



OPCIÓN A

WHAT COULD BE DONE TO IMPROVE THE LIVES OF THE ELDERLY?

For many elderly people the latter part of their life is not a time to relax and enjoy retirement, but rather a difficult and unhappy period, owing to financial worries, failing health and loneliness. As life expectancy increases, the average person lives well beyond the age of retirement. As a result, the elderly make up an ever-increasing percentage of society, which makes it more important than ever for a real effort to be made in improving the lives of senior citizens.

One way to deal with the situation would be to ensure that the elderly have enough money on which to live. Obviously, when a person stops working, they still require a source of income to cover their basic needs such as food, accommodation and heating. A clear solution to the problem is for the government to make sure that the state pension is adequate for these needs. Furthermore, free financial advice should be made available to retired people so that the stress of worrying about money could be reduced as far as possible.

Steps should also be taken to overcome problems the elderly face as a result of deteriorating health due to old age and inadequate health-care provisions. Again, the responsibility should fall to the government to provide access to the best health care available, which may necessitate paying for residential homes where the elderly can have round-the-clock nursing, or, at the very least, providing medication free of charge to all people over a certain age. As a result, old people would enjoy not only better health, but also peace of mind from the knowledge that they need not fear falling ill and being unable to pay for treatment.

The lives of old people could also be improved if attempts were made to address the problem of social isolation which so many of them face. If we organised trips for the elderly to community centres, visits from social workers or free bus passes to allow pensioners greater mobility, the effect would be to alleviate the problem of loneliness which marks the lives of so many old people living alone and far from their families.

One final suggestion, which would help enormously, is to change the attitude of the community towards its older members, who are all too often seen as a burden on society and dismissed as having little to do with modern life. We need to be taught from an early age to respect the views of old people, and appreciate their broader experience of life. This would help society and encourage appreciation of the role that old people can still play today.

To sum up, there are several measures which could be taken to improve the lives of old people. If the government and individuals alike were to help, it would make retirement and old age a time to look forward to, rather than dread.

Text adapted from Successful Writing by Virginia Evans. Express Publishing.

1. Choose the correct answer a, b or c. (3 points, 0.5 each)

- 1. According to the text, many elderly people are...**
 - a. Relaxed and happy.
 - b. Unhappy and worried.
 - c. Friendly and outgoing.
- 2. Which of the following statements is true according to the text?**
 - a. There are more and more elderly people every day.
 - b. It is too difficult to improve the life of the elderly.
 - c. Elderly people don't need as much money as working people.
- 3. Elderly people are mostly stressed by...**
 - a. Their loneliness.
 - b. Their accommodation and heating.
 - c. Financial problems.
- 4. Which statement is true according to the text?**
 - a. The faces of the elderly deteriorate due to health problems.
 - b. The Government should be responsible for the health of elderly people.
 - c. The elderly wouldn't have so many health problems if they walked more.



5. **Another problem many elderly people confront is...**
 - a. Having too many visits of social workers.
 - b. That they suffer from reduced mobility.
 - c. Being alone.
6. **Which statement is true?**
 - a. The writer thinks elderly people are a burden.
 - b. The writer thinks we should care more for the elderly.
 - c. The writer thinks older members of society have little to do with modern life.
2. **Find a word in the text for these definitions. (1 point, 0.25 each)**
 - a. The money that you regularly get, for example from your job.
 - b. To deal with and control a problem or feeling.
 - c. Acts of trying to do something.
 - d. Something difficult or unpleasant that you have to deal with or worry about.
3. **Fill in the gaps with just one word taken literally from the passage. (1 point, 0.25 each)**
 - a. The normal _____ age in this country is 65 years old.
 - b. In Spain, people work an _____ of 40 hours per week.
 - c. The prisoner had been kept in _____ for three days. He couldn't speak with anybody during that time.
 - d. The drugs did nothing to _____ her pain/suffering.
4. **Answer these questions in no more than 5 words. (1 point, 0.25 each)**
 - a. How is the latter part of their life for many elderly people?
 - b. What are the basic needs of elderly people according to paragraph 2?
 - c. Who should be responsible for elderly people's health?
 - d. Which problem marks the lives of many old people living alone and far from their families?
5. **Write an opinion article of 150 words on this topic: Do you think it is important to follow fashion? What are the consequences of following or not following fashion? Can you give an example of something that is on fashion right now (an object, a tv program, an attitude...)? (Specify the number of words at the top right-hand side of your essay). (3 points)**
6. **Your friend, Chris, has invited you to a special party which he is organising for his brother. Write a message to Chris. In your message, you should accept the invitation, suggest how you could help Chris prepare the party and ask Chris for some ideas for a present for his brother (write between 35 and 50 words). (1 point)**



OPCIÓN B

**WOMAN ARRESTED HOLDING "GUN" AFTER DRIVING INTO WHITE HOUSE BARRIER WAS
CONVICTED LAST YEAR OF TRYING TO CLIMB FENCE.**

A Tennessee woman who was convicted last year of trying to climb a White House barrier was arrested again Friday after authorities said she drove a vehicle into a barricade near the executive mansion and was found with a gun in her hand.

Washington D.C. police identified her as Jessica R. Ford, 35, of La Vergne, Tennessee, about 20 miles southeast of Nashville. Police said Friday night that she was charged with gun possession and other offences.

D.C. Superior Court records show three arrests for Ford last year on charges of either unlawful entry or violating a court order to stay away from the White House. She also received psychiatric counselling, the records show. Ford received a 90-day suspended jail sentence in one case, and another charge was dismissed. The third incident was in April. A Secret Service officer questioned her in Lafayette Square, and she told him, "I'm going to jump the fence." She ran to the fence and tried to climb it. She was arrested, pleaded guilty to unlawful entry and sentenced to 30 days in jail, all suspended, and put on a year's probation.

A tourist visiting from New York, Christopher Bello, said it appeared as if the driver "was trying to break through the barrier" and that he thought "she started to hit the gas, and her tires were spinning and smoking."

Bello, the tourist, had stopped in the District on his way home from a trip to Disney World because his 5-year-old daughter wanted to see the White House. He said they heard the crash as they walked by the security post and then saw the vehicle spinning its wheels.

He said Secret Service officers with long guns burst from a security booth and ordered the driver to stop. "She didn't stop," Bello said. At that point, he said, other police officers ordered bystanders to run, and he didn't see what happened next.

At first, he said, his daughter "didn't realize what was going on. But when the Secret Service came out and said, 'Run, run, run,' she got scared and started to cry."

The Secret Service said Ford was quickly arrested and no shots were fired. The vehicle's back window and one side window were shattered; it could not be determined how or when. According to a police report she held a pistol, but it was not clear what type of gun she had.

Secret Service officers with long guns patrolled the perimeter and cleared Lafayette Park. Ford's relatives could not be reached Friday. Her attorney in the April case, Winston J. Yallery-Arthur, declined to comment.

The action of driving into the barricade was not directed at the president or anyone at the White House and mental health issues may have been a factor.

Text adapted from *The Washington Post*, by Peter Hermann and Joe Heim, February 23.

1. Choose the correct answer a, b or c. (3 points, 0.5 each)

1. Why was Jessica arrested last year?

- a. She tried to mount the fence of the White House.
- b. She tried to break the White House barrier.
- c. She wanted to kill the President.

2. Where was Jessica arrested?

- a. In Washington DC.
- b. Near Nashville.
- c. In La Vergne.

3. What does the expression *break through* mean in the text?

- a. To succeed in forcing your way across something.
- b. To separate something into two or more pieces.
- c. To damage something so as it no longer works.

4. What does the writer mean when he says, "officers with long guns burst from a



- security booth”?
- That the officers had to break the security booth to stop the driver.
 - That suddenly the officers that were in a security booth appeared.
 - That the officers started to shoot the car from the security booth.
5. **Why was Bello in Washington DC?**
- He wanted to visit the White House.
 - His daughter wanted to see the White House.
 - His daughter wanted to visit Disney World.
6. **According to the text, why did Jessica act that way?**
- She had psychological problems.
 - She couldn't stop the car and it was not intentional.
 - She wanted to injure the president or anyone at the White House.
2. **Find a word in the text for these definitions. (1 point, 0.25 each)**
- Considered guilty of a crime in a law court.
 - Not allowed by law.
 - Rubber rings, usually filled with air that fit around the wheel of a car, bicycle, or other vehicle.
 - People who are standing near and watching something that is happening but are not taking part in it.
3. **Fill in the gaps with just one word taken literally from the passage. (1 point, 0.25 each)**
- She managed to _____ down the mountain to fetch help for her injured friend.
 - The witness _____ the criminal in a photograph the police showed him.
 - There was an _____ at the bar last night, and the police had to intervene
 - The boy hit the ball and the glass _____ into a thousand tiny pieces.
4. **Answer these questions in no more than 5 words. (1 point, 0.25 each)**
- How many times was Jessica arrested last year?
 - Why did Bello's daughter start to cry?
 - What type of gun did Jessica hold?
 - Who is Winston J. Yallery-Arthur?
5. **Write an opinion article of 150 words on this topic: Parents are the best teachers. Do you agree or disagree with this statement? Can you think of other people who act as role models? Who has most influenced you? (Specify the number of words at the top right-hand side of your essay). (3 points)**
6. **Your family is visiting London next month. You have an English pen friend called Zara who lives in London. You would like to meet her when you go to London. Write a text message to Zara. In your text, you should: say when your family is coming to London, ask if you can meet up, and suggest what you can do together. (Write between 35 and 50 words). (1 point)**



CRITERIOS ESPECÍFICOS DE CORRECCIÓN

OBSERVACIONES:

- 1) La prueba tiene una duración de 90 minutos.
- 2) No se permiten diccionarios ni otros materiales didácticos.
- 3) Se escribirá en tinta negra o azul. No se admitirá el uso de ningún tipo de corrector ni el uso de bolígrafos borrables.
- 4) Hay dos opciones de examen, A y B. Se debe optar por una de ellas, sin combinar preguntas de una y otra.
- 5) Se pasarán todas las respuestas a la hoja de respuestas.
- 6) El incumplimiento de las observaciones 2,3 y 4 conllevará la nulidad del examen.

CRITERIOS DE CORRECCIÓN

A) **Pregunta 1.** Elección múltiple. Las seis cuestiones de esta sección pretenden evaluar la comprensión del texto. Se evaluará con un máximo de 3 puntos. (0,5 puntos por cuestión).

B) **Pregunta 2.** Semiabierta. Las cuatro definiciones tienen como objetivo evaluar la riqueza léxica. Se valorará la habilidad de encontrar en el texto las palabras cuyas definiciones se ofrecen. Se evaluará con un máximo de 1 punto. (0,25 puntos por cuestión).

C) **Pregunta 3.** Semiabierta. Tiene como objetivo evaluar la riqueza léxica. Se valorará la capacidad de encontrar palabras literales en el texto, deducir su significado, y ajustarlas a un nuevo contexto (manteniendo la categoría gramatical o el tiempo verbal con las que aparece en el texto). Se evaluará con un máximo de 1 punto. (0,25 puntos por cuestión).

D) **Pregunta 4.** Semiabierta. Se valorará la comprensión específica del texto. Habrá cuatro cuestiones a responder en un máximo de cinco palabras cada una, valorándose la respuesta correcta inequívoca a las mismas. Se evaluará con un máximo de 1 puntos. (0,25 puntos por cuestión).

E) **Pregunta 5.** Abierta. Se valorará la expresión escrita desarrollando un tema con una extensión de 150 palabras. Se evaluará con un máximo de 3 puntos distribuidos de la siguiente manera:

- 1) Adecuación/cohesión: tratar el tema con riqueza de ideas, formato y registro adecuados, secuenciación y organización de ideas y argumentos, uso de conectores y número de palabras requerido. Si se escriben menos de 130 palabras se penalizará con 1 punto. Si el alumno escribe más de 180 palabras se penalizará con 0,5 puntos, y si escribe más de 200, con 1 punto.
- 2) Corrección: corrección morfosintáctica, léxica y ortográfica. (1 punto).
- 3) Riqueza: variedad, riqueza y precisión gramatical y léxica. (1 punto).
- 4) La no realización de la tarea exigida se valorará con 0 puntos.

F) **Pregunta 6.** Abierta. Redactar notas, mensajes, anuncios, WhatsApp, etc. breves, entre 35 y 50 palabras. Se evaluará con un máximo de 1 punto. Se valorarán especialmente los siguientes aspectos:

- 1) Adecuación y cohesión: 0,5 puntos.
- 2) Corrección y riqueza: 0,5 puntos.

Si se escriben menos de 30 palabras, la calificación será de 0 puntos.

Si se escriben entre 35 y 65 palabras, se penalizará con 0,25 puntos.

Si se escriben entre 65-70 palabras, se penalizará con 0,5 puntos.

Si se escriben 70 o más palabras, la calificación será de 0 puntos.

Se admitirán acrónimos de instituciones, pero no se admitirán abreviaturas que no figuren en el diccionario en las dos preguntas de producción escrita.

G) La puntuación mínima en cada pregunta será de 0.

H) Si el alumno/a no cuenta las palabras escritas en la pregunta 5, se penalizará con 0,25 puntos.