



# Prueba de Acceso a la Universidad de Extremadura

## Curso 2012-13

Asignatura: Inglés

Tiempo máximo de la prueba: 1h.30 min.

El alumno deberá escoger una de las dos opciones, A o B, y responder **en inglés a todas las preguntas** que se formulan en la opción elegida, sin mezclar preguntas de una y otra. **En el caso de la primera pregunta** (la redacción), **deberá escribir tan sólo sobre uno de los dos temas propuestos.**

### Opción A

#### School Discipline

All pupils in a school benefit when behaviour is good. High standards of behaviour are important in helping children to feel safe and learn well, and both parents and schools play an important part in this. In order to guarantee good behaviour, the British government advises schools to promote pupils' positive behaviour, helping them to build self-discipline and encouraging respect for others. But a school often needs sanctions to make pupils not misbehave.

Behaviour policies should include a code of conduct for pupils. Rules on conduct can apply before and after school as well as during the school day. They can set expectations for how pupils will behave in corridors, in bus queues and at lunch and break times as well as in the classroom.

British schools have a legal right to impose reasonable sanctions if a pupil misbehaves. Sanctions a school might use include a reprimand, a letter to parents, removal from a class or group, confiscating something belonging to the student if it is inappropriate for school (for example, a mobile phone or an MP3 music player), and even detention. Teachers cannot punish pupils physically, but can physically restrain them where it is necessary to stop a pupil injuring him or herself or someone else, damaging property or causing serious trouble.

Detentions can take place during school hours, at lunchtime, after school or at weekends. If a student fails to attend without a reasonable excuse, the school may give them a more severe punishment. Parents receive a written notice of a detention that takes place outside normal school hours, so they can make arrangements for transport or childcare. The notice should tell them why the detention was given and how long the child will have to stay at school.

- Write a composition about **one of the following two topics** (maximum 4 points):
  - Do you think that sanctions and punishments at school are necessary for better education results? Why or why not? Give your opinion in at least 80 words.
  - Write a story of at least 80 words **ending with** this sentence: "*Fortunately, Bill was not punished for his silly behaviour*". Remember that **the 9 words in this sentence cannot be counted in the 80 words you must write.**
- Answer the following **two** questions:
  - Does the writer say that schools receive orders to create a context that encourages students to behave well? Explain your answer, providing evidence from the text (maximum 1 point).
  - According to the text, can a school punish a student if necessary? Explain your answer, providing evidence from the text (maximum 1 point).
- Imagine you see someone in your school behaving badly. Tell him/her to stop doing so and give him/her a good reason for it (maximum 2 points).
- Grammatical transformation.
  - Rewrite the following sentence in the passive voice (**do not omit any part of it**) (maximum 1 point):  
*If necessary, the school may give students a more severe punishment.*
  - Rewrite the following sentence in the future simple (maximum 1 point):  
*A school often needs sanctions to make pupils not misbehave.*

## Opción B

### Hadrian's Wall

Hadrian's Wall was a defensive fortification in northern England. Begun in the year 122, during the rule of emperor Hadrian, it was the first of two fortifications built across Great Britain, the second being the Antonine Wall, which is not so well known because its physical remains are not so evident today.

The wall was the most heavily fortified border in the Roman Empire. In addition to its role as a military fortification, it is thought that many of the gates through the wall would have served as customs posts to allow trade between people on both sides.

A significant portion of the wall still exists, particularly the mid-section, and for much of its length the wall can be followed on foot or by cycle. It is probably the most popular tourist attraction in Northern England and UNESCO made it a World Heritage Site in 1987. English Heritage, a government organisation in charge of managing the historic environment of England, describes it as "the most important monument built by the Romans in Britain".

Different reasons for the construction of the wall have been offered over the years, but nobody has recorded an exact explanation for it so far. However, a number of theories have been presented by historians, most of which focus on an expression of Roman power and Hadrian's policy of defence before expansion. For example, on his accession to the purple in 117, Hadrian had been experiencing rebellion in Roman Britain and from the peoples of various conquered lands across the Empire, including Egypt and Libya. These troubles may have influenced Hadrian's plan to build the wall, and his construction of limes in other areas of the Empire, but we cannot tell to what extent.

1. Write a composition about **one of the following topics** (maximum 4 points):
  - a. Do you think that ancient monuments and ruins, such as Hadrian's Wall, should be especially protected by governments? Why or why not? Give your opinion in at least 80 words.
  - b. Write a story of at least 80 words **beginning with** this sentence: "*Carmen was very happy because she was going to visit a lot of monuments that day*". Remember that **the 16 words in this sentence cannot be counted in the 80 words you must write**.
2. Answer the following **two** questions:
  - a. Does the writer say that Hadrian's Wall has completely disappeared today? Explain your answer, providing evidence from the text (maximum 1 point).
  - b. According to the text, was Hadrian's Wall used exclusively as a defensive building? Explain your answer, providing evidence from the text (maximum 1 point).
3. Imagine you see somebody attacking some monument in your town. Tell him/her not to do so and give him/her a good reason for it (maximum 2 points).
4. Grammatical transformation.
  - a. Rewrite the following sentence in indirect style (reported speech), beginning with the words *They said* (maximum 1 point):

*The Antonine Wall is not so well known because its physical remains are less evident today.*
  - b. Rewrite the following sentence in the passive voice (**do not omit any part of it**) (maximum 1 point):

*Nobody has recorded an exact explanation for it so far.*