacció	

Part 3: Listening comprehension

TELEPATHY

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

sensory: sensorial

phenomena: fenòmens / fenómenos

figure out (to figure out): esbrinar / averiguar

bend, bending (to bend): doblegar / doblar

guessing (to guess): endevinar / adivinar

invest (to invest): invertir

reliable: fiable

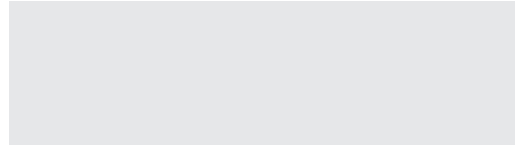
Ready?

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

Presenter: In today's programme *Debate* we will have two experts discussing the existence of telepathy as a paranormal activity. *Telepathy* is defined as the transmission of thoughts or feelings from one person to another without using any known sensory channel or physical interaction. Dr John Thompson is professor of Physics at university. He claims that telepathy cannot be explained by modern physics, simply because it does not exist. Dr Susan Barry runs a foundation in the United States which was established to look at the credibility of paranormal phenomena.

[Now listen to the conversation.]

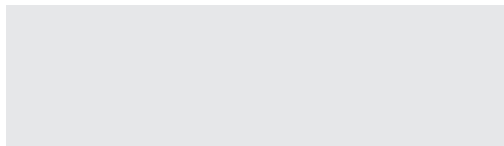
Etiqueta del corrector/a



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Etiqueta identificadora de l'alumne/a



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