

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 II — 6 anos de aprendizagem — 3/4 horas semanais

Duração da prova: 120 minutos

2001

1.ª FASE

1.ª CHAMADA

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 conter entre **180 e 280** palavras.

I

Read the following text:

The essence of the Victorian age – belief in and striving after improvement – was also the very fibre of Queen Victoria's being. To some of her contemporaries improvement merely meant more material wealth. 'We may not be more moral, more imaginative, nor better educated than our ancestors,' ran a sentence from the catalogue of the 1862 International
5 Exhibition, 'but we have more steam, gas, railways, and power-looms, while there are more of us, and we have more money to spend.' This neat declaration of faith in the affluent Victorian society would not have satisfied Her Majesty, for she hoped that morals, like everything else, had improved during her reign.

Many of her contemporaries saw improvement in terms of Reform. This, to Queen
10 Victoria, sounded too revolutionary unless interpreted by someone she trusted like Disraeli. But simple improvement – yes, that was something which she could worship.

The injunction to improve was universal. 'In after years,' she once wrote, 'God would not distinguish between the good life of a Crowned head or a peasant.' She would be judged along with the humblest of her people – the poor heedless Irish, the innocent Africans, the
15 faithful Indians, the old Highland women hidden away in dark cupboard-beds, or the London mob. The most that she and any of them could hope to say was that they had tried to be good.

Longford, Elizabeth, *Victoria R, I*, London, Weidenfeld & Nicolson, 1964
(abridged & adapted)

1. In the text, 'improvement' means different things to different people.

Agree or disagree with this statement and justify your opinion.

2. Pick out three expressions which show a certain optimism and arrogance on the part of some Victorians.

3. Comment on Queen Victoria's perception of her subjects in various parts of the empire as portrayed in the text.

4. Explain the use of may (l. 3) and could (l. 11), bearing in mind the writer's intention.

5. Consider this quotation from the text:

'... for she hoped that morals, like everything else, had improved during her reign.' (ll. 7-8)

Decide whether 'for' here expresses

- a. contrast
- b. condition
- c. explanation
- d. time

Only write down the letter corresponding to your choice.

6. Consider the sentence: 'This, to Queen Victoria, sounded too revolutionary unless interpreted by someone she trusted like Disraeli.'

Rewrite this sentence without changing its meaning, using 'if' instead of 'unless'.

7. In 70-100 words, describe the impact of industrial development on Victorian society.

V.S.F.F.

350/3

II

SECTION 1

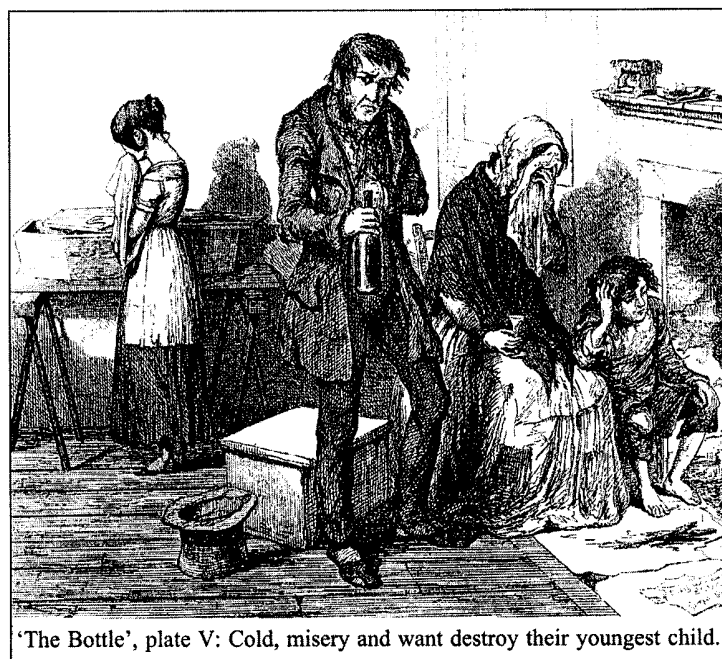
Cultura Americana
Bloco A: Culturas Nativas – O Passado no Presente
Obra de leitura extensiva:
Welch, J., *Fools Crow*

Analyse the different views regarding land as perceived by Native Americans and whites 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*

Look at this picture:



Wilson Angus, *The World of Charles Dickens*, Harmondsworth, Penguin Books, 1970

Contrast the squalor depicted in the illustration with the moral ideals proclaimed by certain Victorian moralists and evaluate the way Stevenson illustrated such contradictions in his novel *Dr Jekyll and Mr Hyde*.

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 heroic causes were all gone. The aftermath of the Second World War left a new generation curiously empty and puzzled. They partly envied those who had fought in the war (a very different situation from that which prevailed after the First World War) and partly resented them. They partly resented, too, those Labour pioneers who had worked for the setting up of a welfare state. That dream had come true. But it had brought deep disappointments and frustrations.

Daiches, David, *A Critical History of English Literature*, vol. II, London, Mandarin, 1960

Consider how far *Look Back in Anger* may be regarded as a manifesto of 'deep disappointments and frustrations' felt by a new generation 'curiously empty and puzzled' because 'heroic causes were all gone'.

FIM

COTAÇÕES

• Parte I

1.	15 pontos
2.	15 pontos
3.	16 pontos
4.(2 × 7).....	14 pontos
5.	10 pontos
6.	10 pontos
7.	40 pontos
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	120 pontos

• Parte II	80 pontos
	80 pontos

TOTAL **200 pontos**