

EXAME NACIONAL DO ENSINO SECUNDÁRIO  
12.º Ano de Escolaridade (Decreto-Lei n.º 286/89, de 29 de Agosto)  
Curso Geral e Cursos Tecnológicos  
Nível de continuação — LE II — 6 anos de aprendizagem — 4 horas semanais

Duração da prova: 120 minutos  
2000

1.ª FASE  
2.ª CHAMADA

PROVA ESCRITA DE INGLÊS

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**Material admitido: dicionários unilingues.**

Deve responder a **todos** os itens da **Parte A**.

A **Parte B** é constituída por três secções, correspondentes aos diferentes blocos temáticos. Destas, seleccionará apenas **uma**, que será obrigatoriamente a referente à obra de leitura extensiva que trabalhou durante o ano lectivo, cujo conhecimento deverá relacionar com a área de conteúdo sociocultural respectiva. A sua resposta a esta secção deverá conter entre **180 e 280** palavras.

**PART A**

Read the following text:

The "medicine bag" is a mystery bag; and its meaning and importance necessary to be understood, as it may be said to be the key to Indian life and Indian character. These bags are constructed of the skins of animals, of birds, or of reptiles, and ornamented and preserved in a thousand different ways, as suits the taste of the person who constructs them.

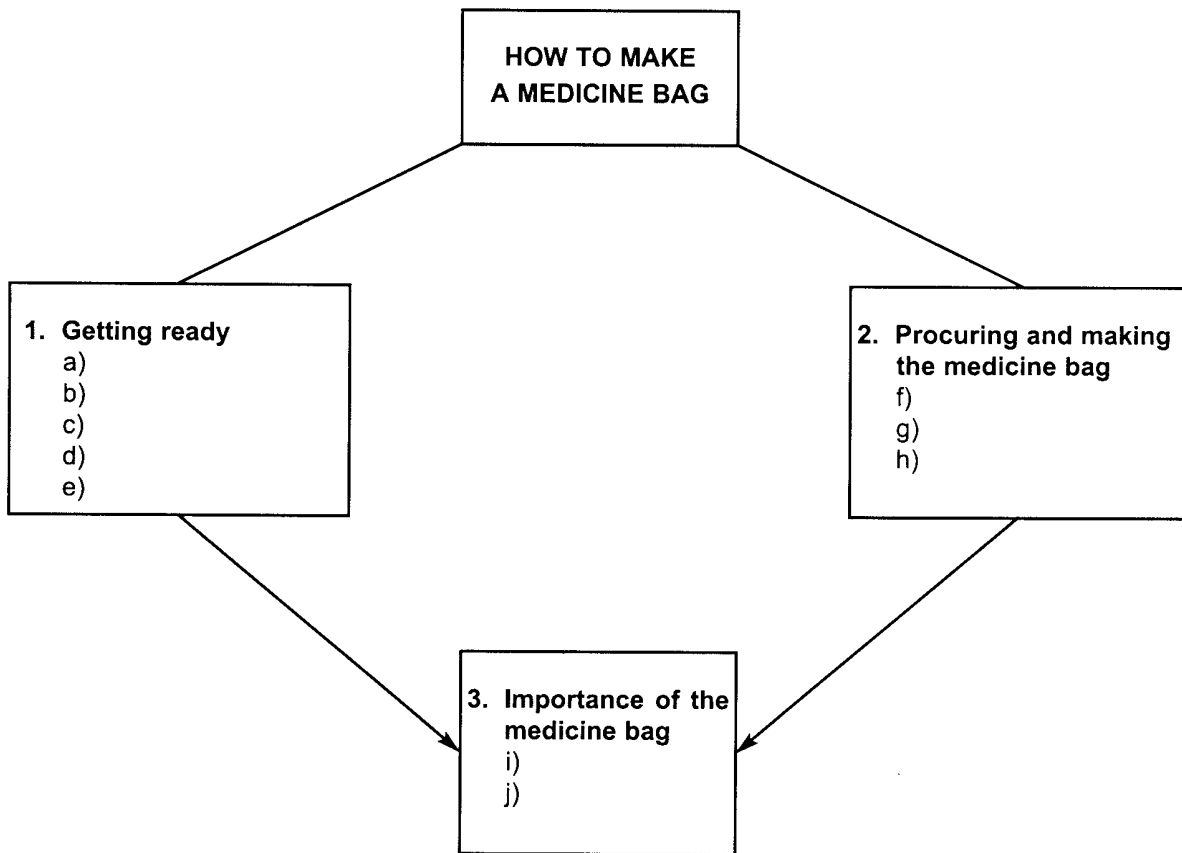
5 The manner in which this curious and important article is instituted is this: a boy, at the age of fourteen or fifteen years, is said to be making or "forming his medicine", when he wanders away from his father's lodge, and absents himself for the space of two or three, and sometimes even four or five, days; lying on the ground in some remote or secluded spot, crying to the Great Spirit, and fasting the whole time. During this period of peril and abstinence, when he  
10 falls asleep, the first animal, bird, or reptile, of which he dreams (or pretends to have dreamed, perhaps), he considers the Great Spirit has designated for his mysterious protector through life.

He then returns home to his father's lodge, and relates his success. After allaying his thirst, and satiating his appetite, he sallies forth with weapons or traps, until he can procure the  
15 animal or bird, the skin of which he preserves entire, and ornaments it according to his own fancy. He carries it through life, for "good luck" (as he calls it), as his strength in battle, and in death his guardian *Spirit*, that is buried with him, and which is to conduct him safe to the beautiful hunting grounds which he contemplates in the world to come.

Catlin, George, *North American Indians*, London, Penguin Books, 1989  
(abridged and adapted)

1. Identify the aspect of Indian culture this text mainly deals with.

2. Complete the following diagram in note form. Refer only to the letters in the boxes.



3. Look at the following sentences:

"... are constructed... ornamented... preserved..." (ll. 2-3)

"... is instituted..." (l. 5)

Explain the reason why the Passive Voice is used.

4. The sentences below are Present forms:

"... carries it through life..." (l. 16)

"... is buried with him..." (l. 17)

Choose a., b. or c. below, according to whether you think they convey the idea of

a. future action

b. habitual action

c. present action

V.S.F.F.

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5. Complete the sentence below according to the information in ll. 13-14.

No sooner ..... than he goes out to procure his protector.

6. The text deals with an important issue in Native American tradition.

In 70-100 words, describe other values and beliefs equally crucial in the definition of Indian identity.

## PART B

### SECTION 1

<p><b>Cultura Americana</b> <b>Bloco A:</b> Culturas Nativas – O Passado no Presente <b>Obra de leitura extensiva:</b> Welch, J., <i>Fools Crow</i></p>
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Read the following text:

The importance of identity and heritage for Native peoples has enormous implications for their relationships with museums. "We need our heritage, our history," young Native people tell me; "we need our culture. We need to know who we are."

They want this knowledge for many reasons. In the face of all that their ancestors endured and the prejudice they still face, they teach their children who they are. They are creating new ceremonies based on very ancient ones, and in some cases reviving old practices.

*British Museum Magazine, Summer 1999*

Analyse the current desire on the part of Native Americans to preserve their heritage by relating it to similar concerns expressed by the main character in James Welch's *Fools Crow*.

## SECTION 2

**Cultura Britânica**  
**Bloco A:** Grã-Bretanha/Oficina do Mundo –  
A Grande Exposição de 1851  
**Obra de leitura extensiva:**  
Stevenson, R. L., *Dr Jekyll and Mr Hyde*

**Read the following text:**

As I walked restless and despondent through the gloomy city,  
And saw the huge refuse-heaps writhing with children  
picking them over,  
And the ghastly half-roofless smoke-blackened houses,  
the black river flowing below... –  
As I saw these, and as I saw again far away the Capitalist  
quarter, with its villa residences and its high-walled  
gardens and its well-appointed carriages, and its face  
turned away from the wriggling poverty which made it  
rich... –  
I shuddered.

Edward Carpenter, "Towards Democracy" in J.F.C. Harrison, *Late Victorian Britain*, Fontana Press, 1990

**Evaluate the Victorian moral values and the reality evidenced in this poem, relating it to the duality experienced by the characters in *Dr Jekyll and Mr Hyde*.**

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

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**SECTION 3**

**Cultura Britânica**  
**Bloco B:** O Regresso à Dimensão Europeia –  
Últimas Décadas  
**Obra de leitura extensiva:**  
Osborne, J., *Look Back in Anger*

**Read the following text:**

Let me give you my vision: a man's right to work as he will, to spend what he earns, to own property, to have the State as servant and not as master – these are the British inheritance. They are the essence of a free country and on that freedom all our other freedoms depend.

But we want a free economy, not only because it guarantees our liberties, but also because it is the best way of creating wealth and prosperity for the whole country, and it is this prosperity alone which can give us the resources for better services for the community, better services for those in need.

Margaret Thatcher, Brighton, 10 October, 1975, Brian MacArthur (ed.), *The Penguin Book of Twentieth-Century Speeches*, London, Penguin Books, 1993

**Interpret the contrast between Margaret Thatcher's words and the social reality during her time in power, and relate it to the contradictions to be found in the personality of Jimmy Porter in *Look Back in Anger*.**

**FIM**

**COTAÇÕES**

• Parte A

1. ....	15 pontos
2. .... (10 × 3).....	30 pontos
3. ....	15 pontos
4. .... (2 × 5).....	10 pontos
5. ....	10 pontos
6. ....	40 pontos
	120 pontos

• Parte B .....	80 pontos
	80 pontos

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