

SÈRIE 1

Reading Comprehension

1. Artificial intelligence and computer graphics...

- are the future of social media sites.
- are creating new types of video and audio manipulation tools.**
- will benefit public figures such as Donald Trump.
- enable readers to spot fake news.

2. Fake news will be more convincing in the future because

- people tend to have less critical thinking skills.
- people will be more familiar with image technology.
- it will incorporate improved image and voice technology.**
- human behaviour is easy to imitate.

3. Face2Face can currently

- capture someone's facial expressions and map them onto someone else's face.**
- imitate someone's facial expressions.
- synthesize voice and incorporate it onto someone's image.
- capture someone's physical appearance.

4. Recent research allows

- smartphones to synthesize voice.
- the creation of software to convert real voice into a synthesized one.**
- the creation of microphones that synthesize voice.
- the creation of 3-5 minute audios.

5. Which of the following statements is NOT TRUE?

- Digital puppets will look and sound like real people.
- Face and voice-morphing technology will create more convincing fake news.
- Synthesized voice may deceive some security systems.
- Current software only works with live voice.**

6. There is certainly room for improvement in morphing technologies

- since they are able to exactly reproduce voice and image.
- since there are often sound delays in the videos.
- since facial expressions and voices may appear unreal.**
- since humans can never detect fake videos.

7. From now on, news organisations should

- manipulate news more often.
- not trust any information on social media.
- be more critical with their sources.**
- pay particular attention to the features of videos.**

8. What is the danger of fake news, according to the author of the text?

- News agencies will never be able to detect fake news.
- Fake news will go viral on social media and create family conflicts.
- News agencies will spread fake news and create political conflicts.
- The viral presence of fake news on social media could create serious conflicts.**

Listening comprehension**An Interview with a Dancer**

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

channel: conduir / conducir

put so much into something: esforçar-se molt / esforzarse mucho

demanding: exigent / exigente

rehearsal: assaig / ensayo

chill out: descansar, relaxar-se / descansar, relajarse

icon: icona / icono

Ready?

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

PRESENTER (REPORTER): You have probably seen our guest on ITV's new show "Dance" or maybe you have been to the theater where she is now performing 'Aladdin'. After dancing with the ballet company for five years, she is starting to break into principal roles and discover what it means to be at the top of their profession. Otherwise the chances are that you follow her on Instagram... after all, she boasts over 100,000 followers. In today's program, I'm going to interview Claire Petty.

REPORTER: Hi, Anne. Welcome to our programme.

CLAIRE: My pleasure.

REPORTER: **To start, tell us a little about yourself.**

CLAIRE: I started dancing at the age of four, doing ballet, because I had a lot of energy and my mum needed to channel it into something productive! I was very lucky that at the age of 12 I had a teacher that guided me more towards the classical route, and I joined the School of American Ballet in New York when I was 14. I worked with the New York City Ballet my last year at school, and we performed 'Nutcracker' that year, which was an amazing experience. I went back to school that January and on the first day back my head teacher told me I had a job at the Boston Ballet and that I started work the next day—I literally re-packed all my things and hopped on the plane straightaway!

REPORTER: What advice do you wish someone had given you at 15?

CLAIRE: I wish someone had told me not to let people tell me that I can't do something. At school most of my teachers told me dance was a waste of time and that I couldn't make a career out of it. That really upset me because I had put so much into it and my family made a lot of sacrifices. But as I got older, I realised that those people motivated me to prove them wrong and I guess they will always motivate me, because now when people tell me I can't do something, I make sure I **DO** do it.

REPORTER: Ballet is a pretty demanding profession: there are long hours, it's very physical, you have to travel a lot. What motivates you?

CLAIRE: It's just those times on stage where you're either doing a role you love, or you're in a really beautiful theatre, and sometimes you just realise how lucky you are to be doing a job where you absolutely love it, and you're doing your hobby as a career. Those moments push you through. You've done all that hard work in the studio, you've tried to get your technique to the highest standard it can be, and then you just need to enjoy that moment on stage.

REPORTER: There must be a fine balance between relaxing after a long day of rehearsals and thinking over the work you've done that day. How do you manage that?

CLAIRE: Immediately after rehearsal, I like to reflect a little bit on the positive things. There's always going to be something that's gone wrong—I don't think you ever walk away thinking 'well, that was perfect'—but that's the beauty of performing a character role because every day can be different. The way we perform 'Aladdin' in our first show will be different from the way we play it in our second show. That's what's exciting – the growth, and the change, and responding to each other.

REPORTER: You're super busy! What do you do to relax and chill out?

CLAIRE: Ha ha. I have very little free time, which is how I like it—I hate being bored. I go to the movies, hang out with my dance friends, watch TV, listen to music, do all those normal things. It's good to chill out and remind yourself that, as brilliant as ballet is, there's a big world out there.

REPORTER: You've already danced with Justin Bieber and Jennifer Lopez. What has been your career highlight so far?

CLAIRE: Dancing for Justin Bieber and definitely Jennifer Lopez have been major highlights but I'm excited about working with Lady Gaga on her dancing videos for her new album. That's been really cool, and I can't wait for everyone to see what she's been working on!

REPORTER: Which musical icons do you dream about working or dancing with one day?

CLAIRE: I've always wanted to dance for Beyoncé. She's a very talented dancer herself, with so much energy. It's definitely something I would love to do. Being involved with Lady Gaga's music clips and seeing what is involved in the process has opened my eyes to professional dancing outside ballet and I've loved it, so I hope dancing for other musical icons is just as fun. It's a lot of hard work but rewarding for sure.

REPORTER: I was following you on Instagram earlier and there's a fan page for you! What's it like going from living a normal life to dealing with the fame that comes with your profile now?

CLAIRE: Ha ha. It's no different, to be honest! Most of the fans are from overseas, so my life here hasn't changed all that much in the past five years. When I go out, a few people recognize me and it's nice, but I'm not that famous.

REPORTER: What's next for you?

CLAIRE: I'm going to the Dominican Republic in August for the World Latin Dance Championship to perform in Jennifer Lopez's show there – I'm very excited about that! We also have stuff happening in Australia after and possibly Switzerland. Then I'm filming the rest of the episodes for "Dance", which I'm looking forward to.

REPORTER: Finally, if you weren't a dancer, what would you be doing?

CLAIRE: I'd quite like to learn something about architecture and interior design because I've always liked drawing, but I've never had time to work on it properly. I've always loved walking into a stylish home. It's my dream to build my own house and decorate it with things from all around the world .

REPORTER: Well, Claire, it's been a pleasure having you here tonight.

CLAIRE: Thank you for inviting me.

Adapted from: <https://www.fq.co.nz/missfq/celeb/entertainment/dancer-kaea-pearce-interview-grid> [30th November 2017]

1. Why did Claire start doing ballet?

- A teacher told her she was good at it.
- She was a very active child.**
- Her mother was a ballet producer.
- She was forced by the head teacher.

2. Which of these sentences is NOT true according to the text?

- Most of Claire's teachers thought that she would not succeed in dancing.
- Her family supported her decision and helped her.
- She is motivated to do the things others think she cannot do.
- She liked people to tell her that she couldn't make a career out of dancing.**

3. What motivates Claire to dance?

- The fact that it is a very demanding job.
- The joy she has when she is in the studio.
- The happiness she feels when she is on stage.**
- The hobbies she is able to keep thanks to ballet.

4. How does Claire feel after rehearsals?

- She thinks about the following day's performance.
- She thinks of all the positive things in the performance.**
- She's excited about the things that may go wrong.
- She reflects on the beauty of the performance.

5. Which of these things does she NOT do to relax?

- She watches movies.
- She goes out with her friends.
- She dances ballet.**
- She listens to music.

6. What's her opinion on musical stars?

- She would only like to work with Justin Bieber and Jennifer Lopez.
- She thinks dancing for them is hard work but gratifying.**
- She can't wait to work with them as she has not worked with them yet.
- She has worked with Beyoncé and that was a dream come true.

7. Why does Claire not consider herself famous?

- Because only some people recognize her.**
- Because most of her fans are five years old.
- Because her fan page on Instagram is new.
- Because five years ago she was very famous.

8. What would Claire like to do if she were not a dancer?

- She would like to go to Australia to film a movie.
- She would like to study art and become a painter.
- She would like to design houses and especially her own.**
- She would like to be an actress in a television show.

SÈRIE 5

Reading Comprehension

1. *The mansion at Bletchley Park was*
 - a) *large enough for an entire school.*
 - b) **too small for the number of people working there.**
 - c) *converted into several huts.*
 - d) *used as a shelter during Nazi attacks.*

2. *The work done by the code-breakers at Bletchley Park*
 - a) *had no effect on the outcome of the war.*
 - b) **probably helped the Allies win the war earlier.**
 - c) *was heavily criticized by Churchill.*
 - d) *was infiltrated by the Nazis.*

3. *Who built the Enigma machines?*
 - a) **Germany**
 - b) *Polish mathematicians*
 - c) *The British army*
 - d) *Alan Turing and Gordon Welchman*

4. *During the war, codes for Enigma machines*
 - a) **changed daily.**
 - b) *changed monthly.*
 - c) *changed once every few months.*
 - d) *never changed.*

5. *The code-breakers at Bletchley Park included people who were*
 - a) **very good at playing chess.**
 - b) *mechanical engineers.*
 - c) *originally from Poland.*
 - d) *students from local universities.*

6. *Churchill thought that code-breaking*
 - a) *was interesting but too expensive.*
 - b) **was important to winning the war.**
 - c) *should be assigned to army officers.*
 - d) *could be done by anyone with some training.*

7. *Bletchley Park was first discovered by the public because*
 - a. *a documentary was made about it.*
 - b. *Churchill gave many interviews about it.*
 - c. **someone who had worked there wrote a book.**
 - d. *the Poles reported on it to the British press.*

8. *Which of the following best describes the centre at Bletchley Park?*
 - a. *A home owned by Queen Victoria.*
 - b. **Government buildings turned into a tourist attraction.**
 - c. *A school for mathematicians.*
 - d. *The childhood home of Kate Middleton.*

Listening comprehension**EDUCATION IN THE 21ST CENTURY**

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

disabilities: discapacitats / discapacidades

skills: habilitats / habilidades

Ready?

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

Presenter/Interviewer: UNESCO organized the World Education Forum 2015 in the Republic of Korea where over 1,600 participants from 160 countries adopted the Declaration for Education 2030. This declaration sets out a new vision for education for the next fifteen years. Today with us we have Ms Ryan, an expert and researcher in education and one of the participants in the Forum.

Interviewer: Good morning, Ms Ryan. And welcome to the programme.

Ms Ryan: Good morning. And thank you for inviting me

Interviewer: We all know that UNESCO believes that education is a human right for all. So what exactly IS its aim in the next 30 years?

Ms Ryan: UNESCO wants to make sure that all people get an inclusive, quality education. Inclusive education means that children with and without disabilities participate and learn together in the same classes. And all children should have access to high quality teachers, materials, and school. UNESCO also wants to promote lifelong learning opportunities for all; that is, education throughout life. Learning does not finish when we leave school anymore.

Interviewer: And why now? Hasn't this always been important?

Ms Ryan: Of course. But we are now thinking about the many skills that children will need in order to be successful in the 21st century: The ability to collaborate and work in teams, critical thinking skills, oral presentation skills, written communication skills, ability to use technology, willingness to examine civic and global issues, ability to conduct research to learn about issues and concepts. All these are basic skills that a citizen will need in twenty years' time.

Interviewer: Everybody talks a lot about education. Why is education such a common topic in debates now?

Ms Ryan: Our world is changing, and in order to prepare our children for this new world we need to change the way we educate them. We must create a curriculum that will help students to connect with the world and understand the issues facing our world Obviously, teaching in the 21-century is different; never before could learning occur the way in which it does now -- everywhere, all the time, on any possible topic, supporting any possible learning style or preference.

Interviewer: So, what do you think classes will be like in 2030?

Ms Ryan: Schools in the 21st century will become a place for teachers and students to connect with those around them and their community. Teachers in this new environment will talk less while providing students with tools so that they can turn information into knowledge.

Interviewer: I see. So, if we're able to maintain the student's interest in the material by showing how this knowledge applies in the real world, kids will be excited about going to school.

Ms Ryan: Exactly. In this type of classroom, activities and lessons are directly related to the community. Students collaborate with people from different schools and different countries to learn about issues that affect us all.

Interviewer: Are you talking about reaching the whole world? Global education?

Ms Ryan: Well, yes. That's it.

Interviewer: So, you're saying that schools have to make use of technology and multimedia. Students should have full access to technology and, if possible, every student will have a laptop.

Ms Ryan: Right. The lessons are not based on textbooks, instead they are project-based. Skills and content are learned through research and projects, and textbooks are just one of many possible resources. At schools, there will be labs, learning centres, as well as studios for art, music, theatre, and so on. Each classroom will be equipped with a computer or television so that all students can watch school productions as well as presentations from other schools.

Interviewer: Do you think that textbooks will disappear?

Ms Ryan: As I said, textbooks are just one of the many tools we can use in school. But it is true that today's tools make it possible to learn about other countries and people first-hand. Of course, textbooks are still necessary, yet, there is nothing like learning languages, cultures, and communication skills from actually talking to people from other parts of the world.

Interviewer: Sure. They are digital natives after all, aren't they?

Ms Ryan: Yes. That's true. However, today's students have the latest, greatest tools, yet they're only used to calling or texting with family and friends. Even though students are now viewed as digital natives, many do not really produce digital content. While they own expensive devices that can produce blogs, infographics, books, how-to videos, and tutorials, just to name a few, in many classes they are asked to turn those devices off and work with printed handouts and worksheets. Sadly, these papers are simply thrown away once graded. In fact, if given the chance, students can produce beautiful and creative blogs, movies, or digital stories that they can feel proud of and share with others.

Interviewer: So, what's your opinion about mobile phone use in class?

Ms Ryan: When students are encouraged to view their devices as valuable tools that support knowledge, they start using them as such. I remember my first years of teaching when I would not allow mobile phones in class and I'd try to explain

every new vocabulary word or answer each question myself; something I would not even think of doing today! I have seen positive changes ever since I started viewing students' devices as useful aids. In fact, sometimes I even respond by saying "I don't know -- use Google and tell us all!" What a difference in their reactions!

Interviewer: Is there any other advantage you see in the use of these new technologies in class?

Ms Ryan: Technology allows collaboration between teachers and students. Creating digital resources, presentations, and projects together with other educators and students will make classroom activities resemble the real world. Collaboration should go beyond sharing documents via e-mail or creating PowerPoint presentations. Many great ideas never go beyond a conversation or paper copy, which is a great loss! Collaboration globally can change our entire experience!

Interviewer: So how do you see this new school? What will it look like?

Ms Ryan: New schools in the 21st century will be bright and spacious, and kids will have room for group projects and individual assignments. Walls will be hung with student work, and there will be places for students to put on performances for their parents and members of the community.

Interviewer: We've run out of time. Thank you very much for sharing your time with us.

Ms Ryan: My pleasure. Thank you.

Adapted from: <http://www.teachercertification.org/a/role-of-education-in-the-21st-century.html> and

<http://www.innovationunit.org/sites/default/files/10%20Ideas%20for%2021st%20Century%20Education.pdf> [30th November 2016]

1. What is UNESCO's aim in the next 30 years?

- To provide everyone with good, lifelong education.**
- To participate in teachers' and schools' debates on inclusive education.
- To promote school attendance in disadvantaged countries.
- To provide separate classes for disabled children.

2. Which of these things does Ms Ryan NOT mention as a skill children will need in the 21st century?

- Designing new technology.**
- Working cooperatively in groups.
- Investigating topics.
- Communicating in writing and orally.

3. Why is education a popular topic these days according to Ms Ryan?

- Because today we all have different learning styles.
- Because there is a new curriculum that we have to follow.
- Because the way people learn today is different from before.**
- Because nowadays we take into account different phenomena.

Comentari [JD1]: Put in world has changed

4. What will classes be like in the 21st century, according to Ms Ryan?

- The teacher will speak a lot so that the instructions are clearly understood.
- The teacher will speak a lot and students will become providers of knowledge.
- The students will give information to teachers and will teach each other.
- The students will get information which they will transform into knowledge.**

5. Which of these sentences is NOT correct, according to Ms Ryan?

- Children will like going to school if they see a connection to the real world.
- Students will work together with students in different schools or places.
- Textbooks will not be used at all and laptops will be the only source of information.**
- Schools will have many different types of classrooms: labs, studios, etc.

6. How do most students actually use the latest technological tools they have, according to Ms Ryan?

- They design web pages online to show their families.
- They write magnificent handouts and worksheets.
- They produce blogs and digital stories, which they share.
- They talk to friends and family using chats or texts.**

7. What is Ms Ryan's opinion of the use of mobile phones in class?

- She is in favour of using them as they are a useful resource.**
- Mobile phones should only be used to look up new words.
- She is against using them in class as she herself can provide the information.
- She was in favour but now she prefers not to use them because of the students' reactions.

8. Which is one of the main advantages of using new technologies in the classroom, according to Ms Ryan?

- To be able to share experiences and ideas like in the real world.**
- To have a nice conversation with people abroad via email or chats.
- To create PowerPoint presentations to collaborate with other students.
- To increase the use of e-books in class.

Plantilla de correcció per a les preguntes d'opció múltiple de l'examen de Llengua estrangera (Comprensió escrita i Comprensió oral)

La puntuació és la que cal traslladar (sense cap arrodoniment) a la graella de la caràtula

Correctes	Incorrectes	Puntuació
8	0	3,00
7	0	2,63
7	1	2,50
6	0	2,25
6	1	2,13
6	2	2,00
5	0	1,88
5	1	1,75
5	2	1,63
5	3	1,50
4	0	1,50
4	1	1,38
4	2	1,25
4	3	1,13
4	4	1,00
3	0	1,13
3	1	1,00
3	2	0,88
3	3	0,75
3	4	0,63
3	5	0,50
2	0	0,75
2	1	0,63
2	2	0,50
2	3	0,38
2	4	0,25
2	5	0,13
2	6	0,00
1	0	0,38
1	1	0,25
1	2	0,13
1	3	0,00
1	4	0,00
1	5	0,00
1	6	0,00
1	7	0,00
0	--	0,00