

## EXAME NACIONAL DO ENSINO SECUNDÁRIO

12.º Ano de Escolaridade (Decreto-Lei n.º 286/89, de 29 de Agosto)  
Alunos externos e autopropostos do Curso Geral — Agrupamento 4 — sujeitos ao  
programa de Nível de continuação — LE II — com a área de conteúdo sociocultural  
do Programa de LE I — Nível 6 (4 horas semanais)

Duração da prova: 120 minutos

2000

1.ª FASE

1.ª CHAMADA

### PROVA ESCRITA DE INGLÊS

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**Material admitido: dicionários unilingues.**

A **Parte A** é constituída por quatro itens/grupos de itens. Deve responder a todos.  
A **Parte B** é constituída por seis secções, correspondentes aos diferentes blocos temáticos. Destas, deverá seleccionar apenas **uma**, que será obrigatoriamente aquela em que integrará conhecimentos da obra de leitura extensiva que trabalhou durante o ano lectivo. A sua resposta a esta secção não deverá exceder **220 palavras**.

#### PART A

Read the following text:

It was an autumn morning, the air full of clear sounds. As he passed the pens of cattle he heard their nasal bawling and, when closer, the slow slap, slap of their dung. He turned his face away and walked home to make himself a cup of tea and wait for his Giro to arrive in the post.

5 As he turned into his street, he felt the eyes on him. He looked at the ground in front of him and walked. He could not bear to look up and see the flutter of Union Jacks, and now the red and white cross of the Ulster flag with its red hand. Of late, there were more and more of these appearing in the estate. It was a dangerous sign that the Loyalists were getting angry. The flags should all have been down by now because the Twelfth of July was long past. It was  
10 sheer cussedness that they were kept up. Even looking at his feet, Cal couldn't avoid the repulsion because the kerbstones had been painted alternating red, white and blue. Cal felt it was aimed at them, the Mc Cluskeys, because his father and he were the only Catholic family left in the whole estate. Fear had driven the others out but his father would not move.

'No Loyalist bastard is going to force me out of my home. They can kill me first.'

15 But it wasn't a single bastard that worried Cal, it was an accumulation of them. The feeling of community that they managed to create annoyed him and the stronger their sense of community grew the more excluded and isolated the Mc Cluskeys felt. They spoke to their near neighbours affably enough but beyond that everyone else in the estate seemed threatening. The Radcliffs and the Hendersons said they would stand by the Mc Cluskeys if it ever came to  
20 an eviction.

Cal detested the condescension of some of the Protestant men he met about the town.

'You're Shamie Mc Cluskey's boy? A good man, Shamie.' And implied in everything they were saying was 'for a Catholic'. There was faint affectionate amazement on their faces that there should be a Catholic who was a good man, someone to equal them.

25 Cal turned in at the gate and walked up the path through his father's neat garden.

MacLavery, Bernard, *Cal*, London, Penguin Books, 1984  
(abridged)

1. How did Cal feel about Protestant attitudes towards Catholics?
2. In the expression '... the slow slap, slap of their dung', classify the underlined words according to their sound/meaning (l. 2).
3. Go through paragraph 1 and find:
  - 3.1. A clause in coordination with another.
  - 3.2. A subordinate clause.
4. The above extract was written in 1984. Relate the social and working conditions of the Mc Cluskeys to the British government policy in this period. Write no more than 60 words.

V.S.F.F.

450/3

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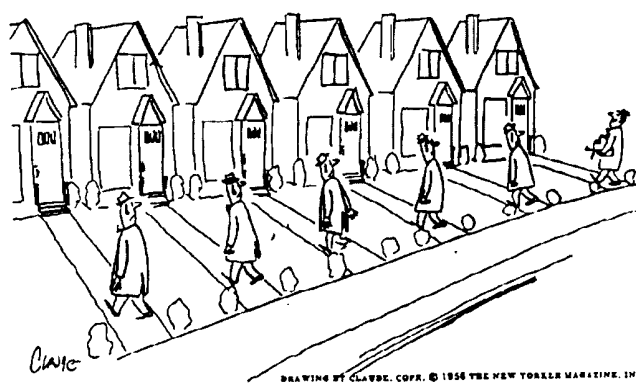
## PART B

### SECTION 1

**Cultura Americana**  
**Bloco A:** Um Acontecimento – A Bomba Atômica  
**Obras de leitura extensiva:**  
Gibson, W., *Neuromancer*  
Pynchon, T., *The Crying of Lot 49*

Commuters	1950	1960
Commuter Railroads	46	30
Rail Commuter Passenger Rides <i>millions</i>	277	203
New York City Auto Commuters <i>thousands</i>	640 est.	866

*Railroads cut service just as the number of commuters grew (above).  
More and more of them turned to cars, as shown above for New York.*



DRAWING BY CLAUPE. COPPE. © 1956 THE NEW YORKER MAGAZINE, INC.

The commuting lifestyle helped breed mindless conformity

*The American Dream, the 50s*, Alexandria, Time-Life Books, 1998

Look at the above cartoon and relate it to American society in the post-war period.

## SECTION 2

### Cultura Americana

**Bloco B:** Sons da América – Estórias da História

**Obras de leitura extensiva:**

Jacobs, H., *Incidents in the Life of a Slave Girl*

Wilson, A., *Ma Rainey's Black Bottom*

Read the following text:

### You Gotta Have Soul

Soul music, in all its sad, bluesy, exuberant, gospel-based glory, sprang from the depths of the black experience in America. When Ray Charles shouted his trademark “What’d I say”, listeners heard the spirited give-and-take between preacher and congregation that was at the heart of the music. Some listeners weren’t pleased: Bluesman – and preacher – Big Bill Broonzy said, “He’s mixing the blues and the spirituals and I know that’s wrong.”

*The Turbulent Years, the 60s*, Alexandria, Time-Life Books, 1998  
(abridged and adapted)

Defend or refute the last sentence of the above extract, bearing in mind the historical origin of the blues.

V.S.F.F.

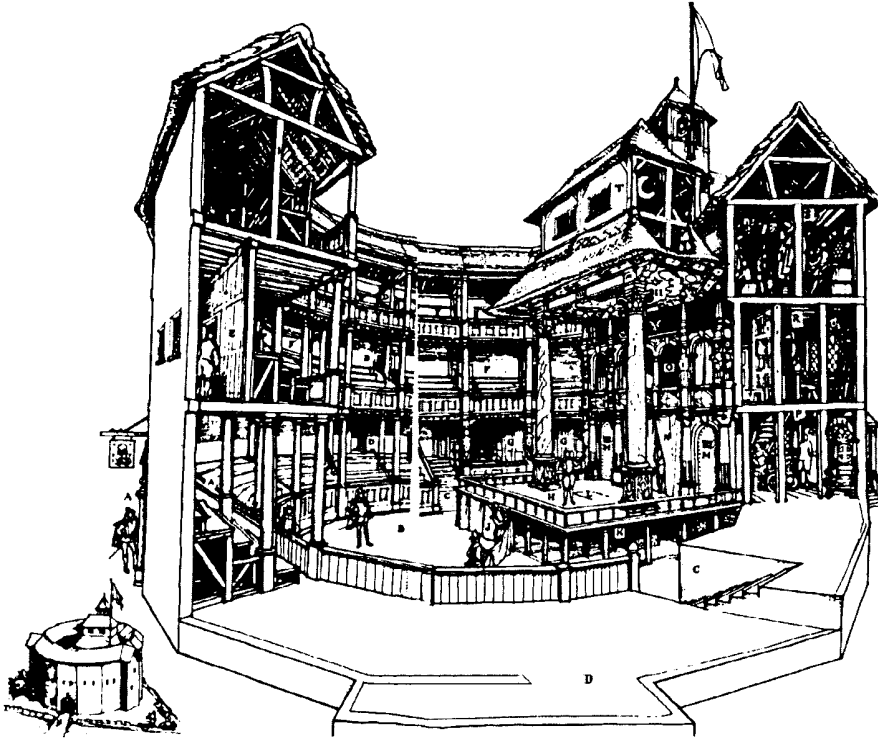
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**SECTION 3**

**Cultura Britânica**  
**Bloco A: Shakespeare – Leitor de um Tempo**  
**Obras de leitura extensiva:**  
Shakespeare, W., *Hamlet*  
*Henry V*  
*Julius Caesar*

**Look at the following picture:**



The Globe Theatre (1599-1613), a reconstruction by C. Walter Hodges (1965)

Allen, Derek and Smith, Paul, *English and American Literature*, Milan, La Spiga, 1993  
(adapted)

**Describe the forms of entertainment current in Elizabethan England and how these reflected Renaissance ideals.**

## SECTION 4

### Cultura Britânica

**Bloco B:** O Regresso à Dimensão Europeia  
– Últimas Décadas

**Obras de leitura extensiva:**

Fowles, J., *The Magus*

Osborne, J., *Look Back in Anger*

Read the following text:

'The lips of Marilyn Monroe, the eyes of Caligula'; thus the French President, François Mitterrand, described the new premier. The British liked to call her 'Mrs T', the grocer's daughter from Grantham. It seemed intimate, even affectionate, but it was sometimes tinged with loathing and always with a certain fear; the minister who dared to refer to her as 'the blessed Margaret' or 'the Leaderene' on TV chat shows did not last long. The Russians dubbed her 'the Iron Lady'.

Moynaham, Brian, *The British Century, a Photographic History of the Last Hundred Years*,  
New York, Random House, 1997  
(abridged and adapted)

Justify the names given to Mrs Thatcher, relating them to the policies she developed in Britain in the 80s.

## SECTION 5

### Cultura Americana

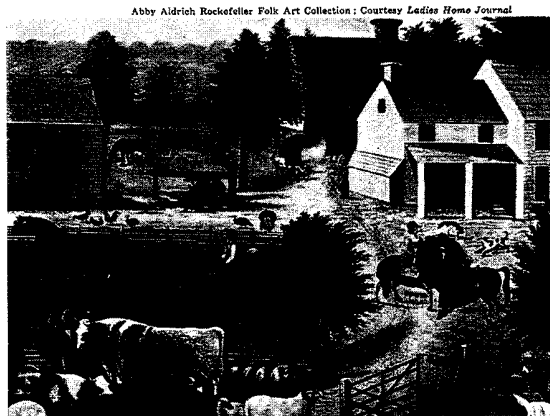
Uma Figura – Thomas Jefferson – Princípios e Protagonismos

**Obras de leitura extensiva:**

Franklin, B., *The Autobiography of Benjamin Franklin*

Paine, T., *Common Sense*

Look at the picture and read its caption:



Settlers moved steadily west, turning the wilderness into prosperous farms.

Cook, Fred, *The Golden Book of the American Revolution*, New York, Golden Press, 1959

Look at the picture and say how Thomas Jefferson contributed to the opening of the American West.

V.S.F.F.

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**SECTION 6**

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

Look at the picture and read its caption:



The picture of 1658 shows Oliver Cromwell standing on Error and Fiction. The three figures on the column on the right are England, Scotland and Wales.

Thornley, G. C., *An Outline of English Literature*, London, Longman, 1979

Comment on the caption of the above picture, considering the Commonwealth of England in the 17th century.

**FIM**

## COTAÇÕES

• Parte A

1. ....	20 pontos
2. ....	15 pontos
3. .... (2 × 10) .....	20 pontos
4. ....	45 pontos
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	100 pontos

• Parte B ..... 100 pontos

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100 pontos

**TOTAL ..... 200 pontos**