

EXAME NACIONAL DO ENSINO SECUNDÁRIO

12.º Ano de Escolaridade (Decreto-Lei n.º 286/89, de 29 de Agosto)

Rede Escolar de Amostragem (Portaria n.º 782/90, de 01.09)

e Escolas C+S de Arraiolos e Colégio N. Sr.ª da Graça

Nível de continuação — LE II — 6 anos de aprendizagem — 4 horas semanais

Cursos de Carácter Geral e Tecnológicos de Administração e Serviços Comerciais — Agrupamento 3

Curso Tecnológico de Comunicação — Agrupamento 4

Duração da prova: 90 min + 30 min de tolerância

1997

1.ª FASE

2.ª CHAMADA

PROVA ESCRITA DE INGLÊS

Material admitido: dicionários unilingues.

Cada uma das secções — 1, 2, 3, 4, 5 e 6 — corresponde a um bloco temático.

Responda, apenas, a **duas** secções, incluindo obrigatoriamente nessa selecção o bloco onde está especificada uma obra de leitura extensiva cujos conhecimentos pretenda integrar na sua resposta. Esta resposta deverá evidenciar capacidade de emitir juízos de valor.

Na folha da prova, indique este bloco através do número da secção respectiva, seguido de ☒ (ex: 1 ☒); a sua resposta a esta secção (**só parte B**) não deverá exceder **220 palavras**.

Relativamente à outra secção, indique apenas o número. A esta última tem obrigatoriamente de responder à **parte A** e à **parte B**. A sua resposta à parte B não deverá exceder **200 palavras**.

Choose ONE text from among Sections 1 to 6 and answer both A and B below.

A.

1. Give a title to the passage and justify your choice.
2. Identify the supporting ideas for the main idea of the text and list them in note form.

B.

Answer the question marked **B.** that follows the text in the section you have chosen.
(Your answer should not exceed **200** words.)

Choose a different text from among Sections 1 to 6 according to the literary work you have studied.

Answer the question marked **B.** that follows the text in the section you have chosen. Your reading of the literary work should provide elements to be used in your answer.
(Your answer should not exceed **220** words.)

Section 1

Cultura Americana

Bloco A: Culturas Nativas - O Passado no Presente

Obras de leitura extensiva:

T. Hillerman, *Dark Wind*

J. Welch, *Fools Crow*

Read the following text:

President James Monroe stated in 1817: "The earth was given to mankind to support the greatest numbers of which it is capable, and no tribe or people has a right to withhold from the wants of others more than is necessary for their own support and comfort."

As one observer bitterly puts it: "It was for the common good that the western lands were opened for settlement, even as the western lands had been settled; it was for the common good that treaties were signed, often broken, and that provision was made in these treaties for roads, way stations, trading houses and forts, which could be built at governmental whim on lands reserved for Indians; it was for the common good that rail and road links were established through Indian lands to link east and west; it was for the common good that Indian hunting and fishing rights, guaranteed by the treaties or solemn promise, were revoked to make room for people, or things (like dams) to serve people, or programs to satisfy people; it was for the common good that the Indians were herded like cattle, treated like children, swatted like flies and quarantined like animals suspected of having rabies."

Warren A. Beck and Ynez Haase, *Historical Atlas of the American West*, s.d., s.l., University of Oklahoma Press (abridged and adapted)

B. Comment on the importance of the reservation system in the process of exclusion of Native Americans.

Section 2

Cultura Americana

Bloco B: Uma Figura - Thomas Jefferson - Princípios e Protagonismos

Obras de leitura extensiva:

B. Franklin, *The Autobiography of Benjamin Franklin*

T. Paine, *Common Sense*

Read the following text:

Personally, Jefferson considered knowledge not only a means to an end, but an end in itself, enjoyed for its own sake. Socially, he felt, it was the key to virtue as it was to happiness. It was the basic necessity for self-government. Free government could exist only by its grace and through its habitual action. Jefferson had safeguarded men's liberties in the earlier days on the well-founded belief that only in an environment where men are free from religious dictation, political tyranny, and personal oppression, could the mind be free to advance knowledge and foster the arts and sciences. Political experience had served only to reinforce this belief, and to show more clearly the pitfalls existing where fear and prejudice thrive. It was with some sense of urgency, therefore, that Jefferson reopened his Campaign for a system of general education in Virginia, the apex of which was to be a State University for Virginia. Jefferson was convinced that this single institution could be the greatest achievement in a lifetime dedicated to the belief that truth makes men free.

A. Koch and W. Peden (eds.), *The Life and Selected Writings of Thomas Jefferson*, 1944, N. York, Random House, Inc. (abridged and adapted)

B. Relate Jefferson's concerns about education to the establishment of what he considered to be the ideal American society.

V.S.F.F.

Section 3

Cultura Britânica

Bloco A: Grã-Bretanha / Oficina do Mundo - A Grande Exposição de 1851

Obras de leitura extensiva:

R. L. Stevenson, *Dr. Jekyll and Mr. Hyde*

O. Wilde, *The Picture of Dorian Gray*

Read the following text:

Gas-stoves had been shown at the Great Exhibition, in 1851 – so that it was obvious that gas would enjoy a greater use as a source of both light and heat.

The colour of a gas-flame, whether in pendent lustre or in a wire caged fish-burner, in a globular Thames Embankment street-lamp or in the burner of a Bunsen whose heat, in a thousand laboratories, incubated our “scientific” world, is the characteristic colour of the Victorian Age – an age which, for all the strange talk of the Victorians’ “stuffiness”, is as outstanding as the most innovating age in the world’s long history.

Other ages have dreamed, have planned, have developed: but only in the Victorian Age did they do all these things – and innovated, too.

Other ages have been as restless, as filled with energy; but no other age has had the will and power to translate that energy into achievements which had to meet the demands of the Victorians’ standards of practicality.

Michael Harrison, *London by Gaslight*, 1963, London, Peter Davies Ltd.

(abridged and adapted)

B. Establish the contrast between the optimism symbolised by the Great Exhibition and the social conditions in Victorian Britain.

Section 4

Cultura Britânica

Bloco B: O Regresso à Dimensão Europeia – Últimas Décadas

Obras de leitura extensiva:

J. Fowles, *The Magus*

J. Osborne, *Look Back in Anger*

Read the following text:

Is Britain depressed and divided? Is it buoyantly forging ahead? Or is it simply muddling through? As the country launched into a 24-day parliamentary election campaign last week the portraits that political leaders painted of their country were starkly different.

The Prime Minister described her program as containing “real, radical policies for the next Parliament,” with the key theme “power to the people”. Said she: “We intend to spread ownership of homes, shares and pensions even more widely. We shall continue to sell industries back to the people. We want to extend greater choice in services like housing and education.”

As for attacks on her as being heartless and insensitive to the ills of society she declared the next day that “all decent people care about the sick, the unfortunate and the old. It is false and wicked to suggest otherwise.” “The choice”, she said, “was between those who complained and wrung their hands but failed to create the resources to help, and her own Tories, whose economic accomplishments provided the means for effective welfare”.

TIME INTERNATIONAL, June 1, 1987

(abridged and adapted)

B. Interpret the influence of politics on society and individuals in modern Britain.

Section 5

Cultura Americana
Sons da América - Estórias da História
Obras de Leitura Extensiva:
H. Jacobs, *Incidents in the Life of a Slave Girl*
A. Wilson, *Ma Rainey's Black Bottom*

Read the following text:

Lennon's progress was matched by that of the band – and for many of the same reasons. For the essence not just of the Beatles but of the Stones and the Who and most of all the great English rock groups was parody. Excluded by birth from that nearly neurological sense of American culture that they would have required to make authentic rock 'n' roll or rhythm and blues, the British capitalized on their imaginative sense of the music they loved. They selected the salient traits of their models and discarded anything else, exaggerating and colouring the most prized features. Ironically, the more a band like the Beatles caricatured black American music – now entering its soul phase – the more they captured the authentic traits of this music, which had largely eluded them back at the beginning of their career, when they were blatant mimics. Significantly, the only moments in all the Beatles' recordings when they succeeded in conveying the natural warmth and groovy elasticity of genuine black dance music is the A-side of *Rubber Soul*.

Albert Goldman, *The Lives of John Lennon*, 1989, New York, Bantam Books
(abridged and adapted)

B. Analyse the importance of black American music, inside the US and throughout the world, to give voice to African Americans' feelings and concerns.

Section 6

Cultura Britânica
Séc. XVII - O Século das Revoluções
Leitura intensiva:
Prosa ensaística que contemple o conteúdo do bloco.

Read the following text:

In fact, weak and disorganized as the monarchy often was, Parliament was more so, and at the two crucial turning-points of the century, in 1640 and 1688, the monarchy only succumbed to the overwhelming outside intervention, from Scotland and the Netherlands. In 1660, monarchy was triumphantly restored, not on its own initiative, at a time it was penniless and powerless, and in 1678-81 it sustained assault from a series of parliaments whose mandate was renewed at three successive elections.

The Exclusion Crisis, in fact, illustrates Parliament's inability to exert sustained pressure or enforce anything that might be called popular will, and the settlements of 1660 and 1689 illustrate its unwillingness to face basic problems. They are both a patchwork of compromises, for the most part concerned with peripheral detail. The two key questions of the seventeenth century, the reform of the electoral system and the relations between the executive and parliament, were never settled. Similarly, despite a continual rumble of criticism, the antiquated and eccentric English legal system was allowed to creak on unreformed.

J. P. Kenyon, *Stuart England (The Pelican History of England)*, 1980, Penguin Books Ltd.
(abridged and adapted)

B. Identify the consequences of the fact that "the two key questions of the seventeenth century... were never settled".

FIM

V.S.F.F.

COTAÇÕES

1. O examinando deverá **seleccionar apenas duas secções** a que são atribuídas as seguintes cotações máximas:

- uma secção em que deverá responder aos grupos:

A – 1. 20 pontos

2. 30 pontos

B – 50 pontos

Subtotal _____ 100 pontos

- uma outra secção em que deverá integrar conhecimentos da obra de leitura extensiva 100 pontos

TOTAL _____ **200 pontos**