

EXAME NACIONAL DO ENSINO SECUNDÁRIO

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

Alunos externos e autopropostos

Nível de continuação — LE II — com a Área de Conteúdo Sociocultural
do Programa de LE I — nível 6 (4h semanais)

Agrupamento 4 CSPOPE

Duração da prova: 120 minutos

1999

1.ª FASE

1.ª CHAMADA

PROVA ESCRITA DE INGLÊS

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

A. Read the following text:

This is an interview with Elvin Jones, a jazz musician.

Q – I call your style of playing a kind of floating, not a direct straight ahead approach. Is that a good definition for your way of playing drums?

A – I think so. Playing a drum is the same as playing the piano. The drum is an essential part of the overall time signature, the rhythm of an orchestra, and it has to blend with the 5 instruments involved. The drummer can do the support for the soloist or the orchestra. So the drum is essential in that way. The perception is that it will be floating, because it will be moving from one to another. I believe that music must sound good. And the drum is in a position to make music sound better. When someone is in a solo, he relates to the fundamental composition, so you can embellish, support or enhance what the soloist is doing, 10 because you are also involved in the composition.

Q – About your groups now... saxophones and the trumpets are always more important than the piano. Are you a fan of pianoless combos?

A – When we first came to Cascais in 1971, there was no pianist... But I need a piano, I want a piano... But the thing is the good piano players always have a job. I don't think jazz 15 has ever been as lucrative as that. You do it or you don't. It's love more than anything else.

*In O Papel do Jazz, Quarterly journal, nº 3, Lisboa, Edições Cotovia, 1998
(abridged and adapted)*

1. Give the text a title.
2. Find two connectors and explain their use.
3. Identify and justify the verb form:
... will be floating ... (l. 6) ... will be moving ... (ll. 6-7)
4. Describe the impact that different instruments have had in the evolution of jazz. Write no more than 60 words.

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*

Read the following text:

Frankfurt, August 22, 1945

Since I last wrote I've been to Russia and to Berlin twice.

With the Japanese war over we are getting many demands for officers for duty in the US. We've lost many high-ranking men in key positions and this keeps us constantly shifting our assignments.

[...] John is well – he is very anxious to get onto a special historical job we have and he will soon be assigned to it. He has been rather hanging on to the ragged edge of nothing since his orders to Japan were cancelled – coincidentally with collapse of that day.

Eisenhower, Dwight D., *Letters to Mamie*, New York, W. W. Doubleday and Company, Inc., 1977
 (abridged and adapted)

Comment on the impact the end of World War II might have had on people.

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:

The most expressive music of any given period will be an exact reflection of what the Negro himself is. It will be a portrait of the Negro in America at that time. Who he thinks he is, what he thinks America or the world to be, given the circumstances, prejudices and delights of that particular America.

Kaiser, Ernest (ed.), *A Freedomways Reader, Afro-America in the Seventies*, Berlin, Seven Seas Publishers, 1977
(abridged and adapted)

Comment on the following statement: "The most expressive music of any given period will be an exact reflection of what the Negro himself is."

SECTION 3

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

Read the following text:

Tudor England experienced Reformation as obedience rather than conversion; they obeyed a monarch's new laws rather than swallowed a preacher's new message. Even the preacher's freedom to convert was circumscribed by official policy; underground proselytizing at risk of persecution would be far less effective than public preaching of an official gospel. Religious change was governed by law, and law was the outcome of politics. The Reformations were begun, defined, sustained, slowed, and revitalized by political events. So the core of a study of English Reformations must be a political story. And that story begins in 1530.

Haig, Christopher, *English Reformations, Religion, Politics and Society under the Tudors*, Oxford, Clarendon Press, 1995
(abridged and adapted)

Comment on the following statement: "Religious change was governed by law, and law was the outcome of politics."

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*

Study the following cartoon:



In "Der Fremdsprachliche Unterricht, Heft 14.", *Black Britons*, Seelze, Friedrichverlag, 1994

Describe some of the consequences of Britain's decolonization policy since the second World War.

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*

Read the following text:

A possible dialogue in the House of Commons in the late 1760's

Q. What is your opinion of a future tax, imposed on the same principle with that of the Stamp Act? How would the Americans receive it?

A. They would not pay it.

Q. Have not you heard of the resolutions of this House, and the House of Lords, asserting the right of Parliament relating to America, including a power to tax the people there? What will be the opinion of Americans on those resolutions?

A. They will think them unconstitutional and unjust.

Bailey, Thomas A. and Kennedy, David M., *The American Spirit*, Lexington, D. C. Heath and Company, 1994
(abridged and adapted)

Describe the role played by Thomas Jefferson in the formation of the new American nation.

V.S.F.F.

450/5

SECTION 6

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

Read the following text:

On 1 January Sir Edward Seymour told Clarendon that "all honest men were startled at the manner of the King's being sent from Whitehall; that all the West went in to the Prince of Orange on his declaration, thinking in a free parliament to redress all that was amiss; but that men now began to think that the Prince aimed at something else; and that the countenance he gave the Dissenters gave too much cause of jealousy to the Church of England, who, he said, were the most considerable and substantial body of the nation" [5, vol. II, p. 238].

Miller, John, *The Glorious Revolution*, Harlow, Addison-Wesley Longman Limited, 1983.
(abridged and adapted)

Various events shaped the behaviour of the Crown in the 17th century. Identify the consequences of this behaviour upon 17th century society.

FIM

COTAÇÕES

• Parte A

1.	15 pontos
2.	20 pontos
3.	20 pontos
4.	45 pontos
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100 pontos	

• Parte B 100 pontos

100 pontos

TOTAL 200 pontos