



Proves d'accés a la universitat

Llengua estrangera Anglès

Sèrie 1 - A

Espai per a la correcció

Qualificació	
Comprensió oral	
Comprensió escrita	
Expressió escrita	
Suma de notes parcials	
Qualificació final	

Espai per a la revisió

Comprovació	2a correcció

Etiqueta de qualificació

Etiqueta de correcció

Etiqueta de l'estudiant

Ubicació del tribunal

Número del tribunal

The exam consists of **THREE** mandatory parts.

In the first part, listening comprehension is assessed through 8 multiple choice questions. It is worth 3 points.

In the second part, reading comprehension is assessed through 6 open-ended questions. It is worth 3 points.

In the third part, written expression is assessed. Here, you may choose **ONE** of the two given options. It is worth 4 points.

Part 1: Listening comprehension

AN INTERVIEW WITH GOTCHA, THE MUSICAL FORCE

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

to quote: citar textualment / citar textualmente

prone: propens / propenso

bouts: períodes / períodos

harp: arpa

Ready?

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

[Now listen to the interview.]

QUESTIONS

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

[3 points: 0.375 points for each correct answer. Wrong answers will be penalized by deducting 0.125 points. There is no penalty for unanswered questions.]

Espai per a la correcció			
	Correcta	Incorrecta	No contestada
1. When Gotcha explains what inspired “Turning a Blind Eye”, what does she say is behind the feeling of defeat? <input type="checkbox"/> The pressure of competing with other contemporary Australian musicians. <input type="checkbox"/> Her inability to adapt to present-day Australian lifestyle. <input type="checkbox"/> Her awareness of how everyday habits lead to overconsumption. <input type="checkbox"/> A disappointment about how little artists care about technology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Gotcha finds it difficult to change her environmental habits because <input type="checkbox"/> it’s hard to know what really helps. <input type="checkbox"/> there is too much information, she feels overwhelmed. <input type="checkbox"/> she thinks no one else is making an effort. <input type="checkbox"/> it’s difficult to change long-established habits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. How does Gotcha describe the way she sees the future? <input type="checkbox"/> She is idealistic most of the time, so her songs are optimistic despite her negative thoughts. <input type="checkbox"/> She alternates idealism and deep pessimism about the future, which is reflected in her songs. <input type="checkbox"/> She feels the world is as pessimistic as she is, though some people do want to change the world. <input type="checkbox"/> She is indifferent about the future, so her songs are never influenced by her emotions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. What does touring make Gotcha aware of? <input type="checkbox"/> The contrast between her environmentally friendly lifestyle and that of other musicians. <input type="checkbox"/> How travelling constantly increases her environmental impact. <input type="checkbox"/> How certain hotels contribute to the overall carbon footprint. <input type="checkbox"/> How each culture approaches environmental problems differently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. How does Gotcha feel about her growing success? <input type="checkbox"/> She thinks success always brings joy to anyone. <input type="checkbox"/> She fears larger projects will feel less meaningful to her. <input type="checkbox"/> She is afraid that fans will expect her to keep things as personal as they have been so far. <input type="checkbox"/> She believes enjoying fame will fix her environmental worries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. What challenges does Gotcha mention regarding communication on social media as her audience grows? <input type="checkbox"/> She now posts more often because she feels she owes it to her new followers. <input type="checkbox"/> She is more aware of the diversity of her audience and how that affects her communication. <input type="checkbox"/> She prefers to post less because communication with her listeners has become less sustainable. <input type="checkbox"/> She feels that social media makes followers focus on what she says rather than on her music.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. What happens when Gotcha records an acoustic instrument note by note? <input type="checkbox"/> The instrument sounds the same as usual. <input type="checkbox"/> The resulting sound is amazing. <input type="checkbox"/> The instrument as such does not appear in the resulting album. <input type="checkbox"/> The sound of the instrument becomes angelic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Gotcha enjoys experimenting with unusual objects to create sounds because <input type="checkbox"/> all other artists use traditional instruments, which is uninteresting. <input type="checkbox"/> they help her explore a new way to make music and create more original musical stories. <input type="checkbox"/> it takes less time than recording traditional instruments. <input type="checkbox"/> avoiding experimentation makes her music sound like everybody else’s.	<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: 100%; height: 20px;" type="text"/>		

Part 2: Reading comprehension

WHAT'S AFTER UMAMI? SCIENTISTS ARE HUNTING FOR THE SIXTH BASIC TASTE

In 1908, Japanese chemist Kikunae Ikeda was studying the active substances in **seaweed**, when he made a discovery that would change food science forever. Ikeda realized that a compound called *glutamic acid* was what gave seaweed its distinctive taste—nothing like the existing basic tastes of sweet, salty, sour, and bitter. He named that taste *umami*.

5 Yet even though people have been eating seaweed, mushrooms, miso, cheese, and fermented foods for ages, it took nearly a century of scientific debate for umami to be recognized worldwide as the fifth basic taste. It wasn't until the 1990s that it gained universal recognition, and only after extensive scientific studies confirmed that it was unlike any other existing taste.

10 Is it time to add a sixth taste to the list? Some scientists argue that the answer is yes, though there is still debate about what it should be. Scientists have not been intentionally searching for a sixth taste. Rather, “there’s a fundamental science-based search for different ways we can experience the world in terms of taste and how it’s detected,” explains neuroscientist Emily Liman.

15 Advances in understanding the science of taste would allow food scientists to create more delicious foods—and could also help doctors diagnose and treat related disorders that involve a loss of your sense of taste. But getting the scientific community to agree on a sixth sense is not easy. To qualify as a basic taste, any competitor must be proven to be as distinct as the sweetness of berries or the bitterness of kale.

20 First, it’s important to note that “there’s a difference between taste and flavor,” says Marisa Moore, a dietitian in culinary nutrition from Atlanta. “Taste begins on the tongue when food molecules we eat mix with saliva and activate our **taste buds**, which then send signals to the brain and cause the perception of distinct tastes.” Contrary to popular belief, the tongue does not have specific areas that detect each type of taste. Instead, basic tastes can be picked up by taste buds on various parts of the tongue, though different cells may have varying levels of sensitivity to sweet, sour, salty, bitter, and umami.

25 While taste begins in the mouth, flavor is what registers in the brain when it combines the entire experience of taste, texture, temperature, and aroma. “Taste and other senses do interact in the brain to put together flavor,” says Richard Mattes, professor of nutrition science at Purdue University, “but that’s different from taste.”

30 Various criteria have been proposed over the years to define a new taste. For starters, a taste needs to have a “chemical signature”—a set of chemical components that are distinct from that of other substances. Then, Mattes says, “you need to have a receptor anywhere on the tongue, **palate**, or throat where the chemical component can interact with a cell in a taste bud.” That cell in the taste bud must then have a mechanism “to change the component’s chemical signal to an electrical signal that is then transmitted through nerves to the brain,” Mattes adds. The electrical signal carried by taste nerves must activate regions in the brain that are associated with taste, and it needs to generate a unique taste perception in the brain that is independent from other tastes. Finally, there needs to be a response in the body that results from these effects. For example, Mattes says, “the perception of sweetness triggers the release of insulin throughout the body.”

40 In short, a major challenge to getting the scientific community to accept a new taste has to do with the complexity of the research that needs to be conducted. “You have to go through a lot to prove a taste exists,” says Dawn Jackson Blatner, a dietitian nutritionist in Chicago. None of the candidates for a sixth basic taste have passed all experimental tests yet—but some of them are closer to doing so than others. Despite all these complications, scientists continue to study taste—and debate what the next big one might be—because taste is important, as it is about
45 what we **crave**, how we cook, and how satisfied we feel after eating.

Text adapted from an article by
Stacey COLINO. *National Geographic* [online] (November 25, 2025)

seaweed: alga

taste bud: papilla gustativa / papila gustativa

palate: paladar

crave: tenir desig de / tener antojo de

QUESTIONS

Answer the questions below using complete sentences. You may use fragments from the text unless specified not to do so.

[3 points: 0.5 points for each correct answer. Up to 0.3 points might be deducted from the total mark for lack of intelligibility in the answers provided.]

1. How did umami become recognized as the fifth basic taste? **USE YOUR OWN WORDS TO ANSWER THE QUESTION.** You may keep the words in the question.
2. Complete the following sentence:
Improving the diagnosis of taste-related illnesses and permitting researchers to make food tastier are...
3. Find a phrase in the text that means the following: “Unlike what people usually think”.
4. According to the text, what is flavor the result of?
5. Name **TWO** of the different criteria that have been proposed over the years to define a new taste.
6. In what sense does the study of taste continue to be important? In your answer, mention the **THREE** reasons given in the text. **USE YOUR OWN WORDS.**

1.	
2.	
3.	
4.	
5.	
6.	
Deduction for lack of intelligibility (up to 0.3 points)	
Reading comprehension score	

Part 3: Writing

Choose ONE topic. Your answer should be 125-150 words in length. There is no specific penalty for exceeding 150 words in length.

[4 points: 1 point for grammar, 1 point for vocabulary and spelling, 1 point for cohesion, and 1 point for adequacy and coherence]

1. You recently attended an international online workshop on cooking healthy food. You want to thank the workshop coordinator for how useful this workshop has been to you. Write a **formal email** to the workshop coordinator in which you highlight the quality of the workshop, explain what you learned, and suggest improvements for future workshops.
2. Over the last few years, the number of teenagers suffering from stress and anxiety has increased significantly in many developed countries. Schools, parents, and health organisations are debating possible solutions to improve students' well-being and reduce pressure. Some experts believe that schools should not give homework or hold traditional exams, while others argue that it is necessary for academic progress. Write an **opinion essay** on whether homework and/or exams should be limited or abolished for secondary school students, giving reasons and examples to support your view.

Grammar	
Vocabulary and spelling	
Cohesion	
Adequacy and coherence	
Writing score	

Comprovació i 2a correcció:

3a correcció:

Etiqueta de l'estudiant



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Catalans