

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
1.ª CHAMADA

PROVA ESCRITA DE INGLÊS

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:

A.

We faced into the New Year in good spirits, but brutal confirmation of the obstacles to reform came with the shooting dead of unarmed demonstrators in Derry on Bloody Sunday, 30 January 1972.

I was on my way back from a trip to Dublin with Colette when we first heard that people
5 had been killed in Derry, and as we drove north the numbers of dead in the news reports on the car radio were rising.

The Paras had been deployed against a civil rights march from Creggan through the Bogside to the Guildhall Square. The Paras, the shock troops of the British army, trained for the most aggressively demanding of military encounters, were deployed against a largely
10 working-class demonstration of 20,000 people seeking civil rights.

Thirteen innocent civilians were killed that day by the Paras, another died later; twenty-nine were injured.

It was no accident that the events that marked the beginning of the troubles had occurred in Derry, for if the north was a time bomb, then Derry was its detonator. For, despite its Catholic
15 majority, Derry held a special place in Unionist mythology and could not be allowed by them to pass out of their control. The most blatant malpractices were employed to keep Catholics in their place.

Adams, Gerry, *Before the Dawn. An Autobiography*, London, Mandarin, 1997

1. Suggest an evocative title for this text and justify your choice.
2. This episode is narrated by Gerry Adams, who was involved in the issues. Decide whether the fact that the narrative is in the first person makes any difference in this case, and justify your opinion.
3. In the last paragraph there is a figure of speech/stylistic device.
 - a. Quote it.
 - b. Decide on its appropriateness in the context.
4. Account for the use of but in line 1.
5. Explain:
 - a. how the word unarmed is formed.
 - b. the function of the elements added to the root word.
6. Complete this sentence in your own words according to the information in the last paragraph.
Although..... Derry holds a special place in Unionist mythology.
7. In 70-100 words, relate the events narrated in the text to their political and religious causes and recent developments.

PART B

SECTION 1

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

Read the following text:

[*Fools Crow*] An extraordinary novel [which] plunges the reader with startling abruptness into an Indian world, a world in which reality is idyllic and bitter, hard-edged and magical.

The Los Angeles Times Book Review, Welch, James, *Fools Crow*

Bearing in mind your interpretation of James Welch's *Fools Crow*, identify the causes of the 'bitter reality' mentioned and the way the writer makes it 'idyllic and magical'.

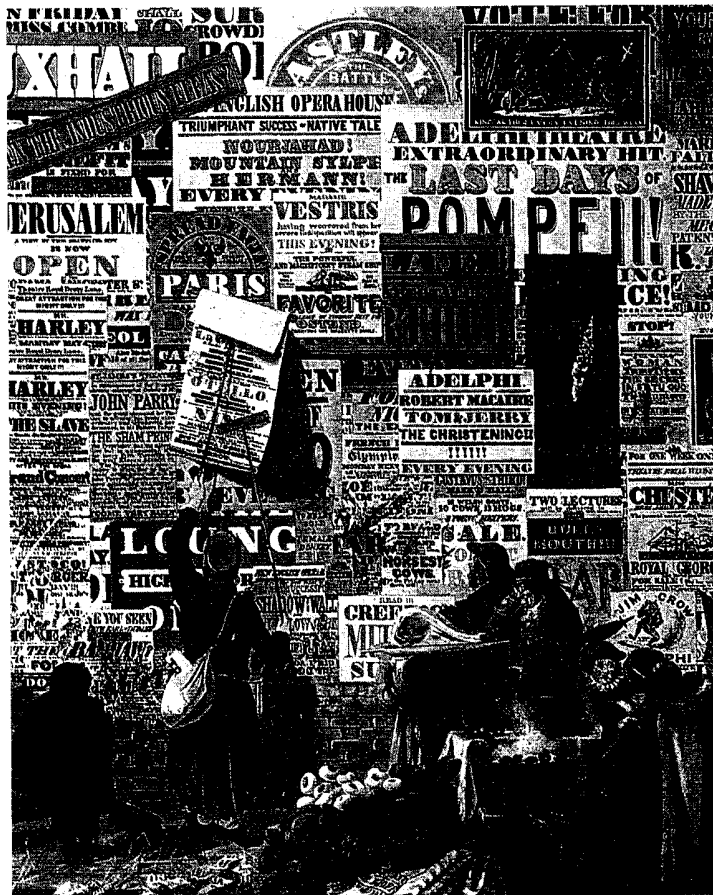
V.S.F.F.

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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*

Look at the picture:



A London street scene – "1835". "To shuffle through the streets... in utter darkness... to see people read... and not to have the least idea of all that language."

Wilson, Angus, *The World of Charles Dickens*, London, Penguin Books, 1972

Bearing in mind the message conveyed by the picture and its caption, evaluate the social contrasts of Victorian Britain which Robert Louis Stevenson symbolically portrays in *Dr Jekyll and Mr Hyde*.

SECTION 3

Cultura Britânica

Bioco B: O Regresso à Dimensão Europeia –
Últimas Décadas

Obra de leitura extensiva:

Osborne, J., *Look Back in Anger*

Read the following text:

People try to put us down
Talking about my generation
Just because we get around.
Things try to look awful cold
Hope I die before I get old.
Why don't you all fade away?
Don't try and dig what we all say.
I'm not trying to cause a sensation
Just talking about my generation,
My generation, baby.
Why don't you all fade away?
I'm not trying to cause a big sensation,
Just talking about my generation.

Pete Townshend, *My Generation*, sung by The Who, 1965

Comment on the lyrics of *My Generation*, in particular the conflict between generations, and relate that conflict to the inner struggle of Jimmy Porter in *Look Back in Anger*.

FIM

V.S.F.F.

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COTAÇÕES

• Parte A

1.	15 pontos
2.	15 pontos
3.	15 pontos
4.	15 pontos
5.	10 pontos
6.	10 pontos
7.	40 pontos

120 pontos

• Parte B 80 pontos

80 pontos

TOTAL 200 pontos