

OPCIÓN A/ A AUKERA

**GETTING DRUNK IN YOUNG ADULTHOOD**

Despite educational campaigns warning about the damage that intoxication may 1  
cause, alcohol abuse between the ages 18-25 continues growing: Why? A report recently  
published in the UK clearly shows that the main reason is that for most young drinkers  
the consumption of alcohol has become synonymous with the pursuit of drunkenness,  
and drunkenness, in turn, has become the best way to make friends. In fact, many find it 5  
difficult to imagine alcohol-free alternatives for getting groups of young adults together.

However, this excessive consumption is not only attributed to the absence of group  
bonding opportunities in other areas of life, but also to the success of alcohol markets in  
filling this void. Young people are subjected to hundreds of advertisements promoting  
and supporting excessive drinking. These advertisements exclude those aimed at more 10  
moderate relationships with alcohol, which publicists preserve for adult drinkers. As a  
consequence, alcohol education programmes promoting 'sensible drinking among the  
young' starkly contrast with how alcohol is really used and promoted by publicity  
campaigns and are, therefore, unlikely to influence behavioural change in young people.

What could work then? According to the UK report, it seems that the cost of alcohol 15  
is an important measure by which young adults monitor their alcohol intake, at least  
within a given drinking occasion. Decisions on how much to drink differ according to  
the sober and intoxicated states in which they are made. On the contrary, how much  
money people have in their pocket on a particular night stays the same. One strategy  
used by young people to moderate consumption is to take only a limited amount of 20  
money on a night out. Unfortunately, offers of cheap alcohol often undermine this  
strategy by increasing the amount of alcohol they can buy within their self-imposed  
financial limit. In any case, the cost of alcohol represents a more effective brake on  
consumption than considerations about health or attempts to promote moderate drinking. 24

1. Answer these questions about the text. Use your own words whenever possible (2 points).

- What is excessive alcohol consumption attributed to?
- What is the strategy that some adolescents use to reduce alcohol consumption on a particular occasion?

2. Read the following statements, decide whether they are true or false and justify your answer by quoting evidence from the text (2 points, 0.50 each).

- Alcohol consumption between the ages 18-25 continues growing due to the lack of educational campaigns.
- Publicity campaigns about alcohol consumption only target the young drinker.
- Decisions about how much alcohol young people drink are subject to the degree of alcohol they have drunk when making these decisions.
- Increasing the prices of alcohol is more effective in cutting down on consumption than educational campaigns.

3. Find in the text the word or group of words which match these definitions (1 point, 0.20 each).

- Making someone realize a possible danger or problem, especially one in the future (Paragraph 1).
- An account or description presented in detail (Paragraph 1).
- In a very obvious and clear manner (Paragraph 2).
- Have little chance of, be improbable (Paragraph 2).
- Make weaker or less likely to succeed (Paragraph 3).

4. Complete the text using the correct words from the box below. There are 2 words that you won't need (2 points, 0.25 each).

Alcohol is the drug of choice among youth. (a) \_\_\_\_\_ often today's headlines bring news of yet (b) \_\_\_\_\_ alcohol-related tragedy (c) \_\_\_\_\_ a young person. The problem is not only that young people are consuming alcohol but also that their (d) \_\_\_\_\_ often (e) \_\_\_\_\_ to tragic consequences. Each year, approximately 5,000 young people under the age of 21 die as a result of underage drinking; this includes about 1,900 deaths from motor vehicle crashes, 1,600 as a result of homicides, 300 from suicide, (f) \_\_\_\_\_ hundreds from different injuries. Clearly, then, young adult (g) \_\_\_\_\_ pose a serious public health threat, putting themselves and (h) \_\_\_\_\_ people at risk.

TOO	LEAD	ANOTHER	INVOLVING	DRINKING	LEADS
AS WELL AS		DRINKERS	OTHER	INVOLVES	

5. Write an essay of about 150 words on ONE of the following topics (3 points).

- In your view, should alcohol be further restricted or even prohibited?
- Imagine that sometime ago a friend of yours drank too much when you were at a party and something horrible happened. Write about it.

FASE GENERAL  
Realizar una de las dos opciones propuestas (A o B)

FASE OROKORRA  
Bi aukeretatik bat hartu behar duzu (A edo B)

OPCIÓN B/ B AUKERA

J. R. R. TOLKIEN AND THE LORD OF THE RINGS

J. R. R. Tolkien (1892-1973) was an excellent student but failed to win a 1  
scholarship to Oxford. Father Morgen, the man in charge of his education, put this  
down to his romance with his childhood sweetheart, Edith, and made Tolkien promise  
not to see her until he was 21. Tolkien agreed to his request. From an academic point  
of view, his separation from Edith seemed to do the trick, and a year later he was a 5  
student in Oxford. On his 21<sup>st</sup> birthday he renewed his contact with Edith, and  
persuaded her to marry him. In 1914, the United Kingdom entered World War I but  
Tolkien decided to delay enlisting until completing his degree in July 1915. Finally, in  
1916, he fought in the Western Front where he had to witness, at first hand, the  
horrors of the "Great War". All but one of his close friends were killed in action. 10

In 1917, J. R. R. Tolkien had already begun working on *The Silmarillion*, a very  
complex work he continually revised until his death. However, his writings were only  
known by very few until sometime after 1930 when, whilst marking an examination  
paper, he jotted in the margins the immortal words "*In a hole in the ground lived a*  
*hobbit*". Unlike *The Silmarillion*, *The Hobbit* was a simple fairy tale and adventure for 15  
children. Hinting at evil things, it still ends in a happy ending for all and is primarily  
concerned with a triumph of good over evil.

*The Hobbit* was a success and Tolkien was encouraged to write a sequel. Then, he  
began writing *The Lord of the Rings*. Putting its roots into *The Silmarillion*, it became  
an epic of unprecedented depth. No longer was Tolkien writing a simplistic adventure 20  
story; the triumph of good over evil is no longer so complete. Even in the mission's  
success there is no obvious happy ending. Due to the sheer scope, complex content  
and length of the book, the publishers were wary of publication. Eventually they  
decided to publish the book in 1954 under two conditions: it would be split up into 25  
sections and Tolkien would receive no payment until the book moved into profit. The  
first edition soon became a good seller. However, it was in 1965, when the book was  
published in America, that it really took off, becoming an international bestseller.  
Even before the release of films, the book was often voted as best loved book of all  
time.

1. Answer these questions about the text. Use your own words whenever possible (2 points).

- What was Father Morgen's request? Why did he make this request?
- Under what conditions was "*The Lord of the Rings*" published?

2. Read the following statements, decide whether they are true or false and justify your answer by quoting evidence from the text (2 points, 0, 50 each).

- Tolkien didn't marry Edith.
- All of Tolkien's close friends were killed during World War I.
- The inspiration to write *The Hobbit* came unexpectedly.
- There is a connection between *The Lord of the Rings* and *The Silmarillion*.

3. Find in the text the word or group of words which match these definitions (1 point, 0, 20 each).

- Have the necessary or wanted effect (Paragraph 1).
- Make something happen at a later time (Paragraph 1).
- See something happen (Paragraph 1).
- A literary, dramatic, or cinematic work whose narrative continues that of a preexisting work (Paragraph 3).
- Not completely trusting or certain about something (Paragraph 3).

4. Complete the text using the correct words from the box below. There are 2 words that you won't need (2 points, 0, 25 each).

Tolkien wrote, most often, late into the night. He was a university professor, harried by the necessity of preparing lectures and publishing scholarly research, and had (a) \_\_\_\_\_ time to call his own. The midnight hours, (b) \_\_\_\_\_, became his refuge, the interlude when he could turn to the epic he was writing. His gift for archaic languages led (c) \_\_\_\_\_ into the world of medieval epics and, so, into the kind of storytelling that lays the groundwork for the trilogy. Readers the world (d) \_\_\_\_\_ have been entranced by the quest of Frodo, the unprepossessing hobbit-hero (e) \_\_\_\_\_ must prevent a golden ring, invested with terrible powers, (f) \_\_\_\_\_ falling into the hands of the evil wizard, Sauron. (g) \_\_\_\_\_ stories have (h) \_\_\_\_\_ last made their way into a long-awaited cinematic adaptation from director Peter Jackson.

THEN	LITTLE	FEW	OVER	HIM	FROM
WHO	THE TOLKIEN'S		TOLKIEN'S		AT

5. Choose ONE of the following quotations by J. R. R. Tolkien and write ONE essay (a or b) of about 150 words with the quotation of your choice:

- "No Victory without suffering".  
"Even the smallest person can change the course of the future".

- Write a brief story (real or fictional) that could finish with the quotation you have chosen.
- Express you opinion on the quotation you have chosen.

**PRUEBA DE ACCESO A LA UNIVERSIDAD 2012**

**ASIGNATURA: INGLÉS**

**CRITERIOS DE CORRECCIÓN:**

**Apartado 1. Preguntas de comprensión e interpretación del texto.**

a) Preguntas de comprensión y expresión. Puntuación máxima: 2 puntos. Se pretende medir las capacidades de comprensión de las ideas principales del texto y la expresión escrita. Se otorgará 1 punto por la comprensión y 1 punto por la corrección lingüística. Deberá evitarse copiar frases literales del texto.

b) Preguntas de comprensión. Puntuación máxima: 2 puntos. Se medirá exclusivamente la capacidad de comprensión de las ideas globales o aspectos más específicos del texto por medio de la identificación y reproducción de partes pertinentes del mismo, selección de la opción correcta, etc.

**Apartado 2. Léxico.**

Puntuación máxima: 1 punto. Las diferentes preguntas propuestas irán orientadas a comprobar la capacidad de comprensión del vocabulario del texto.

**Apartado 3. Gramática.**

Puntuación máxima: 2 puntos. Las preguntas de este apartado medirán la capacidad de utilización correcta de las estructuras morfosintácticas.

**Apartado 4. Redacción**

Puntuación máxima: 3 puntos. Este apartado pretende medir la capacidad de transmitir un mensaje eficazmente, con corrección y coherencia. Se tendrá en cuenta la riqueza léxica y morfosintáctica utilizadas en la exposición. Igualmente se valorará la creatividad y la madurez demostrada.

Se calificará en función de los siguientes criterios específicos:

**Contenido y presentación (1 punto)**

- Citar y responder a lo que propone el título.
- Que sea una respuesta personal, elaborada en el examen, no un discurso prefabricado y memorizado o una mera repetición de las ideas o frases del texto.
- No se valorará la información irrelevante, tanto en cuanto al contenido como al léxico (exceso de fórmulas de relleno, frases memorizadas fuera de lugar, etc.)
- Clara organización y secuenciación de ideas, tanto a nivel de párrafo como a nivel textual.
- Se valorará la creatividad donde corresponda.
- Longitud: Deberá tenerse en cuenta la extensión exigida. Se quitará puntuación cuando la respuesta sea demasiado corta o demasiado larga.

**Lengua: Forma y corrección (2 puntos)**

- Corrección morfosintáctica: concordancias; morfología, uso de conectores, riqueza oracional (estructuras subordinadas); puntuación, etc.
- Variedad y adecuación léxica: tono y registro adecuado al tema elegido; ortografía; riqueza léxica, evitar calcos lingüísticos del castellano o euskera, evitar copiar el vocabulario del texto, etc.

**\*NOTA:** En cada prueba se especificará al final de cada sección de cada uno de los apartados la puntuación que se le adjudica.