

## EXAME NACIONAL DO ENSINO SECUNDÁRIO

12.º Ano de Escolaridade (Decreto-Lei n.º 286/89, de 29 de Agosto)  
Rede Escolar de Amostragem (Portaria n.º 782/90, de 1 de Setembro)  
e Escolas C+S de Arraiolos e Colégio N. Sr.ª da Graça  
Nível de continuação — LE I — 6 anos de aprendizagem — 3 horas semanais

Duração da prova: 90 min + 30 min de tolerância  
1997

2.ª FASE

### PROVA ESCRITA DE INGLÊS

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**Material admitido: dicionários unilingues.**

Cada uma das secções — 1, 2, 3, 4, 5 e 6 — corresponde a um bloco temático.

Responda, apenas, a **duas** secções, incluindo obrigatoriamente, nessa selecção, o bloco onde está especificada uma obra de leitura extensiva cujos conhecimentos pretenda integrar na sua resposta. Deverá exprimir algum juízo crítico.

Na folha da prova, indique este último bloco através do número da secção respectiva, seguido de  (ex: 4 ); a sua resposta a esta secção (**só parte B**) não deverá exceder **220 palavras**. Relativamente à outra secção, indique apenas o número. A esta última tem obrigatoriamente de responder à **parte A** e à **parte B**. A sua resposta à **parte B** não deverá exceder **200 palavras**.

*Choose ONE text from among Sections 1 to 6 and answer both A and B below:*

**A.**

1. Give a title to the passage and justify your choice.
2. Identify the supporting ideas for the main idea of the text and list them in note form.

**B.**

Answer the question marked B that follows the text in the section you have chosen.  
(Your answer should not exceed 200 words.)

*Choose a different text from among Sections 1 to 6 according to the literary work you have studied.*

Answer the question marked B that follows the text in the section you have chosen.  
Your reading of the literary work should provide elements to be used in your answer.  
(Your answer should not exceed 220 words.)

## SECTION 1

Cultura Americana  
Bloco A: Um Acontecimento – A Bomba Atômica  
Obras de leitura extensiva:  
W. Gibson, *Neuromancer*  
T. Pynchon, *The Crying of Lot 49*

Read the following text:

As they entered the second half of the twentieth century, Americans were enjoying great material prosperity. National income was enormous. Employment was high. Farmers were doing well, working men – thanks to the war – were obtaining some of the security which they had long desired. Improved educational opportunities, especially grants for veterans, were making it possible for an increasing number of Americans to satisfy their ambition to enter the professions. Business earnings were at peak levels. Americans had more mechanical conveniences, more cultural opportunities, more leisure than before. Women and minority groups met with less discrimination than in earlier periods. At long last, Americans were learning to conserve their natural resources. On the world front, the United States had more naval and economic power than any other nation; and America was becoming a great scientific and cultural center. If atomic energy, discovered in part because of war needs, could be put to peacetime use, still greater gains might lie ahead.

Esmond Wright, *The American Dream, from Reconstruction to Reagan*,  
1996, Cambridge, Massachusetts, Blackwell Publishers  
(abridged and adapted)

**B. Reflect on the impact new technologies and scientific discoveries had upon American society in the post-war period.**

## SECTION 2

Cultura Americana  
Bloco B: Sons da América – Estórias da História  
Obras de leitura extensiva:  
H. A. Jacobs, *Incidents in the Life of a Slave Girl*  
A. Wilson, *Ma Rainey's Black Bottom*

Read the following text:

You say that music's for the birds  
You can't understand the words  
Well, honey, if you did, you'd really blow your lid  
Baby, that is rock and roll.

The Coasters, 1959

That was the difference of a decade. And perhaps it is the difference of a world. It is in any case indicative of the change in attitudes which took place and the difficulty rock 'n' roll would have in maintaining itself as an effective counter-culture today. In the end everything gets absorbed into the cultural mainstream, and rock 'n' roll was no different. Today there are just too many other outlets for disaffiliation for it to serve a truly subversive function.

With the success of The Beatles and The Rolling Stones all our old heroes were brought back to life. The old-time glamour, the practical way in which they manipulated their audience, the thorough professionalism of a performance that hovered on the continental edge of hysteria never failed to appeal to a sense of ourselves that was rooted deeply within us. And they're playing and singing to an audience of men and women very much like themselves, who grew up on a diet of hillbilly songs mixed in with Negro blues and made of rock 'n' roll at one time the truest kind of folk music.

Peter Guralnick, *Feel Like Going Home, Portraits in Blues and Rock 'n' Roll*, 1992, Harmondsworth, Penguin Books  
(abridged and adapted)

**B. Interpret the possible "subversive function" of music with regard to its origins in America.**

V.S.F.F.

### SECTION 3

#### Cultura Britânica

#### Bloco A: Shakespeare – Leitor de um Tempo

#### Obras de leitura extensiva:

W. Shakespeare, *Hamlet*

*Henry V*

*Julius Caesar*

Read the following text:

By Shakespeare's time the feudal powers of the Church and the lords had been destroyed, though the House of Lords still formed part of parliament. The common man was free. England was looking beyond Europe for new fields of trade and settlement. The whole pattern of her society had been gradually changed during the eighty years before Shakespeare's birth in 1564. It was a peaceful change, and it was carried out by the crown with the support of the Commons and of the new middle classes. But it would not have been possible without the educational development of the fifteenth century.

The Church had become increasingly unpopular since it supported a French Pope during the French wars. As a result, many rich men gave their money to build schools instead of giving it to the Church. New grammar schools were opened in all big towns. Often they were built by guilds or by private merchants who were proud of their towns and wanted to give local boys a chance. They gave free education to the 'poor'; but everyone was considered poor who could not afford a private teacher for his children. So the grammar schools were filled with the sons of traders, yeoman farmers and skilled workers, who gradually formed a valuable new force in society – well-informed public opinion.

A. G. Eyre, *An Outline History of England*, 1971, London, Longman  
(abridged and adapted)

B. Analyse the role of a new emerging well-informed class in the Tudor period.

### SECTION 4

#### Cultura Britânica

#### Bloco B: O Regresso à Dimensão Europeia – Últimas Décadas

#### Obras de leitura extensiva:

J. Fowles, *The Magus*

J. Osborne, *Look Back in Anger*

Read the following text:

In the British media, Northern Ireland draws attention mainly because of its political violence. After two decades of conflict, even though the daily minutiae of events have ceased to be newsworthy, there is a sufficient number of incidents whose peculiar horror is such as to attract periodic surges of media interest. The epitome of this process occurred in 1989 when the SAS killed three unarmed members of the IRA in Gibraltar and so fuelled prolonged debate about the existence of a 'shoot-to-kill' policy. At the funeral for the victims in West Belfast, a loyalist gunman infiltrated the crowd and began to hurl grenades, killing three mourners and injuring many more. At the subsequent funeral of one of these victims, two men, at least one of whom was armed, crossed the cortege in a car, were dragged out, horribly beaten and shot. They were later identified as two British Army corporals. This chain of events, which reflects in a gruesome manner the intense contradictions of the Northern Ireland conflict, constitutes the predominant media picture of the region.

From this perspective the conflict is inter-communal, almost tribal. The British government and the security forces stand between warring factions and get no thanks for it. The terrorists are an evil minority attempting to enforce an undemocratic solution on the mass of ordinary citizens.

Frank Gaffikin and Mike Morrissey, *Northern Ireland, the Thatcher Years*, 1990, London, Zed Books  
(abridged and adapted)

B. Outline the policy of British governments towards Northern Ireland in recent decades.

## SECTION 5

**Cultura Americana**  
**Uma Figura – Thomas Jefferson – Princípios e Protagonismos**  
**Obras de leitura extensiva:**  
B. Franklin, *The Autobiography of Benjamin Franklin*  
T. Paine, *Common Sense*

**Read the following text:**

When we think about who we are and how we came to be as we are, one factor we must consider is the influence of individuals on our lives. There are always people who influence a nation's history and have a positive or negative impact.

In the first years of the United States' independence, the nation benefited from the leadership of many great men who have been referred to as "The Founding Fathers". These men wrote the Constitution and provided the nation with leadership during its first twenty years of independence. We think of them as people like us with similar strengths and weaknesses, passions and concerns. That is the case of Thomas Jefferson who had gone against his party's sentiments for peace in order to pursue what he perceived to be the good of the nation. He thus provided a precedent for strong leadership. His election as President has been considered a peaceful revolution. The Constitution worked. There was a lot to be proud of as an American.

William O. Kellog, *American History, the Easy Way*, 1995, New York, Barron's  
(abridged and adapted)

**B. Explain the importance of Thomas Jefferson in the foundation of American democracy.**

## SECTION 6

**Cultura Britânica**  
**Séc. XVII – O Século das Revoluções**  
**Leitura intensiva:**  
Prosa ensaística que contemple o conteúdo do bloco.

**Read the following text:**

As the struggle developed in England, the weapon of censorship was used more harshly. It was not a new thing. Books, plays and poetry had been censored at various times since the previous century, and Shakespeare had spoken of "Art made tongue-tied by Authority". But the reaction of authority to what it saw as a revolutionary threat in the seventeenth century was appalling. In 1637, under Charles I, three Puritans published their criticism of the bishops who had taken dictatorial powers. For this they were sentenced to have their ears cut off, to be fined £5,000 each, and to be imprisoned for life. The Puritans were religious critics of dictatorial churches, not at first a political group, but their ideas had great political significance and were regarded as subversive by absolutist kings. They believed in personal contact with God, to whom they felt directly responsible, without the need of control by bishops. The theological democracy led to support for Parliamentary democracy. When Charles I attempted to impose taxes and raise forced loans without the agreement of Parliament, the Puritans were in the forefront of the fight to resist this tyranny. An open struggle developed between the divine right of kings and the divine right of private property as represented in Parliament.

Dave Morgan, *A Short History of the British People*, 1970, Leipzig, VEB  
(abridged and adapted)

**B. Comment on the statement "Art made tongue-tied by Authority" relating it to the divine right of kings carried on during the Stuart period.**

**FIM**

**V.S.F.F.**

## COTAÇÕES

O examinando deverá seleccionar apenas duas secções a que são atribuídas as seguintes cotações máximas:

- uma secção em que deverá responder aos grupos:

A. 1. — 20 pontos

2. — 30 pontos

B. 50 pontos

Subtotal \_\_\_\_\_ 100 pontos

- uma outra secção em que deverá integrar conhecimentos da obra de leitura extensiva 100 pontos

TOTAL \_\_\_\_\_ 200 pontos