

# **EXAME NACIONAL DO ENSINO SECUNDÁRIO**

## **12.º Ano de Escolaridade**

**(Decreto-Lei n.º 286/89, de 29 de Agosto – Programas novos  
e Decreto-Lei n.º 74/2004, de 26 de Março)**

**(Continuação-trienal)**

**Duração da prova: 120 minutos  
2007**

**1.ª FASE**

### **PROVA ESCRITA DE INGLÊS**

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Identifique claramente as actividades e os itens a que responde.

Utilize apenas caneta ou esferográfica de tinta azul ou preta.

É interdito o uso de «esferográfica-lápis» e de corrector.

As cotações da prova encontram-se na página 6.

Pode utilizar quaisquer dicionários unilingues e/ou bilingues sem qualquer restrição ou especificação.

Os itens devem ser realizados pela ordem em que se apresentam, dado que cada passo se integra numa **sequência** que contribui para a realização da actividade final.

Nos itens de resposta aberta, sempre que apresente mais do que uma resposta para o mesmo item, apenas a primeira será classificada. Será atribuída a cotação 0 a respostas que não correspondam ao solicitado, independentemente da qualidade linguística do texto produzido.

Nos itens de resposta fechada será atribuída a cotação 0 às respostas:

- que indiquem mais opções do que a(s) pedida(s), ainda que nelas esteja incluída a opção correcta;
- com número e/ou letra ilegível.

As sugestões de distribuição do tempo de realização a seguir apresentadas têm como finalidade facilitar a gestão do tempo disponível.

<b>Actividade A</b>	20 minutos
<b>Actividade B</b>	50 minutos
<b>Actividade C</b>	40 minutos
<b>Revisão geral</b>	10 minutos

The end task you are expected to do is to write a story involving a case of discrimination or integration.

Activities A and B will provide you with input for Activity C.

## ACTIVITY A

1. Discrimination can be related to:

- A. Race      B. Gender      C. Age      D. Religion

For each aspect, write a sentence that illustrates a case of discrimination.

2. Complete each of the following sentences with an appropriate word from the box. In your answer, refer only to the letters and the numbers.

- |               |                   |              |                |                 |
|---------------|-------------------|--------------|----------------|-----------------|
| 1. emigration | 2. assimilation   | 3. respect   | 4. immigration | 5. xenophobia   |
| 6. acceptance | 7. discrimination | 8. tolerance | 9. segregation | 10. intolerance |

- a. Many wars have been caused by religious \_\_\_\_\_.
- b. \_\_\_\_\_ is an extreme dislike or fear of foreigners.
- c. Everyone should show \_\_\_\_\_ for others.
- d. At airports in the USA, people must pass through \_\_\_\_\_ control.
- e. Laws against racial \_\_\_\_\_ must be strictly enforced.

3. Complete each of the sentences below with a connector from the box. In your answer, refer only to the letters and the words.

however	after	before	while	although	during
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- a. Juan went to a language school in his hometown to improve his English \_\_\_\_\_ he came to work in Britain.
- b. \_\_\_\_\_ becoming famous, he found he was not discriminated against as much as he used to be.
- c. \_\_\_\_\_ they were looking for a man for the job, they hired a woman who had the best qualifications.
- d. She lost her job \_\_\_\_\_ she was on maternity leave.

V.S.F.F.

## ACTIVITY B

Read the following text.

### INTEGRATION HAS A LONG WAY TO GO

When the 17-year-old British boxer Amir Khan won a silver medal at the Athens Olympics, the celebrations went far into the night in two places. In the Pakistani village where his bride-to-be currently lives, his in-laws could boast that they made a great deal. But the celebration in the sub-continent was a tea party by comparison with the media circus in Britain. The fuss had less to do with Mr Khan's boxing than with his father's dress sense – in particular his Union flag waistcoat. The message was that the Khans were winning it for Britain. Yet the family was hedging its bets. Alongside Mr Khan, Amir's uncle sported a T-shirt carrying the national flag of Pakistan.

The Khan's uneasiness symbolises a dilemma faced across Europe. Can migrant families assume that even if they want to be British (or French or Spanish) they will be accepted as such? How to reconcile the economic integration of people bringing new skills and labour with the social integration that makes societies work?

In the past, most migration into Britain was postcolonial – the descendants of African slaves from the Caribbean, textile workers and farmers from the Indian sub-continent. Today the flows are from the states around the edges of Europe's rich heartland: Turkey, Iraq, Somalia and, of course, eastern Europe. Yesterday's West Indian nurses and Sikh bus drivers are being followed by today's Czech carpenters and Polish nannies.

The 4.5 m migrants who have come to Britain since 1945 will be surpassed by the numbers who arrive in the next quarter century to do hard-to-fill jobs (and pay our pensions). These migrants will be lighter-skinned, which may make them stand out less. But they won't speak English and they are more likely to be Muslims than Christians.

The lessons of the past aren't encouraging for their integration. It is only three years since Britain's northern towns were rocked by riots between young Asians and the police. The summer of 2004 narrowly escaped similar clashes, this time with new migrants cooped up in small, suspicious provincial towns. Britain's Home Office, working with the grass-roots network of the Commission for Racial Equality, can claim some credit for anticipating trouble and stepping in before it took off.

But the summer of 2005 may not be so quiet. It only takes a spark – a turf war between Somali and Caribbean gangs, or a row between an Iraqi Kurd and a young white over who has looked too long at whose girlfriend's legs – to touch off a conflagration.

Above all, the government will need to send some signals to the Khans – both at home and abroad – that Britain respects Muslims. One way would be a law to protect Muslims from discrimination based on religion. Today it remains perfectly legal to post a "No Muslims Allowed" sign outside a hotel, restaurant or pub; British laws prohibit this kind of discrimination on the grounds of race but not religion. For Muslim extremists, this is a manna from heaven.

*The Economist*, The World in 2005  
(abridged and adapted)

1. **Identify a paragraph in which the writer:**
  - a. makes recommendations to the British government.
  - b. expresses contradictions regarding immigrants.
  - c. narrates an event.
  - d. makes predictions for the near future of migrants.
  - e. reflects on immigration past and present.

**Refer only to the letters and the paragraphs.**

2. **Complete the following sentences according to the information in the text (paragraphs 2 and 3).**
  - a. No one can guarantee that European citizenship \_\_\_\_\_
  - b. Modern societies' success depends on \_\_\_\_\_
  - c. While immigration used to \_\_\_\_\_
3. **Identify three sources of inter-community conflict mentioned in the text (paragraphs 5 and 6).**
4. **Explain the point that the writer is making when he says that immigrants will “do hard-to-fill jobs” (l. 19).**
5. **Suggest why the sign “No Muslims Allowed” uses this kind of telegraphic language.**

### **ACTIVITY C**

1. **Below is a list of features commonly found in a story. Choose two and explain briefly in each case why it would be important to include it.**
  - a. narrate the main events
  - b. comment and react to the story
  - c. narrate events leading up to the main event
  - d. set the scene
  - e. describe the characters
2. **Write a story involving a case of discrimination or integration for a collection of stories entitled *Discrimination and Integration in the World*, as part of a European project to raise awareness of the difficulties experienced by immigrants. Your story may be based on a real incident or invented. You may use the input from activities A and B and C1. Write 180-250 words.**

**FIM**

V.S.F.F.

850/5

## COTAÇÕES

### Actividade A

1. ....	15 pontos
2. ....	15 pontos
3. ....	10 pontos
	<b>40 pontos</b>

### Actividade B

1. ....	20 pontos
2. ....	15 pontos
3. ....	20 pontos
4. ....	15 pontos
5. ....	10 pontos
	<b>80 pontos</b>

### Actividade C

1. ....	15 pontos
2. ....	65 pontos
	<b>80 pontos</b>

<b>TOTAL</b> .....	<b>200 pontos</b>
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