

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

2.ª FASE

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:

Duck and Cover

'I cannot tell you when or where the attack will come or that it will come at all,' President Truman told the nation in 1950. 'I can only remind you that we must be ready when it does come.' With those chilling words, he launched the Civil Defense Administration – and a challenge that frightened, bewildered, and sometimes amused Americans. They were to think
5 the unthinkable: that they could somehow survive the blast, heat, and radiation of a direct nuclear attack.

Schools added a new subject known as duck and cover. On command, students were taught to crouch, shield their eyes, and seek cover under any available shelter, including their desks. Parents were assured that children would be safe in school and could be picked up
10 when the all clear sounded. Just in case, however, some schools issued military-style dog tags to identify students after an attack.

Civil defense manuals issued by the federal government, with titles such as The Family Fallout Shelter and Education for National Survey, urged homeowners to install shatterproof windows and buy Geiger counters to measure ambient radiation. 'Your chances of living
15 through an atomic attack are much better than you thought,' reassured one manual. 'At Nagasaki, almost 70 percent of the people a mile from the bomb lived to tell their experience.' To improve their chances, 1 in every 20 Americans either modified their homes to include basement-based shelters with reinforced framing or acquired the ultimate in family protection by arranging for an underground bomb shelter in their backyards.

The American Dream, the 50s, Editions of Time-Life Books, Alexandria, Time-Life Books, 1998
(abridged and adapted)

1. Comment on the reasons the Americans 'were to think the unthinkable'. (ll. 4-5)
2. Say why the following verb form is used in this context: '... it does come.' (ll. 2-3)
3. Identify the following verb forms and justify their use:
 - '...were taught to crouch...' (ll. 7-8)
 - '...were assured...' (l. 9)
 - '...could be picked up...' (l. 9)
4. Relate the information in the text to the consequences of the dropping of the atomic bomb.

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*

Look at the following picture:



I Love Lucy, one of the decade's best programs, gave families good reason to gather around the television set.

The American Dream, the 50s, Editions of Time-Life Books, Alexandria, Time-Life Books, 1998
(adapted)

Identify signs of prosperity and the influence of new TV heroes on American lifestyles in the 50s.

V.S.F.F.

450/3

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:

Joshua Coffin to Lydia Maria Child

Esteemed Friend

Phila, 25 June 1842

... I hope you will call & see, if she is now in the city, one of the most interesting cases of escape from slavery that you have ever seen. She was sent from this city yesterday morning & consigned to Mr. Johnston. She was sold by her master to the speculators & to avoid being sent away she was hidden for 7 years! In a small upper room of a house occupied by colored people & within a hundred yards of her master's house, who did not know she was there. She had not seen her boy for 7 years till within 3 days of her coming away. She has been shut up so long that she can hardly walk. [...] The Vigilance Committee of this city are doing a fine business in weakening & delapidating the edifice of slavery. Success to them...

Joshua Coffin

Jacobs, Harriet, *Incidents in the Life of a Slave Girl*, Cambridge, Harvard University Press, 1996
(abridged and adapted)

Relate the history of slavery in America to the origin of the blues and jazz.

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:

Shakespeare's great appeal is his characters: As the British actress Judi Dench puts it, 'He writes real people.' Others believe it's only the writing not the people at all.

Newsweek, December 23, 1998
(abridged and adapted)

Comment on Judi Dench's statement.

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*

Look at the following picture:



A scene from John Osborne's *Look Back in Anger* which was produced in 1956.

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

Reflect on how government policies on education, housing, and employment can affect individuals.

V.S.F.F.

450/5

SECTION 5

Cultura Americana

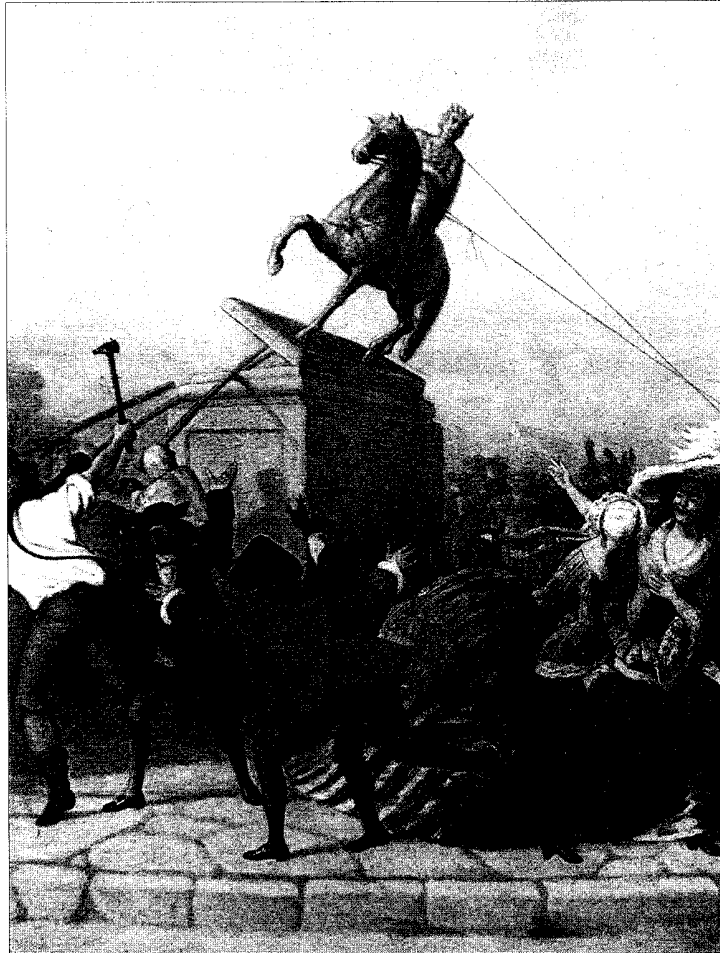
Uma Figura – Thomas Jefferson – Princípios e Protagonismos

Obras de leitura extensiva:

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

Paine, T., *Common Sense*

Look at the following picture:



The spirit of revolt spread from Boston through all the colonies. This painting shows patriots in 1776 pulling down the statue of George III in New York.

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

Interpret the role played by Thomas Jefferson in the foundation of American democracy.

SECTION 6

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

Read the following text:

Periods of revolutionary upheaval exercise a compelling attraction for historians, and the English Civil War is no exception to this general rule. At such moments, dramatic social, constitutional and economic changes are compressed into brief years – even months – and the breakdown of censorship and expansion of political consciousness produces a veritable ferment of radical suggestions for social reconstruction.

Tomlinson, Howard, *Politics, Religion and Society in Revolutionary England 1640-1660*,
London, MacMillan Education Ltd, 1989
(abridged and adapted)

Identify the causes and consequences of the English Civil War bearing in mind the aspects referred to in the above excerpt.

FIM

COTAÇÕES

• Parte A

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

• Parte B 100 pontos

100 pontos

TOTAL **200 pontos**