

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
2005

1.ª FASE

PROVA ESCRITA DE INGLÊS

A prova é constituída por 2 grupos:

- O **Grupo I** testa a interpretação de textos (ler/escrever), o conhecimento da língua inglesa (em contexto) e o conteúdo sociocultural.
- O **Grupo II** testa a capacidade de relacionar a obra literária que estudou durante o ano lectivo com o conteúdo sociocultural em que aquela se insere, bem como as competências linguística, discursiva e estratégica (escrever/ler).

Os itens do **Grupo I** são todos de resposta obrigatória.

Em itens de resposta fechada (escolha múltipla, correspondência, ordenamento, verdadeiro/falso, completamento) será atribuída a cotação 0 (zero) se não forem respeitados os critérios de realização.

O **Grupo II** é constituído por 3 secções, correspondentes aos diferentes blocos temáticos.

Destas, responderá apenas a uma, que será a referente à obra de leitura extensiva que trabalhou durante o 12.º Ano, cujo conhecimento tem obrigatoriamente de relacionar com a área de conteúdo sociocultural respectiva.

A não observância desta prescrição determina a atribuição de cotação 0 (zero) à resposta apresentada.

Se responder a mais do que uma secção, apenas a primeira resposta será classificada.

A resposta deverá conter entre 150 e 250 palavras.

É permitida apenas a consulta de dicionários unilingues, incluindo os enciclopédicos, sem qualquer restrição ou especificação.

Read the following text:

“ALL SHOOK UP”

Vernon and Gladys' happy, if dirt-poor existence came to an abrupt end in 1938, when Vernon, to his lasting shame, was caught forging a \$4 check and sent off to prison. Unable to make ends meet, Gladys lost the house and moved in with relatives, who later recalled that she and Elvis were devastated by Vernon's absence.

5 Elvis would sit on the porch “crying his eyes out because his daddy was away”, one remembered. And Gladys, a friend said, “had always been lively, but after [Vernon] went to prison, she was awful nervous”.

10 Even after being reunited eight months later, Elvis, Gladys and Vernon all experienced sleepwalking episodes – or “action nightmares”, in one cousin's colorful Southern parlance. Salvation was found where it was sought, at the Assembly of God services. His parents may have gone for spiritual inspiration, but for young Presley, the fascination was always with the music. As Gladys recalled, “He would slide down off my lap, run into the aisle and scramble up to the platform. There he would stand looking at the choir and trying to sing with them.”

15 Presley's vocal talent was in evidence at an early age. Not only would he sing along with the congregation, but sometimes he'd join his parents in the church choir. “It was a small church, so you couldn't sing too loud”, he commented in a 1965 interview. But he didn't have to pipe down outside the church. By age 10, he had grown bold enough to enter a talent contest at Tupelo's annual Mississippi Alabama Fair and Dairy Show. Broadcast live by a local radio station, that performance of the tearjerker “Old Shep” marked Elvis Presley's public singing debut. For his next birthday, his parents bought him a guitar, even though he had asked for a bicycle. Gladys reasoned with him: “Son, wouldn't you rather have the guitar? It would help you with your singing, and everyone does enjoy hearing you sing.”

TV Guide, Special Collector's Edition, *This is Elvis*, 3 September, 2002 (adapted)

1. Justify the title of the text above.
2. Explain the meaning of the following expressions in this context:
 - 2.1. “to make ends meet” (ll. 2-3)
 - 2.2. “crying his eyes out” (l. 5)
 - 2.3. “he didn't have to pipe down outside the church” (ll. 16-17)
3. Comment on the role Elvis' parents played in his career.
4. Justify the use of inverted commas around “action nightmares” (l. 9).
5. Account for the use of the form “awful”, rather than *awfully*, as it occurs in line 7.

6. Change the final section (from “Gladys...”) (ll. 21-22) into indirect speech.
7. Relate the dates 1938 and 1965 to the origin of rock 'n' roll as a post-war phenomenon. Use between 70 and 100 words.

II

SECTION 1

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

Explain Oedipa's meditation on metaphor in *The Crying of Lot 49* and distinguish the 'inside' and the 'outside' in relation to the signs of individualism and non-conformity in post-war America.

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:

“The trouble is that no dictionary, no printed words on a sheet of paper, can ever convey to any reader the immense range of emotions, concepts, and styles of musical tempos and moods to which the word [the Blues] can justifiably be applied.”

Duff, Alan, *That's Life!*

Relate this text to Ma Rainey's definitions of the Blues in the play *Ma Rainey's Black Bottom*.

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:

“ ... the wrong people going hungry, the wrong people being loved, the wrong people dying.”

Jimmy, Act III

Osborne, John, *Look Back in Anger*

Comment on the above extract, relating it to the political situation in the UK in recent decades.

FIM

COTAÇÕES

• Grupo I

1.	15 pontos
2. (3 × 5)	15 pontos
3.	15 pontos
4.	15 pontos
5.	10 pontos
6.	10 pontos
7.	40 pontos
	120 pontos

• Grupo II	80 pontos
	80 pontos

TOTAL **200 pontos**