

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 II — 6 anos de aprendizagem — 4 horas semanais

Cursos de Carácter Geral e Tecnológicos de Administração e Serviços Comerciais — Agrupamento 3

Curso Tecnológico de Comunicação — Agrupamento 4

Duração da prova: 90 min + 30 min de tolerância

2.ª FASE

1997

PROVA ESCRITA DE INGLÊS

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. Esta resposta deverá evidenciar capacidade de emitir juízos de valor.

Na folha da prova, indique este bloco através do número da secção respectiva, seguido de (ex: 1); 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 **two** examples from among the categories below:

- link-words/connectors
- anaphoric references
- points of reference in time
- stylistic devices/figures of speech

Write down the category of each and quote the words corresponding to it from the text.
(You may choose two from the same category or from different categories.)

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: Culturas Nativas – O Passado no Presente
Obras de leitura extensiva:
T. Hillerman, *Dark Wind*
J. Welch, *Fools Crow*

Read the following text:

Government policy ever since the Monroe administration had been to move the Indians beyond the reach of the white frontier. But inevitably, the reservations had become smaller and more crowded and many began to protest against the government's treatment of the Indians. Most reformers believed the Indian should be assimilated into the dominant culture. The federal government even set up a school in Carlisle, Pennsylvania, in an attempt to impose white values and beliefs on Indian youths.

In 1887 the Dawes Act reversed U.S. Indian policy, permitting the president to divide up tribal land and parcel out 65 hectares of land to each head of a family. Such allotments were to be held in trust by the governments for 25 years, after which time the owner won full title and citizenship. Lands not thus distributed, however, were offered for sale to settlers. This policy, however welcomed, proved disastrous, since it allowed more plundering of Indian lands. Moreover, its assaults on the communal organisation of tribes caused further disruption of traditional culture. In 1934 U.S. policy was reversed again by the Indian Reorganisation Act, which attempted to protect tribal and communal life on the reservations.

An Outline of American History, 1994, USA
(abridged and adapted)

B. Analyse the phenomenon of exclusion of Native Americans as exemplified by the reservation system.

SECTION 2

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

Read the following text:

Jefferson liked to think of his election as the "Revolution of 1800," but the policies that he followed were more conciliatory than revolutionary. That they suited the vast majority of the people is attested to by his overwhelming reelection in 1804.

An amateur scientist long before he was president, Jefferson had nourished an active curiosity about the vast Louisiana country. In January 1803, he asked Congress for money to send an exploring expedition to the far northwest, beyond the Mississippi, in what was still foreign territory. Congress approved and Jefferson assigned as commanders Meriwether Lewis, the president's private secretary, and another Virginian, William Clark.

In May 1804 the "Corps of Discovery," numbering nearly fifty, set out from St. Louis to ascend the Missouri River. Six months later, in what is now North Dakota, they built a fort and wintered there, sending back a barge loaded with plant and animal specimens. They headed back east by almost the same route as they had come and returned to St. Louis in September 1806, having been gone nearly two and a half years. No longer was the Far West unknown country.

George B. Tindall and E. David Shi, *America, 1989*, New York, W. W. Norton,
(abridged and adapted)

B. Identify Jefferson's role in the advancement of science in the United States.

V.S.F.F.

SECTION 3

Cultura Britânica

Bloco A: Grã-Bretanha/Oficina do Mundo – A Grande Exposição de 1851

Obras de leitura extensiva:

R. L. Stevenson, *Dr. Jekyll and Mr. Hyde*

O. Wilde, *The Picture of Dorian Gray*

Read the following text:

Changes in technology, in markets, and in overseas supplies also led to a decline in rural crafts, though some survived as factory trades in the countryside. Government legislation, too, affected agricultural employment and country workers' education.

In the welter of change many country people found their lives altered, some for better, some for worse. Periods of prosperity gave way to years of depression, with farmers bankrupted, landlords plagued by falling rentals, and farm-workers unemployed. In the long term landlords lost some degree of their pre-eminence, farmers achieved more independence and the labourers, very slowly, emerged with a higher standard of life. The country professions of the clergy, lawyers, doctors, land agents and others also had to try to meet new circumstances and different standards. And when the times were most adverse for the labouring population, unrest was rife, rioters pillaged food stores and broke machinery, and the work of incendiaries illuminated the night sky.

G. E. Mingay, *Rural Life in Victorian England*, 1979, Glasgow, Futura Books
(abridged and adapted)

B. Relate the tensions in rural Britain to the deeper conflicts in Victorian society.

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:

The first date that belongs to Northern Ireland rather than to Ireland as a whole is 1609, when thousands of Scots Presbyterians were brought over for the Plantation of Ulster. The hatred between colonized and colonizer was underlined by the difference in their religions, and the Irish were persecuted not only for being the natives but on the basis of being Catholics as well. From then on, they never quite sorted out religion from politics.

National feeling grew, and throughout the nineteenth century there was continual struggle to end British occupation, British imperialism and British capitalism.

Then came the Easter Rising of 1916. After its failure, it was becoming obvious that the English couldn't resist Irish independence much longer.

It is very difficult to forecast what will happen now. Every day means a new chapter in a book and a new chapter in the life of a person. But whatever happens, never again will the Unionist Government be able to govern Northern Ireland as it has done since the country was created by Act of Parliament. We will fight for justice.

Bernardette Devlin, *The Price of My Soul*, 1970, London, Pan Books Ltd.
(abridged and adapted)

B. Interpret the situation within Northern Ireland as a reflection of feelings of discontent in 20th-century British society.

SECTION 5

Cultura Americana
Sons da América – Estórias da História
Obras de Leitura Extensiva:

H. Jacobs, *Incidents in the Life of a Slave Girl*
A. Wilson, *Ma Rainey's Black Bottom*

Read the following text:

I never thought I'd cut a record by myself,
 But I've got something I want to say,
 I want to say it for Cher,
 And I hope I say it for a lot of people...
 Why can't I be like any guy?
 Why do they try to make me run?
 Sounds funny now,
 What do they care about the clothes I wear?
 Why get their kicks from making fun?
 Yeah! This world's got a lot of space
 And if they don't like my face
 It ain't me that's going anywhere, no.
 So I don't care – then laugh at me.
 If that's the way I have to be to be free,
 Then, baby, laugh at me.
 And I'll cry for you,
 And I'll pray for you,
 And I'll do all the things that the man upstairs tells me to do,
 I'll do them, I'll do them for you...
 It's got to stop someplace, it's got to start sometime.
 I'll make that other Cher mine
 And maybe the next guy that don't wear a silk tie
 He can walk by and say hi!, say hi!,
 Instead of why?, instead of why?, babe, instead of why?
 What did I do to you? Why, I don't know why.

Sonny Bono, *Laugh at Me*, 1965, Atlantic Records
(abridged and adapted)

B. Explain the relationship between music and the expression of youth concerns.

SECTION 6

Cultura Britânica
Séc. XVII - O Século das Revoluções
Leitura Intensiva:

Prosa ensaística que contemple o conteúdo do bloco.

Read the following text:

The increase of popery and the favours of and encouragement of papists, have been, and still are, a great grievance and danger to the kingdom.

The invocation, in matters of religion, upon usurpations of the clergy, the manifold burdens and taxation upon the people, have been a great cause of our present distempers and disorders; and yet those who have been chief actors of such mischiefs have had their credit and authority from this, that they were forward to maintain this power. The Earl of Stafford had the first rise of his greatness from this; and in his apology and defence as your lordships have heard, this has a main part.

The royal power and majesty of kings is only glorious in the prosperity and happiness of the people. The perfection of all things consists in the end in which they were ordained. God only is his own end. All other things have a further end beyond themselves, in attaining whereof their own happiness consists. If the means and the ends be set in the opposition to one another, it must needs cause an impotency and defect of both.

Brian MacArthur (ed.), *The Penguin Book of Historical Speeches*,
1995, London, Penguin Books (abridged and adapted)

B. Comment on the changes to the King's power in the Stuart Age.

FIM

COTAÇÕES

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