

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
2.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.

350/1

Read the following text:

I had never seen a Wasichu¹, and did not know what one looked like; but every one was saying that the Wasichus were coming and they were to take our country and rub us all out and that we should all have to die fighting. It was the Wasichus who got rubbed out in that battle, and all the people were talking about it for a long while; but a hundred Wasichus was
5 not much if there were others and others without number where those came from.

I remember once that I asked my grandfather about this. I said: 'When the scouts come back from seeing the prairie full of bison somewhere, the people say the Wasichus are coming; and when strange men are coming to kill us all, they say the Wasichus are coming. What does it mean?' And he said, 'That they are many.'

10 When I was older, I learned what the fighting was about that winter and next summer. Up on the Madison Fork the Wasichus had found much of the yellow metal that they worship and that makes them crazy, and they wanted to have a road up through our country to the place where the yellow metal was; but my people did not want the road. It would scare the bison and make them go away, and also it would let the other Wasichus come in like a river. They told
15 us that they wanted only to use a little land, as much as a wagon would take between the wheels; but our people knew better. And when you look about you now, you can see what it was they wanted.

20 Once we were happy in our own country and we were seldom hungry, for the two-leggeds and the four-leggeds lived together like relatives, and there was plenty for them and for us. But the Wasichus came, and they have made little islands for us and other little islands for the four-leggeds, and always these islands are becoming smaller, for around them surges the gnawing flood of the Wasichu; and it is dirty lies and greed.

¹ a term used to designate the white man, but having no reference to the color of his skin.

Neihardt, John G., *Black Elk Speaks*

1. **Analyse the opposing values of Whites and Native Americans which, according to the text, have made understanding difficult between them.**
2. **Identify one reference to what life had been like for Native Americans on the prairie and comment on the way the arrival of the Wasichus changed it.**
3. **Interpret the kind of relationship that existed between Native Americans and nature evident from the language used in this passage.**
4. **Complete the statement below with the options you consider correct. Only write down the corresponding numbers.**
The style used by the writer is appropriate for the message he wants to convey because
 1. he predominantly uses simple, coordinated sentences;
 2. he predominantly uses complex, subordinated sentences;
 3. he makes use of symbolic language;
 4. his narrator participates in the action.

5. Pick out the following from the text:

5.1. Bare infinitive (2 examples)

5.2. To-infinitive (2 examples)

5.3. -ing form after a preposition (1 example)

6. Rewrite this speech beginning it as suggested.

'When the scouts come back from seeing the prairie full of bison somewhere, the people say the Wasichus are coming; and when strange men are coming to kill us all, they say the Wasichus are coming. What does it mean?'

I said that...

7. The last sentence of the text reads:

'and it is dirty lies and greed.'

Write between 70 and 100 words explaining what Black Elk had in mind when he said that.

II

SECTION 1

Cultura Americana

Bloco A: Culturas Nativas – O Passado no Presente

Obra de leitura extensiva:

Welch, J., *Fools Crow*

Consider the following:



Native Americans have few of their traditions recorded in writing. Theirs was an oral culture. Here Mandan warriors gather after battle to 'record' their deeds in story form.

Versluis, Arthur, *Native American Traditions*

Relate the message conveyed by the picture and its caption to the pride in the warriors' bravery depicted 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*

Read the following text:

Material progress as a whole continued to be made in the later years of the nineteenth century. Britain was still one of the wealthiest countries in the world. Nevertheless, this progress was criticized as deficient in two respects: the rate of increase was slower than previously; and the wealth was not spread sufficiently widely among all classes. The failure of late Victorian society to remedy the effects of poverty and gross inequalities raised doubts about the economic and social changes claimed as progress.

Harrison, J.F.C., *Late Victorian Britain 1875-1901*

Evaluate 'the failure of late Victorian society to remedy the effects of poverty and gross inequalities' in terms of the kind of society of the time and relate that to the criticism of it made by R. L. Stevenson in *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:

Look Back in Anger was a box-office success, and was made into a very successful film. Osborne expressed the voice of the articulate and radical young, and his play can be taken as symbolising their rejection of the old authority, of the claims of mere materialism, and as showing the sense of frustration that ideals had been lost.

Spittles, Brian, *Britain since 1960*

Agree or disagree with this statement and interpret the way Margaret Thatcher used her perception of similar feelings within British society in order to implement her policies.

FIM

V.S.F.F.

350/5

COTAÇÕES

• Grupo I

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

• Grupo II 80 pontos

80 pontos

TOTAL 200 pontos