

## EXAME NACIONAL DO ENSINO SECUNDÁRIO

12.º Ano de Escolaridade (Decreto-Lei n.º 286/89, de 29 de Agosto)

Cursos Gerais e Cursos Tecnológicos

Nível Inicial — 3 anos de aprendizagem — 3 horas semanais

Duração da prova: 120 minutos

2001

1.ª FASE

2.ª CHAMADA

### PROVA ESCRITA DE INGLÊS

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Material admitido: dicionários unilingues e/ou bilingues.

#### I

1. Read the whole text below. Pick out the sentence that best expresses the main idea.

- a. Cars pollute Petersfield.
- b. Mr Fraser encourages parents and children to walk to school.
- c. Cycling and walking can be good alternatives to the car.
- d. Campaigners don't drive their cars for short distances.

Campaigners have pointed an accusing finger at the motor car for damaging the environment and polluting the air we breathe. So what are the alternatives? Well, there's walking or cycling, for example, they say.

Many individuals and pressure groups are trying to encourage alternatives to the car. Eugene Fraser, who lives in East Hampshire in England, is one of them. "I haven't had a car since 1992. I never liked the car and hated driving even short distances," said Mr Fraser.

In a society where the automobile is king, Mr Fraser doesn't miss his four wheels.

"Living in such an area as Petersfield, with everything quite close, such as shops, there is little need to use the car. I just wish more people would realise that using the car for a short distance is totally crazy – but that's the effect of the modern car culture. We need action to save our environment against the effects of the motor car."

Mr Fraser, an enthusiastic walker, also enjoys cycling on his bike. He is supporting a new initiative aimed at encouraging more parents to walk to school with their children. But he admits such campaigns face a battle, because many people use their cars from habit – even if it's just to drive down the road. In his opinion the central government has to do more to encourage public transport improvements and the introduction of more cycle lanes. (\*)

He also wants the town authorities in Petersfield, where he lives, to promote cycling and walking. "I would like to see more people in Petersfield walking or cycling."

"I understand that those living in villages may depend on the car, but those of us in the town area should do our bit to improve the environment and make ourselves healthier. I will continue to push for more cycle lanes around the town in the near future."

*in Petersfield Post, August 1996*

(\*) cycle lanes – a specially marked part of the road used by bicycles

2.

2.1. Answer these questions about the text in complete and clear sentences. Use your own words as far as possible.

2.1.1. Why are some people campaigning against car use?

2.1.2. State the reasons that make people use the car so often.

2.1.3. What should the authorities do to help people change their attitude towards cars?

2.2. Would you participate in Mr Fraser's campaign?

How would you act to show others what you think?

3. Complete the following table of facts and consequences about the text with four sentences from the box below it. Don't copy the whole text. Refer only to the numbers and letters.

FACTS	CONSEQUENCES
There are lots of cars on the roads.	..... 1 .....
..... 2 .....	They depend on their cars a lot.
There are few or no cycle lanes.	..... 3 .....
..... 4 .....	They improve their health.

- a) Pollution kills.
- b) Mr Fraser became a walker.
- c) People walk and ride bikes.
- d) People are not encouraged to cycle or walk.
- e) We have air pollution and destruction of the environment.
- f) Mr Fraser lives in Petersfield.
- g) People live far from the city centre.

II

1. Below is a newspaper story – divided into five sentences – about more traffic problems. Column A contains the beginnings of these sentences in the correct order. Choose a number from column B, then one from C to complete the sentences beginning in A. Write the correct sequence of numbers only.

A	B	C
1. Drivers passing the primary school at Hurst Green now have to pay more attention	6. but	11. children are going to or coming home from school.
2. In fact, they have to obey	7. while	12. at night it reverts the sign to 30 miles per hour.
3. They now have to slow down to 20 mph (miles per hour)	8. than	13. there is more safety with the new sign.
4. The headmaster says the road is still a very busy one,	9. for instance	14. the police in front of the school but also an experimental new sign.
5. A computer controls the sign;	10. not only	15. they used to some time ago.

2. Below you will find a few facts Mr Fraser collected for his campaign. Complete the sentences using the verbs in brackets (2, 4, 6, 8) in the right form and supplying prepositions (1, 3, 5, 7).

Do not rewrite the whole text. Refer only to the numbers.

A bike doesn't destroy the environment and it provides people ..... 1 ..... healthy exercise.

Japan ..... 2 ..... (build) lots of bicycle parking garages since 1990.

In Denmark about 30 percent ..... 3 ..... the population ..... 4 ..... (use) the bicycle.

In the USA if 1 percent of all car owners left their cars ..... 5 ..... home one day a week, that ..... 6 ..... (save) about 90 million litres of petrol a year.

People who make regular short journeys alone ..... 7 ..... their cars should consider the cheaper alternatives.

Eighty three percent of the carbon monoxide ..... 8 ..... (produce) in England comes from motor vehicles.

3. Rewrite the following sentences without changing their meaning. Begin as suggested.

3.1. In some countries the authorities promote cycling.  
In some countries cycling...

3.2. "Don't you miss your car, Mr Fraser?"  
The reporter asked Mr Fraser...

3.3. A lot of people joined the campaigns because they wanted to have a better environment.  
In order to...

**III**

Recall one of the stories you read in your extensive reading programme.  
Choose one of the main characters.  
Imagine what he/she might do to support one of Mr Fraser's campaigns.

Write between 80 – 100 words about that.  
Do not forget to identify the story and its author.

**FIM**

**COTAÇÕES**

**I**

- 1. .... 10 pontos
- 2.
  - 2.1. 3 × 15 pontos ..... 45 pontos
  - 2.2. 1 × 15 pontos ..... 15 pontos
- 3. 4 × 5 pontos ..... 20 pontos

**II**

- 1. 5 × 3 pontos ..... 15 pontos
- 2. 8 × 3 pontos ..... 24 pontos
- 3. 3 × 7 pontos ..... 21 pontos

**III**

..... 50 pontos

**TOTAL** ..... **200 pontos**