

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 de Continuação — LE I — 8 anos de aprendizagem — 3/4 horas semanais

Duração da prova: 120 minutos
2001

2.ª FASE

PROVA ESCRITA DE INGLÊS

Material admitido: dicionários unilingues.

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

A **Parte II** 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 situar-se entre **150 e 250** palavras.

I

Read the following text:

The year 1989 was a turning-point in the history of the twentieth century and is comparable to the great revolutionary years in European history. One striking feature of these revolutionary upheavals was the transformation of universal revolution into counter-revolutionary reaction. It was a revolutionary overthrow of the established political order in the name of liberal

5 democracy and at the same time a belated attempt by Eastern Europe to catch up on the West. The revolutions in Eastern Europe struck precisely that moment when the West was abandoning social democracy. The ending of the Cold War in 1989 under revolutionary conditions in Eastern Europe not surprisingly then set in motion a renewed interest in nationalism and religion and the debate on the meaning of Europe took on a new momentum.

10 'The people' were defined not in opposition to other national communities. This definition of the people has been effectively exploited as a means of defining Europe. Margaret Thatcher, though an entrenched opponent of the European Union, praised the European achievement when it was other cultures, and not Anglo-Saxonism, that it was being contrasted with: 'Too often the history of Europe is described as a series of interminable wars and

15 quarrels. Yet, from our perspective today, surely what strikes us most is our common experience. For instance, the story of how Europeans explored and colonised and – yes, without apology – civilised much of the world is an extraordinary tale of talent, skill and courage!

Delanty, Gerard, *Inventing Europe, Idea, Identity, Reality*, London, MacMillan Press Ltd, 1995
(abridged and adapted)

1. Choose the best title for the text and justify your choice:

- The ending of the Cold War
- A new meaning to Europe
- The benefits of colonisation

2. Identify the changes in Europe which led to 'a renewed interest in nationalism'. (ll. 8-9)

3. Specify the attitude(s) that lies behind the expression 'yes, without apology'. (ll. 16-17)

4. The following words are used in the text:

history	tale	story
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Use each of them in meaningful sentences of your own.

5. Identify the grammatical categories of the following words in the text:

- 5.1. striking (l. 2)
- 5.2. abandoning (l. 7)
- 5.3. ending (l. 7)
- 5.4. surprisingly (l. 8)

6. All the following verb forms, taken from the text, are in the passive voice. For each of them, identify the tense. Just refer to the numbers.

- 6.1. were defined (l. 10)
- 6.2. has been exploited (l. 11)
- 6.3. was being contrasted (l. 13)
- 6.4. is described (l. 14)

7. Relate the impact of the end of the Cold War in 1989 on the European policy of Margaret Thatcher. Use between 70 and 100 words.

V.S.F.F.

650/3

II

SECTION 1

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

Look at the picture:



Civil rights leaders Rev. Ralph D. Abernathy, left, and Rev. Martin Luther King, right, are taken in tow by a policeman as they lead a line of demonstrators into the business section of Birmingham, Alabama, April 12, 1963.

Ambrose, Stephen and Brinkley, Douglas, *Witness to America, An Illustrated Documentary History of the United States from the Revolution to Today*, New York, Harper Collins Publishers, 1999

Compare the period of conformity that characterized the 50s to the nonconformity of the 60s, bearing in mind the attitudes expressed by the characters in the novel *The Crying of Lot 49*.

SECTION 2

Cultura Americana
Bloco B: Sons da América – Estórias da História
Obra de leitura extensiva:
Wilson, A., *Ma Rainey's Black Bottom*

Read the following text:

Ma Rainey: White folks don't understand about the blues. They hear it come out, but they don't know how it got there. They don't understand that's life's way of talking. You don't sing to feel better. You sing cause that's the way of understanding life.

Wilson, August, *Fences and Ma Rainey's Black Bottom*, New York, Penguin Books, 1985
(abridged)

Bearing in mind the attitudes of Irving and Sturdyvant in the play, justify the above statement.

SECTION 3

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

Look at the following picture:



Nova, n.º 142, 22 de Março de 2000

Comment on the above cartoon taking into account what you have learnt about the role of the Conservative Government during the conflict over the Falkland Islands and the impact such policies may always have had on individuals.

FIM

V.S.F.F.

650/5

COTAÇÕES

• Parte I

1.	16 pontos
2.	16 pontos
3.	16 pontos
4. (3 × 4)	12 pontos
5. (4 × 3)	12 pontos
6. (4 × 2)	8 pontos
7.	40 pontos

120 pontos

• Parte II

..... 80 pontos

TOTAL 200 pontos