



Proves d'accés a la Universitat. Curs 2007-2008

Llengua estrangera **Anglès**

Sèrie 2 - A

	Suma de notes parcials	Etiqueta de qualificació
Redacció	<input type="text"/>	<input type="text"/>
Comprensió escrita	<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

TOXIC FRIENDS

For years, American psychologists have told romantic couples how to repair their **rifts**. But now therapists are being visited by troubled patients who want to know how to **get rid** of those “friends” who are ruining their lives. More than 10,000 psychologists and counsellors are offering sessions on relationships with friends in America. The phrase “toxic friends” is becoming common and has been recognised by the American Psychological Association. The publishing industry has quickly reacted with a succession of books with titles such as *Toxic friends / true friends* or *A Smart Girl’s Guide to Friendship*, that are at the top of the American best-sellers list.

According to psychologists, these toxic friends come in several forms: the passive aggressive debilitator, who delivers cruel criticisms dressed up as friendly questions; the naysayer, who **undermines** all your initiatives; the planbreaker, who **ditches** you at the last minute; and the non-stoppers, who won’t let you go home when you want to because they want you to solve their personal problems.

To deal with all these kinds of problematic friendships, Christine Northman, a relationship counsellor, has a common approach. She says that in order to maintain our emotional health in friendship there must be a level of reciprocity, so friendships need to be frequently evaluated. She says: “Only with emotional maturity can we see ourselves and our relationships more clearly. It can seem a bit cruel to break up friendships, but sometimes all we need to do is put some **boundaries** around ‘toxic’ friends: keep them in our lives but see them less frequently.”

Not treating the “toxic friends” problem can have unhealthy consequences. A recent study found that when people meet a person who is considered a toxic friend their heart rates and blood pressure increase. Most therapists agree that toxic friendships are a more difficult problem for women than for men. Males, having a much lower **threshold** for complications in friendships, will disconnect themselves from a negative friendship more easily, and faster, than women. Women friends can become “energy vampires” like the “crying sister” who keeps you on the phone for two hours with problems but no solutions and who leaves you exhausted.

Not everyone is convinced that therapy is the answer, though. For some, it is part of the problem rather than the solution. Mike Albo, a self-help American writer, thinks that the psychological literature and the self-help industry have taught these toxic friends a new kind of language. With it, they are trying to convince us that we rather than they might be having some sort of psychological problem. “One thing that worries me about friendship counselling is that underminers predominate in the self-help society,” Albo says. By accepting the type of discourse that is common among therapists we might be internalising a problem we didn’t have in the first place.

Mike Albo has also another warning for those confronting toxic friends: “Listen to their side of it because perhaps it’s you who is toxic.”

The Sunday Telegraph. Adapted

rift: esquerda, desavenença / fisura, distanciamiento

get rid: desfer-se / deshacerse

undermine: sabotear / sabotear

ditch: deixar plantat / dejar plantado

boundaries: limits / límites

threshold: llindar / umbral

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.]

		A emplenar pel corrector/a		
		Correcta	Incorrecta	No contestada
1.	According to the text a “toxic friend” is... <input type="checkbox"/> a friend who improves your self-esteem. <input type="checkbox"/> an invention of psychologists. <input type="checkbox"/> a friend who can make your life difficult. <input type="checkbox"/> a friend who is a drug addict.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	“Toxic friend” is an expression thought up by... <input type="checkbox"/> the self-help industry. <input type="checkbox"/> therapists. <input type="checkbox"/> no one in particular but it’s becoming widely accepted. <input type="checkbox"/> the American Psychological Association.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Which of these definitions best describes a naysayer? <input type="checkbox"/> A tactful friend, always trying to be polite to his/her friends. <input type="checkbox"/> A friend who will never be supportive of things we want to do. <input type="checkbox"/> A violent person who denies his/her real mean intentions. <input type="checkbox"/> A busy person having no time to say anything to his/her friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Christine Northman affirms that we should... <input type="checkbox"/> visit friends more often to keep up our emotional health. <input type="checkbox"/> visit friends to keep reciprocity in friendship. <input type="checkbox"/> analyse our relationships with our friends very often. <input type="checkbox"/> not care too much about friendship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	When treating the “toxic friend” problem, counsellors advise us to... <input type="checkbox"/> see them within the boundaries of the city. <input type="checkbox"/> avoid them forever. <input type="checkbox"/> give those friends a chance. <input type="checkbox"/> avoid them from time to time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Most therapists agree that the “toxic friend” problem... <input type="checkbox"/> mostly affects stressed women. <input type="checkbox"/> does not affect happy people. <input type="checkbox"/> is more frequent among weak people. <input type="checkbox"/> is easier to solve for men.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	A “crying sister” could be defined as a person who... <input type="checkbox"/> ditches you on the last minute. <input type="checkbox"/> is always crying on the phone. <input type="checkbox"/> tires you telling you about her problems. <input type="checkbox"/> takes away all your energy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Mike Albo thinks that... <input type="checkbox"/> therapy can solve all your problems with undesirable toxic friends. <input type="checkbox"/> self-help books are the only solution for our psychological problems. <input type="checkbox"/> the toxic friends’s problem cannot always be solved by therapy. <input type="checkbox"/> toxic friends not therapists always tell you the truth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Correctes	Incorrectes	No contestades
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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. Write about the influence of psychologists on our society. Are they well considered? Could they be the answer to our psychological necessities?
2. Imagine you have a toxic friend that is ruining your life. Write a letter to him/her explaining the problem and proposing solutions to re-establish your mutual confidence.

PROVA AUDITIVA

MICHAEL PALIN: THE “TRAVELLING COMEDIAN”

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

scholar: acadèmic / académico

engage: atraure / atraer

abuse: maltractar / maltratar

Ready?

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

PRESENTER: Welcome to “Celebrities”, our weekly interview programme. In today’s programme Mary Smith interviews Michael Palin, a famous actor well-known for his comedy roles as part of the Monty Python team, but also for his being an explorer. He is one of Britain’s most loved comedians and travellers.

From an interview in “Outlook” (BBC Radio - World Service). Adapted

[Now listen to the rest of the interview.]

QUESTIONS

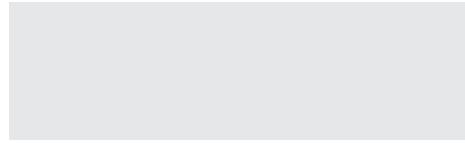
Choose the best answer according to the recording. Only ONE answer is correct.

[0.25 points each correct answer. Wrong answers will be penalized by deducting 0.08 points. There is no penalty for unanswered questions.]

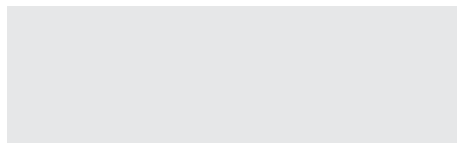
		A emplenar pel corrector/a		
		Correcta	Incorrecta	No contestada
1.	When Michael was a child he... <input type="checkbox"/> often travelled across Europe by plane. <input type="checkbox"/> often had the chance to visit his family in the north of England. <input type="checkbox"/> watched TV programmes about travels because magazines were very expensive. <input type="checkbox"/> he had no opportunities to travel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Michael's great-grandfather... <input type="checkbox"/> enjoyed travelling as a means of getting away. <input type="checkbox"/> wrote a book published by Oxford University about his trips to the Alps. <input type="checkbox"/> preferred landscapes and mountains to people. <input type="checkbox"/> was a great traveller of Irish origin.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	While working as an actor with the Monty Python, Michael travelled a lot but... <input type="checkbox"/> he only went to boring places like New York. <input type="checkbox"/> didn't have the feeling that he was really travelling. <input type="checkbox"/> he was not interested in the places he went to. <input type="checkbox"/> the only places he liked were the television studios they went to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	According to Michael, being a comedian allows you to... <input type="checkbox"/> be free and do whatever you want. <input type="checkbox"/> understand why people need to be free. <input type="checkbox"/> look at the world as an outsider. <input type="checkbox"/> understand why people do terrible things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	According to Michael, humour is very important when travelling because... <input type="checkbox"/> it can bring you closer to people. <input type="checkbox"/> people will help you if they see you act like an idiot. <input type="checkbox"/> it can help you learn a foreign language. <input type="checkbox"/> it will help you understand other cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	At first Michael was very worried about the round-the-world trip proposed by the BBC because... <input type="checkbox"/> the BBC was responsible for the organization and he didn't trust them. <input type="checkbox"/> he thought it was impossible for a camera to follow him everywhere. <input type="checkbox"/> he thought it was not possible to get round the world in 80 days. <input type="checkbox"/> he had to improvise the interviews with the people he met during the trip.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Michael thinks that our society should... <input type="checkbox"/> interfere to stop other countries from abusing the environment. <input type="checkbox"/> not learn lessons from the way people live in other countries. <input type="checkbox"/> not impose our way of life on other countries. <input type="checkbox"/> understand why other countries abuse the environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	According to Michael a lesson to be learnt from the poorest people is that... <input type="checkbox"/> we produce too much waste because we have much more than we need. <input type="checkbox"/> we recycle too many plastic bottles because we drink too much water. <input type="checkbox"/> it is a waste of time to recycle plastic bottles. <input type="checkbox"/> plastic bottles should not be thrown away in Africa.	<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"/>		

Etiqueta del corrector/a



Etiqueta identificadora de l'alumne/a





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Llengua estrangera **Anglès**

Sèrie 5 - A

	Suma de notes parcials	Etiqueta de qualificació
Redacció	<input type="text"/>	<input type="text"/>
Comprensió escrita	<input type="text"/>	<input type="text"/>
Comprensió oral	<input type="text"/>	<input type="text"/>

Etiqueta identificadora de l'alumne/a

Ubicació del tribunal

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MODERN SLAVERY

The institution of slavery is as old as civilization. Many nations and empires were built by the muscles of slaves. But what kinds of people were enslaved, and why? In ancient civilizations, slaves were usually war captives. The victors in battle might enslave the losers rather than killing them. Over time, people have found other reasons to justify slavery. Slaves were usually considered somehow different from their owners. They might belong to a different race, religion, nationality, or ethnic background. By focusing on such differences, slave owners felt they could **deny** basic human rights to their slaves.

And despite many efforts to end slavery, it still exists today. Some 27 million people worldwide are enslaved or work as forced laborers. That's more people than at any other point in the history of the world.

For many people, the image that comes to mind when they hear the word "slavery" is the slavery of the Transatlantic Slave Trade. We think of the buying and selling of people, their shipment from one continent to another and the abolition of the trade in the early 1800s. Even if we know nothing about the slave trade, it is something we think of as part of our history rather than our present. But the reality is slavery continues today.

Millions of men, women and children around the world are forced to lead lives as slaves. Although this exploitation is often not called slavery, the conditions are the same. People are sold like objects, forced to work for little or no pay and are at the mercy of their "employers."

Slavery exists today despite the fact that it is **banned** in the countries where it is practiced. It is also prohibited by the 1948 Universal Declaration of Human Rights and the 1956 UN Supplementary Convention on the Abolition of Slavery, the Slave Trade and Institutions and Practices Similar to Slavery. Women from Eastern Europe are forced to become prostitutes, children are trafficked between West African countries and men are forced to work as slaves on Brazilian agricultural **estates**. Contemporary slavery takes various forms and affects people of all ages, sex and race.

Experts say that changes in the world's economy and societies over the past 50 years have enabled a resurgence of slavery.

Three factors have contributed most to the rise of modern slavery. The first, a recent population explosion, has tripled the amount of people in the world, with most growth taking place in the developing world. The second, rapid social and economic changes, has displaced many to urban centers and their **outskirts**, where people are powerless and without job security. The third, government corruption around the world, allows slavery to go unpunished, even though it is illegal everywhere. In this way millions have become vulnerable to a resurgent form of slavery. This new slavery has two characteristics that differentiate it from the slavery of the past: slaves today are cheap and they are **disposable**.

An average slave in the American South in 1850 cost the equivalent of \$40,000 in today's money; today a slave costs an average of \$90. In 1850 it was difficult to capture slaves and then transport them to the US. Today, millions of economically and socially vulnerable people around the world are potential slaves. This "**supply**" makes slaves today cheaper than they have ever been.

From Internet. Adapted

deny: negar, refusar / negar, rechazar

banned: prohibir / prohibido

estate: finca, propiedad / finca, propiedad

outskirts: los alrededores, alrededores / las afueras, extrarradio

disposable: d'un sol ús, rebutjable / desechable, de usar y tirar

supply: subministrament, provisió / suministro, provisión

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.]

		A emplenar pel corrector/a		
		Correcta	Incorrecta	No contestada
1.	In ancient civilizations, slaves were... <input type="checkbox"/> usually captured in battles and then killed. <input type="checkbox"/> the foundation of nations. <input type="checkbox"/> very often people who were captured from enemy armies. <input type="checkbox"/> special kinds of people that were good for war because of their muscles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	In ancient civilizations... <input type="checkbox"/> only people of different races and religions were enslaved. <input type="checkbox"/> slavery was considered a bad thing. <input type="checkbox"/> the basic human rights of slaves were more respected than today. <input type="checkbox"/> justifications to enslave people were different from today.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	In earlier periods in history... <input type="checkbox"/> there were more forced laborers than slaves. <input type="checkbox"/> forced laborers received little money but they were treated better than slaves. <input type="checkbox"/> the number of slaves was less than in present times. <input type="checkbox"/> there were 27 million more slaves than today.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Today... <input type="checkbox"/> slaves work much harder than ever before. <input type="checkbox"/> slaves always have to belong to a different ethnic group from that of their masters. <input type="checkbox"/> there are forms of exploitation that are equivalent to slavery. <input type="checkbox"/> there are laws that protect slaves from mistreatment on the part of their masters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Slavery exists today... <input type="checkbox"/> because it is still legal in some countries with corrupt governments. <input type="checkbox"/> because international legislation does not apply to people of all ages, sex and races. <input type="checkbox"/> only in Brazil, West Africa and Eastern Europe. <input type="checkbox"/> in contradiction with existing laws against it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	According to the text, women and children nowadays... <input type="checkbox"/> are no longer vulnerable to be exploited as slaves. <input type="checkbox"/> are only enslaved in Eastern Europe and West Africa. <input type="checkbox"/> are affected by forms of slavery, as men and people of all ages are. <input type="checkbox"/> cannot be legally enslaved in Brazilian agricultural estates, only men can.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	According to the text, social, demographic and economic developments... <input type="checkbox"/> will allow corrupt government officials to become slaves some day. <input type="checkbox"/> have forced many people to leave the cities and work as forced laborers in the fields. <input type="checkbox"/> are some of the most important factors for the return of slavery. <input type="checkbox"/> are the cause of wars where victors enslave the losers rather than killing them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	One of the main differences between contemporary and ancient forms of slavery is that... <input type="checkbox"/> slaves are now cheaper and easier to replace. <input type="checkbox"/> over the last 50 years laws have been passed which make slavery legal. <input type="checkbox"/> women and children were better treated before. <input type="checkbox"/> slaves get paid much better today.	<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. You are a journalist. Write a short newspaper story about the labor exploitation of some groups of immigrants in Spain.
2. You are the representative of your country before the United Nations Organization (UNO). Write a speech addressed to the UNO general delegates denouncing the resurgence of slavery.

PROVA AUDITIVA

RUTH MANORAMA: WINNER OF THE “ALTERNATIVE NOBEL PRIZE”

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

fund: finançament / financiación

on behalf of: a favor de

reluctant: reticent / reacio

burden: càrrega, pes / carga, peso

boldly: amb atreviment / con atrevimiento

courage: coratge / coraje

Ready?

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

PRESENTER: Welcome to “Celebrities”, our weekly interview programme. In today’s programme I will interview Ruth Manorama, one of the winners of the so-called “Alternative Nobel Prize.” Ruth Manorama has spent most of her life campaigning on behalf of her Dalit community in India; the Dalits are also known as the *untouchables*. A few days ago Ruth and this year’s other two winners received their awards at a ceremony in Sweden.

From an interview in “Outlook” (BBC Radio - World Service). Adapted

[Now listen to the rest of 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.]

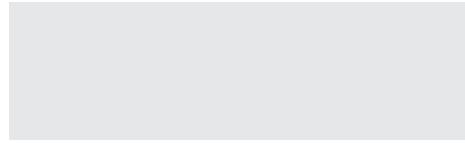
		A emplenar pel corrector/a		
		Correcta	Incorrecta	No contestada
1.	According to the text, Ruth will... <input type="checkbox"/> be getting 200,000 US dollars in prize money. <input type="checkbox"/> be getting 90,000 US dollars in prize money. <input type="checkbox"/> share the 90,000 US dollars with the other winners. <input type="checkbox"/> contribute 200,000 US dollars in building a new women's centre.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	The women's centre Ruth wants to build will... <input type="checkbox"/> be mainly for Dalit women. <input type="checkbox"/> only be for Dalit women from rural areas. <input type="checkbox"/> only be for Dalit women from urban areas. <input type="checkbox"/> be mostly for young women.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	When Ruth was a young woman living in the city of Madras, <input type="checkbox"/> she hated living in a Dalit colony. <input type="checkbox"/> she got away from the Dalit colony and went to live in the city centre. <input type="checkbox"/> she underwent economic difficulties. <input type="checkbox"/> she suffered from social discrimination every day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	As a child, Ruth had to walk to school a long distance because... <input type="checkbox"/> there were no schools near her house. <input type="checkbox"/> the schools nearby had no electricity. <input type="checkbox"/> her family was poor and could not afford to pay for transport. <input type="checkbox"/> her mother thought the schools near her house were not good enough.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Ruth started campaigning on behalf of Dalit women in 1987... <input type="checkbox"/> when she was at school. <input type="checkbox"/> before she got involved in social activities. <input type="checkbox"/> after she had finished college. <input type="checkbox"/> after she had been involved in activities against discrimination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Ruth did not have an easy start as a social campaigner because... <input type="checkbox"/> people would not understand why Dalit women should fight for their rights. <input type="checkbox"/> she knew the problems of being a Dalit woman. <input type="checkbox"/> people thought she was too young and inexperienced. <input type="checkbox"/> Dalit women themselves did not want to be organized to fight for their rights.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	What motivated Ruth's campaign in defence of Dalit women's rights? <input type="checkbox"/> She was very poor and that was the only way to earn money. <input type="checkbox"/> Dalit women in villages are much poorer than "untouchable" women in cities. <input type="checkbox"/> She felt the situation of Dalit women was worse than that of other poor women. <input type="checkbox"/> She saw that "untouchable" women were privileged and did not suffer discrimination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Ruth thinks that in order to improve the situation of Dalit women in the future... <input type="checkbox"/> people should stop being bold about this issue. <input type="checkbox"/> one needs to explain the truth and talk about it with courage. <input type="checkbox"/> Dalit women should stop comparing themselves with the "untouchables." <input type="checkbox"/> intelligent children should be given an opportunity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Correctes	Incorrectes	No contestades
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Recompte de les respostes

Nota de comprensió oral

Etiqueta del corrector/a



Etiqueta identificadora de l'alumne/a

