

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
2003

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.

Em 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.

I

Consider the following text:

5 What better symbol could there be of this fast-changing society, with its neo-liberal philosophy and its new elites, than Margaret Thatcher herself? It was she who, in spite of all the handicaps heaped upon her head – her sex, her trade origins, her undistinguished education at a grammar school, her parvenue status at the head of the Conservative Party and the government – not only ran the State machine with an iron hand, but also faced triumphantly up to all that in England stood as traditionally ‘upper class’ and was venerated as the Establishment, from the Court to the House of Lords, from the Anglican hierarchy to the cultural and academic cream. In order to achieve this, and with the thrice-repeated support of the popular vote, Mrs Thatcher depended on the new executives of the middle class, avid for efficiency, competence and success. For it was truly to a ‘revolution’ in the name of public safety that she appealed:

10 Unless we change our ways and our direction, our greatness as a nation will soon be a footnote in the history books, a distant memory of an offshore island, lost in the mists of time, like Camelot, remembered kindly for its noble past.

15 To avert catastrophe, to put a stop to decadence, to sound the national awakening, to give back to the country a future, to restore hope – such has been the mission solemnly proclaimed with revivalist vigour, half-religious, half-patriotic, promising an imminent entry into a new era – tough and austere, but rich in promise.

Bédarida, François, *A Social History of England 1851-1990*

1. A possible title for this passage could be

Against all odds

Justify or criticise this as a title.

2. Account for the reference made by Margaret Thatcher to Britain’s past.

3. Indicate how the British reacted to the kind of challenge posed by the Prime Minister. Quote from the text to support your opinion.

4. Explain the use of ‘herself’ in ‘Margaret Thatcher herself’ (l. 2).

5. Rewrite the sentence below without changing its meaning, beginning it as indicated:

Margaret Thatcher ran the State machine with an iron hand and faced triumphantly up to all that in England stood as traditionally ‘upper class’.

Not only...

6. Identify the grammatical category of the word for in the sentences given below.

- a. ... the new executives of the middle class, avid for efficiency... (ll. 9-10)
- b. For it was truly to a 'revolution'... that she appealed (ll. 10-11)

7. In 70 to 100 words discuss the motives behind Margaret Thatcher's revival of Victorian values.

II

SECTION 1

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

Read the following picture:



After a warrior had fallen in battle, his comrades danced for fifteen days in front of his tipi, proclaiming his great deeds and celebrating his noble death.

Versluis, Arthur, *Native American Traditions*

Analyse the importance of glorifying 'great deeds and noble death' for Native American culture and relate it to the message conveyed by James Welch in *Fools Crow*.

V.S.F.F.

350/3

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*

In R. L. Stevenson's *Dr Jekyll and Mr Hyde*, the respectable Dr Jekyll coexists with his infernal *alter ego* Mr Hyde.

Evaluate the factors in the novel that reflect this social paradox in the Victorian Age.

SECTION 3

Cultura Britânica
Bloco B: O Regresso à Dimensão Europeia
– Últimas Décadas
Obra de leitura extensiva:
Osborne, J., *Look Back in Anger*

Look at the following passage:

The passing of the Empire took profitable employment away from a considerable number of British citizens, and also left a vacuum at the heart of Britain's national and international identity. [...] Britain had lost an empire and not yet found a world role to fill the gap.

Bédarida, François, *A Social History of England 1851-1990*

Comment on the consequences of the loss of the British Empire and relate them to evidence of that loss in John Osborne's *Look Back in Anger*.

FIM

COTAÇÕES

• Grupo I

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

• Grupo II	80 pontos
	<hr/>
	80 pontos

TOTAL	200 pontos
--------------------	-------------------