



OPCIÓN A

DR BILL FRANKLAND, AGED 105, IS A REMARKABLE MAN.

He's been asked by Saddam Hussein for treatment, suffered as a prisoner of war, worked with Alexander Fleming (the inventor of the penicillin), and is still going strong. He is possibly the world's, oldest working doctor.

For him, being a doctor is rather like being a detective: "Someone is sick and there's something you have to discover that's not obvious", he says.

Dr. Frankland was born in Sussex, England, to a "comfortably off" family on March 19, 1912. He was born an identical twin; his brother, John Ashlin Frankland, died in 1995 at age 83. Frankland reports that the family doctor was ineffective, and this motivated him to do better himself. When he was young, he won a scholarship to study natural sciences at Queen's College, Oxford, where he excelled at athletics. His clinical studies continued at St Mary's Hospital, London, where he qualified in 1938.

He enlisted in the Royal Army Medical Corps and, just months after marrying his wife Pauline in 1941, was posted to Singapore, arriving seven days before the attack on Pearl Harbour and the start of the Second World War.

The doctor is known as the 'Grandfather of Allergy', which is his specialism. He helped thousands every year by convincing the media to show pollen counts in weather forecasts.

Dr. Frankland has received two cards from the Queen for reaching such a grand old age. Britain's oldest working doctor, still contributes to journals and consults people about their allergies. He even requires a secretary to run his busy diary and he only gave up driving in 2004.

It was Frankland who championed the view that an allergic reaction is due to a malfunctioning immune system. Frankland believed that the rise in allergies results from increased cleanliness and the levels of hygiene in modern life; the so-called Hygiene Theory. He has said that "We don't set off our immune system early on, we are too clean. In the former East Germany for instance, with very poor work and housing conditions, people were less allergic". In doing so, he and his colleagues opened up the possibility of new treatments by using small doses of an allergen to make the immune system work better.

He told The Telegraph some years ago about his encounter with Saddam Hussein.

He said: "I got a call in 1979 to see the new president of Iraq, Saddam Hussein. They told me he had an allergy and he was being treated with various injections. But he wasn't allergic at all; his problem was that he was smoking 40 cigarettes a day. I told him to stop and if he wouldn't I would refuse to come and see him again. I don't think anyone had spoken to him like that before".

After all his hard work, he received his certificate of being a Member of the Most Excellent Order of the British Empire (MBE), aged 103, in 2015.

Text adapted from *The Telegraph* (<http://www.telegraph.co.uk/news/2017/03/31/meet-105-year-old-doctor-still-hard-work/>)

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

1. According to the title, Dr. Bill Frankland...

- a. Is a very strong man.
- b. Is a man that can be easily seen.
- c. Is an outstanding man.

2. Which of the following statements is true?

- a. Saddam Hussein was a prisoner of war.
- b. Saddam Hussein worked with Alexander Fleming.
- c. Saddam Hussein was Dr. Frankland's patient.

3. For Dr. Frankland, being a doctor is...?

- a. Similar to being a detective.
- b. Worse than being a detective.
- c. Is better than being a detective.

4. Which statement is true?

- a. He studied natural sciences with the Queen of England.



- b. Dr. Frankland had three brothers and sisters.
c. Dr. Frankland was very good at athletics.
- 5. What did Dr. Frankland do in 1938?**
- a. He won a competition in athletics.
b. He gave up studying.
c. He graduated.
- 6. Why is the doctor known as the “Grandfather of Allergy”?**
- a. Because he is the oldest doctor who is specialised in allergies.
b. Because he was the first person to suffer from allergies.
c. Because he discovered why people suffer allergies.
- 2. Find a word in the text for these definitions. (1 point, 0.25 each)**
- a. The use of medicines, surgery, etc., in curing a person of a disorder.
b. A gift of money to help a student with his or her studies.
c. Television, radio, newspapers, and/or magazines.
d. A substance that brings about an allergic reaction.
- 3. Fill in the gaps with just one word taken literally from the passage. (1 point, 0.25 each)**
- a. Last year, 70 million letters were _____ daily in the UK.
b. Teaching small children _____ infinite patience. Only very patient people can do it.
c. The room was big, although it looked smaller _____ to the large size of the furniture.
(The large size of the furniture made the room look smaller).
d. All students in our university are _____ with respect and dignity.
- 4. Answer these questions in no more than 5 words. (1 point, 0.25 each)**
- a. What did Dr. Frankland study in Oxford?
b. What is an allergic reaction due to?
c. What did Fr. Frankland’s new treatments use to help the immune system?
d. What did Dr. Frankland prescribe to Saddam Hussein?
- 5. Write an opinion article of 150 words on an influential person who has had a positive or negative impact on your life. Do not forget to mention who this person is (a teacher, a coach, a family member, a friend, an employer, a political figure, etc.), why this person has influenced you and how your life would have been different if you hadn’t known this person (specify the number of words at the top right-hand side of your essay). (3 points)**
- 6. You want to go to a concert with a friend. Write a WhatsApp message to him/her suggesting the plan. In your message, say what concert you want to go to, when and where you can get the tickets from, and the cost (write between 35 and 50 words). (1 point)**



OPCIÓN B

TRAVELLING SENSITIVELY

Tour companies selling expensive trips to remote corners of the world have become increasingly irritated at the sight of visitors upsetting locals. Now one such operator, *Discovery Initiatives*, plans to ban clients from taking any photographic equipment on holidays.

Julian Mathews is the director of *Discovery Initiatives*. He says that he is providing “holidays without guilt”, insisting that his company is not a tour operator but an environmental support company. Clients are referred to as “participants” or “ambassadors”. “We see ourselves as the next step on from eco-tourism, which is merely a passive form of sensitive travel - our approach is more proactive.

“I am planning to introduce tours with a total ban on cameras because of the damage they do to our relationships with local people. I have seen some horrendous things, such as a group of six tourists arriving at a remote village in the jungle, each with a video camera attached to their face. That sort of thing tears me up inside. A camera is like a weapon; it puts up a barrier and you lose all the communication that comes through body language, which effectively means that the host communities are denied access to the so-called cross-cultural exchange.

For Mathews, rules of conduct are strict. “In some parts of the world, for instance, I tell people they should wear long trousers, not shorts, and wear a tie when eating out. I find one has a better experience if one is well dressed. I don’t understand why people dress down when they go to other countries”.

Other companies are also aware of the problem, but they have not taken strict measures. Crispin Jones, of *Exodus*, says: “We don’t have a policy but, should cameras cause offence, our tour leaders will make it quite clear that they cannot be used. Clients tend to do what they are told”. *Earthwatch*, another of such companies, does not ban cameras either, but operates strict rules on their use. Ed Wilson, the marketing director of the company, says “We try to impress on people the common courtesy of getting permission before using their cameras, and one would hope that every tour operator would do the same. People have to be not only environmentally aware but also culturally aware. Some people use the camera as a barrier; it allows them to distance themselves from the reality of what they see. I would like to see tourists putting their cameras away for once, rather than trying to record everything they see.

Text adapted from *Official examination papers from University of Cambridge ESOL Examination. Certificate in advanced English 1, 2008.*

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

1. In the first paragraph, we learn that *Discovery Initiatives*...
 - a. Offers trips that no other tour company offers.
 - b. Organises trips to places that are very far away.
 - c. Has decided to respond to its customers’ complaints.
2. Julian Mathews thinks that the function of the company is to...
 - a. Get people involved in environmental work.
 - b. Influence the way other tour companies operate.
 - c. Co-operate with governments to promote eco-tourism.
3. What does Mathews say in the third paragraph about cameras?
 - a. They give local people a false impression of holidaymakers.
 - b. They prevent local people from learning about other societies.
 - c. They encourage holidaymakers to behave unpredictably.
4. What does Mathews want his clients to realise?
 - a. That certain behaviour may spoil their enjoyment of a trip.
 - b. That they may find certain local customs surprising.
 - c. That it is likely that they will not be allowed in certain places.



5. **Crispin Jones says that his company...**
 - a. Expects its staff to prevent problems regarding the use of cameras.
 - b. Seldom encounters problems regarding the use of cameras.
 - c. Advises clients about the use of cameras before they leave.
6. **Which of the following best summarises the view of *Earthwatch*?**
 - a. Too many tour operators ignore the problems caused by cameras.
 - b. Most tourists realise when they have caused offence to local people.
 - c. Cameras enable people to be detached from places they visit.
2. **Find a word in the text for these definitions. (1 point, 0.25 each)**
 - a. Located far away; distant.
 - b. To officially prohibit something.
 - c. The unpleasant effects that something has on a person, situation, or type of activity. Injury, harm, or destruction that reduces value, usefulness, etc.; harmful effect.
 - d. Conscious; informed.
3. **Fill in the gaps with just one word literally taken from the passage. (1 point, 0.25 each)**
 - a. She is horrible in class. Not surprisingly, her teacher is getting _____ with her.
 - b. She was worried about _____ her friend and making her cry the whole afternoon.
 - c. Building a huge _____ along the Mexican border was one of Donald Trump's plans in the election campaign.
 - d. Even if you are on a _____ diet you can still go out for a good meal.
4. **Answer these questions in no more than 5 words. (1 point, 0.25 each)**
 - a. What does Mathews provide to his customers?
 - b. How are clients called in Mathew's company?
 - c. What does Mathews compare cameras to?
 - d. According to Crispin Jones, what do clients tend to do?
5. **Write an opinion article of 150 words on this topic: Governments are spending too much money protecting animals and their habitat. This money could be better spent on more important things in society such as poverty and health care. Do you agree? (specify the number of words at the top right-hand side of your essay). (3 points)**
6. **You have just bought some new shoes. Write a message to your friend Jack telling him why you needed to buy them, what they look like, and where you bought them. (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 punto. (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.