

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
2002

1.ª FASE
1.ª CHAMADA

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.

Nos 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 180 e 280 palavras.

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

V.S.F.F.

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I

Read the following text:

Nothing throws more light on the deep roots of a society than its attitude to sex and death. The Victorians, faced with these two great and mysterious forces, chose unequivocally to hush up sex and glorify death. Repression on one side, celebration on the other: a choice dictated as ever by the contrasting fears of the dark forces of creation and destruction.

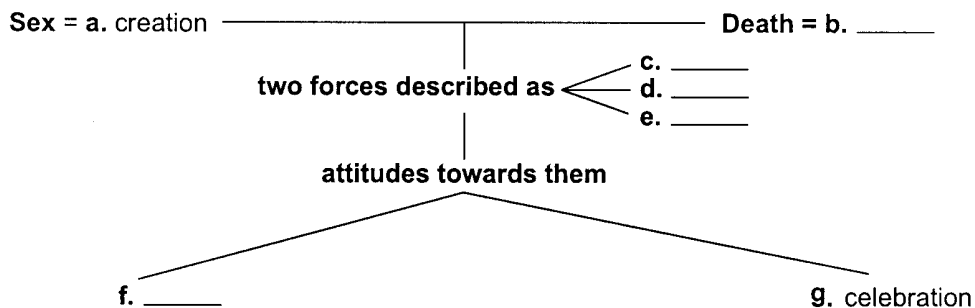
5 A century ago, it was certainly difficult to avoid the omnipresence of death. Young and old were struck down, with a mortality rate twice that of today.

Sex was surrounded with inhibitions and disapproval. The body was taboo, and nakedness forbidden. Good form required that one should not talk about such things. An incredible degree of prudery and hypocrisy was attained.

10 The alliance between strictness and hypocrisy bolstered the principle of the 'double standard'. This involved the creation of two separate worlds: in one, chastity and family life; in the other, pleasure and the gratification of the instincts. The first was bound up with the inheritance of property, marriage, and the legitimisation of offspring. The second provided an outlet for the sexual impulses. The result was a separate set of morals for each sex. A woman
15 was expected to adhere to a code of rigorous purity; chastity was considered to be a natural attribute, so she had to be sheltered from anything that might impair or defile it. Hence the utter contempt for the girl who had been seduced, and the 'fallen' woman. A man, on the other hand, was perfectly free to combine a happy family life with the pursuit of outside pleasures in the company of women from a different social class.

Bédarida, François, *A Social History of England: 1851-1990* (English translation by A.S.Foster & Geoffrey Hodgkinson) (abridged and adapted)

1. Read paragraph 1 and complete this diagram. Refer to the letters (b, c, d, e and f) only. Two examples have been provided (a and g).



2. The text mentions the fact that:

'[...] it was certainly difficult to avoid the omnipresence of death.' (l. 5)

In your own words, explain the motives presented by the writer for this fact.

3. This text shows some contrasts prevalent within Victorian society.

Pick out 3 examples of expressions used by the writer to convey that idea.

4. In the text find one example for each of a noun formed from:

- 4.1. phrasal verb.
- 4.2. noun + suffix.
- 4.3. prefix + noun.
- 4.4. noun + noun.
- 4.5. adjective + suffix.

5. Explain the use of the modals:

- 5.1. should. (l. 8)
- 5.2. might. (l. 16)

6. Another aspect of Victorian Britain mentioned in the text is the question of morals (paragraphs 3 and 4).

Discuss Victorian attitudes in that area. Use between 70 and 100 words.

II

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:

Many of the attempts by individual Indians and by tribes to respond to white society rather than accept victimization by it have been highly successful. Two examples are the prosperous Crow and Blackfoot reservations in Montana, on which these two tribes have established and manage a profitable complex of industrial and service-oriented enterprises.

However, in spite of many gains made by the Indians, they still lag far behind most Americans in health, wealth and education.

AMERICAN STUDIES NEWSLETTER, No. 35, January 1995

Interpret this statement on the situation of Native Americans in the light of concerns about this issue expressed in James Welch's *Fools Crow*.

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*

Victorian Britain was once described as the 'two nations.'

Based on your reading of R. L. Stevenson's *Dr Jekyll and Mr Hyde*, support or reject that interpretation, bearing in mind what you have studied about British social organisation at that time.

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:

Restless, selfish and egotist as his [Jimmy's] responses are, they are nevertheless rooted in a legitimate anger against a world where people make no demands, but are content to accept what they are offered.

Griffiths, Gareth, on *Look Back in Anger*, in *Longman Literature Guides*

Interpret this statement on Jimmy Porter (John Osborne, *Look Back in Anger*), and relate it to the social malaise which existed at that time and which erupted during Margaret Thatcher's government.

FIM

COTAÇÕES

• Grupo I

1. (5 × 6).....	30 pontos
2.	15 pontos
3. (3 × 5).....	15 pontos
4. (5 × 2).....	10 pontos
5. (2 × 5).....	10 pontos
6.	40 pontos
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	120 pontos

• Grupo II 80 pontos

80 pontos

TOTAL **200 pontos**