

**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 01.09)**  
**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: 90min + 30min de tolerância  
1997

1.ª FASE  
1.ª CHAMADA

**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.

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:**

Truman had said, "The world will note that the first atomic bomb was dropped on Hiroshima, a military base. That was because we wished in this first attack to avoid, insofar as possible, the killing of civilians." It was a preposterous statement. Those 100,000 killed in Hiroshima were almost all civilians. The U.S. Strategic Bombing Survey said in its official report: "Hiroshima and Nagasaki were chosen as targets because of their concentration of activities and population."

The dropping of the second bomb on Nagasaki seems to have been scheduled in advance, and no one has ever been able to explain why it was dropped. Was it because this was a plutonium bomb whereas the Hiroshima bomb was a uranium bomb? Were the dead and irradiated of Nagasaki victims of a scientific experiment? Martin Sherwin says that among the Nagasaki dead were probably American prisoners of war. He notes a message of July 31 from Headquarters, U.S. Army Strategic Air Forces, Guam, to the War Department: "Reports prisoner of war sources, not verified by photos, give location of Allied prisoner of war camp one mile north of center of city of Nagasaki. Does this influence the choice of this target for initial Centerboard operation? Request immediate reply". The reply: "Targets previously assigned for Centerboard remain unchanged."

Howard Zinn, *A People's History of the United States*, 1980, New York, Longman  
(abridged and adapted)

**B. Comment on the consequences of the atomic bomb for the future of the world.**

## 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:**

The last quarter of the 19th century saw an ever-increasing movement of black workers from state to state. By 1910, nearly one and three-quarter million had left their home states for others and, of these, some had moved West and half a million had gone to the North. As the pressure of hostile opinion and legislation became ever greater, they sought new employment and traveled long distances in order to find it. In the ensuing years, they were to be followed by thousands more. Ramblin' Thomas, a blues singer from Texas, recorded one of the earliest blues to be collected in the field, one that reflects those times.

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

I was down in Louisiana doin' as I please  
Now I'm in Texas I got to work or leave.  
Poor boy, poor boy, poor boy long ways from home.

If your home is in Louisiana, what you doin' over here?  
And my home ain't in Texas and I sure don't care  
Poor boy, etc...

I don't care if the boat don't never land,  
I'd like to stay on water as long as any man,  
Poor boy, etc...

When my boat comes a rockin' just like a drunken man,  
Says my home's on the water and I sure don't like land,  
Poor boy, etc...

Paul Oliver, *Blues fell this Morning*, 1990, Cambridge, C.U.P.  
(abridged and adapted)

## B. Relate the origin of blues to African American history.

### SECTION 3

**Cultura Britânica**  
**Bloco A: Shakespeare - Lector de um Tempo**  
**Obras de leitura extensiva:**  
W. Shakespeare, *Hamlet*  
Henry V  
Julius Caesar

### Read the following text:

All through the summer of 1537 religious houses continued to be closed down, although those in Yorkshire were spared, at least for the time being, probably because of the unrest that still prevailed. The monks whose establishments were removed were given the choice of being transferred to another house, or leaving their order with a pension. They were transferred to Yorkshire houses, which had a reputation for piety and propriety. Those who left the orders often took secular posts in the north.

"The pensions are small, but there seems no doubt they will be paid," Philippe said, "and the closures seem not to be attended by any unseemliness or violence."

"The very act of closure is a violence," Amyas retorted roughly. "You seem to forget of what we were talking."

"I do not forget," Philippe replied with dignity. "I am not in any case excusing the fact — I only report that it is done in as seemly a manner as such a thing could be done. And there is little resistance from those in orders. Many houses indeed have surrendered voluntarily even before the commissioners send the order."

Cynthia Harrod-Eagles, *The Dark Rose*, 1995, London, Warner Books  
(abridged and adapted)

## B. Comment on the closing of the monasteries and the role this measure played 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:

After the Second World War, Northern Ireland developed agriculturally and industrially. Urban centres expanded, specifically Catholic districts developed in the towns. But the Protestants, through their ruling party — the Ulster Unionists — at Stormont, maintained an exclusive hold on all areas of life in the province, including employment, the police force, local councils and public services. The minority Catholics suffered systematic discrimination in these areas.

The years 1968-9 marked the beginning of the present troubles in Northern Ireland. Marches and demonstrations were held to call for civil liberties. Although they were initially non-sectarian, the situation deteriorated, fighting broke out between Catholics and Protestants, and violence quickly escalated. The Stormont government asked for the British army to be sent in to restore order. The army, although welcomed at first, was soon attacked by both sides of the conflict. Relations between Catholics and Protestants grew worse, and political attitudes became polarized. Violence has continued since 1968; the political situation is still unresolved; and outrages have come from both sides of the sectarian divide.

John Oakland, *British Civilization*, 1989, London, Routledge  
(abridged and adapted)

**B. Interpret the political situation in Northern Ireland and its implications for British society.**

## 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:

Under Washington and Adams, the Federalists had established a strong government, but sometimes failing to honor the principle that the American government must be responsive to the will of the people, they had followed policies that alienated large groups. In 1798 they had enacted a tax on houses, land and slaves, affecting every property owner in the country.

Jefferson had steadily gathered behind him a great mass of small farmers, shopkeepers and other workers, and they asserted themselves in the election of 1800. Jefferson enjoyed extraordinary favor because of his appeal to American idealism. In his inaugural address, he promised "a wise and frugal government" to preserve order among the inhabitants but would "leave them otherwise free to regulate their own pursuits of industry and improvement".

Jefferson encouraged democratic procedures. He taught his subordinates to regard themselves merely as trustees of the people. He encouraged agriculture and westward expansion. Believing America to be a haven for the oppressed, he urged a liberal naturalization law. As a wave of Jeffersonian fervor swept the nation, state after state abolished property qualifications for the ballot and passed more humane laws for debtors and criminals.

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

**B. Explain the possible reasons for the strong support for Thomas Jefferson's policies.**

V.S.F.F.

## SECTION 6

Cultura Britânica

Séc. XVII - O Século das Revoluções

Leitura intensiva:

Prosa ensaística que contemple o conteúdo do bloco.

Read the following text:

While the Stuarts were fighting with a clearly envisaged objective and a fully developed theoretical position, the bourgeoisie were guided largely by instinct. Theoretical clarity came only, if at all, in the process of struggle but at first they were content with vague affirmations of the liberty of the subject and the conception of a fundamental law which stood above the crown, a law which could not be set aside without doing violence to the constitution. No one in 1640 foresaw or could foresee the parliamentary monarchy which emerged finally from the compromises of 1660 and 1668.

Nor was it apparent that a minor revolution had been accomplished when the Long Parliament abolished the Star Chamber, the Court of High Commission and the other prerogative courts. Yet what was done was to cut the main artery of the old state apparatus. Crown, Council, prerogative courts, Justice of the Peace had formed a living chain. A new state apparatus had to be created, around a Cabinet responsible to the bourgeoisie in Parliament and having a new and more adaptable system of finance and local government.

A. L. Morton, *A People's History of England*, 1990, London, Lawrence and Wishart  
(abridged and adapted)

**B. Comment on the policy of the Stuart monarchs towards Parliament and the bourgeoisie.**

**FIM**

### COTAÇÕES

**1. 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

Sub-total 100 pontos

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

100 pontos

**TOTAL** 200 pontos