



## Proves d'accés a la universitat

Convocatòria 2014

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### Llengua estrangera **Anglès**

Sèrie 5 - 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 .....

## THE TEACHER WHO CHANGED MY LIFE

A fortnight ago I heard that the English master who taught me at school, the great Frank Miles, had died, aged 92. Although he was a teaching giant and recognised as such by former pupils and colleagues, there is just a brief mention of him on the Internet. That is exactly as he would have wanted it: modern communication methods were not for him. He only just tolerated the telephone; a telephone which rang at an inopportune moment, such as when he was marking essays or exam papers, could easily be thrown out of the window.

But when he was teaching, Frank made his inflexible views extremely plain. The classroom was his theatre. In physical presence he was quite **slight**. But to a boy of my age his reputation made him seem several times life-size. That reputation alone was enough to cause fear into the lazy and **quell** the uncontrollable. He didn't have to do anything to keep order. Lessons would begin with what a friend has described as a "ferocious, almost neurotic intensity." They could also be very funny, as long as the class was performing to the highest level.

Frank's critical remarks were annihilating. After the first homework our class ever did for him, Frank judged the standard so poor throughout the entire class that he **tore** up every incorrect composition and threw it in the bin. All except one, and I **blush** to write that the piece saved was mine. It would have been much better for me if someone else's homework had been picked.

He was highly intolerant of those who disagreed with him. By today's standards he was deeply politically incorrect and had little time for rules and regulations. In fact, in the modern bureaucratic world he would be considered a problematic teacher.

Yet he was a truly inspirational teacher who held his class in focused attention. Because, above all, he had a complete passion not only for his subject but also for education. What was most important to him was his pupils' intellectual understanding of English, and he was not afraid to reprimand them when they were failing to reach his high standards. Frank would have taught anyone who showed a **spark** of aptitude for his subject as he was determined to raise standards. He was particularly pleased when a boy who had previously had a low level could achieve spectacular results.

He was quite a peculiar man. His **mannerisms** and language lent themselves so well to imitation that the image of boys pretending to be Frank is sometimes more vivid than the memory of Frank himself.

In the restaurant, after the funeral service, we discussed the never-ending question: who was Frank? He once told me how lucky I was to come from a loving family. He had not got on with his father. Other than that, his childhood was to us a complete blank, as was his emotional life.

He lived for his pupils; if other relationships had once existed, nobody knew about them. Although he detested snobbery and money, he could be considered an elitist—but only in the sense that he expected the best from every boy he taught, whatever their background or potential.

I was lucky to come under the eyes of a classroom colossus. Sadly, Frank did not find relationships outside the classroom easy. He became a recluse in his last decade and died in a basic flat. And the tragedy is that I never told him how much he had influenced my life—and that of many others.

Text adapted from the *Daily Mail* (July 16, 2013)

**slight**: menut, prim / menudo, delgado

**quell (to quell)**: apaivagar, calmar / apaciguar, calmar

**tore (to tear)**: estripar / romper

**blush (to blush)**: ruboritzar-se / sonrojarse

**spark**: espurna, mica / chispa, pizca

**mannerism**: peculiaritat, gest d'expressió / peculiaridad, gesto de expresión

## 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.	The author of the text knew about the death of Frank Miles <input type="checkbox"/> a long time ago. <input type="checkbox"/> through a phone call. <input type="checkbox"/> from his colleagues. <input type="checkbox"/> quite recently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	The author also states that information about Frank Miles <input type="checkbox"/> can be found on most educational websites. <input type="checkbox"/> was widely spread on the Internet. <input type="checkbox"/> was not available on the Internet. <input type="checkbox"/> was hardly mentioned on the Internet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	According to the text, Frank Miles calmed his rebellious students thanks <input type="checkbox"/> to his physical appearance. <input type="checkbox"/> to his good manners. <input type="checkbox"/> to his weak character. <input type="checkbox"/> to his strong personality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Frank's classes could be very funny <input type="checkbox"/> provided the students were at their best. <input type="checkbox"/> only when the students behaved correctly. <input type="checkbox"/> provided the students did their homework. <input type="checkbox"/> as long as the students paid attention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	The author thinks that Frank Miles was a remarkable teacher because <input type="checkbox"/> he had an intellectual understanding of English. <input type="checkbox"/> he was passionate about educational values. <input type="checkbox"/> he never reprimanded his rebellious pupils. <input type="checkbox"/> he had little interest in raising his students' results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	According to the text, which of the following statements about Frank Miles' character is TRUE? <input type="checkbox"/> He had a passion for rules and regulations. <input type="checkbox"/> He tolerated diversity of opinion. <input type="checkbox"/> He was intolerant with his students' low standards. <input type="checkbox"/> His students were never frightened by his criticism.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	The author considered Frank Miles elitist because he <input type="checkbox"/> fancied money and snobbery. <input type="checkbox"/> ignored rebellious students. <input type="checkbox"/> had particular mannerisms. <input type="checkbox"/> demanded the best from his pupils.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	During his last decade, Frank Miles lived <input type="checkbox"/> surrounded by his ex-pupils. <input type="checkbox"/> alone in his wealthy house. <input type="checkbox"/> on his own in a modest apartment. <input type="checkbox"/> in a hostel for the homeless.	<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 makes a good teacher, according to your own experience? Write a personal narrative about the best teacher you ever had. Explain why she/he inspired you.
2. Imagine you meet one of your former primary school teachers who was important to you. Write the dialogue in which you and the teacher talk about past memories and experiences of those days.

Grammar	
Vocabulary	
Text	
Maturity	
Total	
Nota de la redacció	



## Part 3: Listening comprehension

### THE BEST ADVICE

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

*flecked*: esquitxat / salpicado

*lovelorn*: ferit d'amor / herido de amor

*uneventful*: sense sobresalts, normal / sin sobresaltos, normal

*slightest*: mínim / mínimo

*blessing*: benedicció / bendición

*arise (to arise)*: despertar, iniciar

*accurate*: precís / preciso

Ready?

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

Anthony Marra is a young American writer who grew up in Washington DC, and has lived and studied in Russia. His work has appeared in *Best American Nonrequired Reading 2012*. In 2013 Marra received the prestigious Whiting Writers' Award. His debut novel is entitled *A Constellation of Vital Phenomena* (2013). His story "Chechnya" won First Place in Narrative's Spring 2009 Story Contest and has received many prizes since then. In today's programme, Bertha Morris talks with Mr Marra about his work and his career.

[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.

- 0.** Anthony Marra is a young American writer
- who was born in Russia.
  - who was born in Washington.
  - who has been awarded several prizes.
  - who has written many novels.
- 1.** In the conversation we hear that Anthony Marra looks young
- although he has quite a lot of gray hair.
  - and yet he is already a classical writer.
  - and old at the same time.
  - although he has not finished school yet.
- 2.** *A Constellation of Vital Phenomena*
- is a novel about the author's personal experience.
  - is based on the life of the author's family.
  - is based both on research and fiction.
  - was inspired by the author's first love.
- 3.** Why isn't Anthony Marra interested in writing autobiography?
- It would have no literary interest.
  - It would cause a trauma to his family.
  - He wants to keep his life private.
  - His parents would not like to read about it.
- 4.** In the interview we hear that Anthony Marra's father
- was a professional geologist.
  - convinced his son to become a geologist.
  - became an amateur geologist.
  - collected shark teeth and kept them by his desk.
- 5.** In which way was the writer influenced by his father's advice?
- He never followed his father's advice.
  - He remembers his father's words as encouragement.
  - He decided to choose a very different route.
  - He always felt lucky enough without his father's help.
- 6.** Which of the following statements about the author's interest on Chechnya is FALSE?
- It arose during a visit in Russia as an undergraduate student.
  - It was inspired by watching Russian veterans beg for money in the streets.
  - It came after watching the Boston Marathon bombings.
  - It was influenced by reading about the Russian actions in the Chechen wars.
- 7.** According to Anthony Marra, what is most important in order to make his books convincing?
- To have the exact details about the trees and the place.
  - To be able to make the story true.
  - To make the setting as realistic as possible.
  - To be able to capture the character's feelings.
- 8.** The interviewer thinks that Marra has succeeded in his novel because
- of the humanity in his characters.
  - Sarah Jessica Parker liked the book.
  - the critics praised its intellectual ambition.
  - many readers were identified with the story.

Espai per al corrector/a		
Correcta	Incorrecta	No contestada
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Correctes    Incorrectes    No contestades

Recompte de les respostes

Nota de comprensió oral

Etiqueta del corrector/a



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Etiqueta identificadora de l'alumne/a



Institut  
d'Estudis  
Catalans