

EXAME NACIONAL DO ENSINO SECUNDÁRIO

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

Alunos externos e autopostos

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

2.ª FASE

1999

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 que trabalhou durante o ano lectivo. A sua resposta a esta secção não deverá exceder **220 palavras**.

PART A

Read the following text:

Many problems bedevil the modern interpreter of Shakespeare's plays, but especially puzzling, whether for critic, editor, or director, is the gap that exists between us and the original stage conventions, those "terms upon which author, performers and audience agree to meet, so that the performance may be carried on". Some of Shakespeare's contemporaries 5 (Ben Johnson is the most notable example) did take pains to edit their dramatic works for the benefit of a reader, but, as R. B. McKerrow has noted, the original manuscript delivered to the players by the playwright was "merely the substance, or rather the bare bones, of a performance on the stage, intended to be interpreted by actors skilled in their craft, who would have no difficulty in reading it as it was meant to be read." Such a manuscript, then, 10 was a theatrical script, written to be performed by Elizabethan theatrical professionals, not a literary text, written to be read by modern editors and critics. To treat such playscripts today, as poems in dialogue form or as modern novels, is then to flirt with the danger of screening our part of the original theatrical language or logic of presentation shared by Shakespeare, his actors, and his spectators.

Dessen, Alan C., *Shakespeare and the Theatrical Conventions of his Time*, in Well, Stanley (ed.), *Shakespeare Studies*, New York, Cambridge University Press, 1986
(abridged and adapted)

1. What is the difference between the original manuscripts of plays written for the contemporary performers and the texts edited for the readers?
2. Explain the meaning of the following expressions:
 - 2.1. ... did take pains... (l. 5)
 - 2.2. ... the bare bones... (l. 7)
3. What do the following words refer to:
 - 3.1. those (l. 3)
 - 3.2. their (l. 5)
 - 3.3. their (l. 8)
 - 3.4. it... it (l. 9)
4. Comment on Shakespeare's skill as a 'reader' of his own time.

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:



Two opponents of segregation sit in the whites only part of a bus in Birmingham, Alabama, 1956.

Lane, Peter, *World History – 1870 To the Present Day*, London, Letts Education, 1984

Relate the above picture to the non-conformist America of the 60s.

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 cultural divide between blacks and whites in America is also one characterized by contradictions. While black hip-hop and soul is the largest-selling genre of music and its styles have been appropriated by white suburban teenagers, there have been efforts to establish a separate cultural identity.

Of course, it's impossible to gauge where America's race relations might now be if Dr King had lived. In spite of economic gains for a large number of African-Americans, the country remains haunted by racial divisions. His words may have been put to uses he would never have endorsed but they remain the clearest and most passionate elucidations of the goals of liberty and equality enshrined in the Bill of Rights.

Helmore, Edward, *American Dream*, in *British Airways Highlife*, August 1998
(abridged and adapted)

Comment on the principle of equality from an African-American point of view.

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 map:



A map of the world from the early sixteenth century

Allen, Derek and Smith, Paul, *English and American Literature*, Milão, La Spiga, 1993

Analyse the consolidation of the Tudors' power and its consequences on English overseas policies.

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:

Margaret Thatcher, leader of the Conservative government which was elected in 1979, criticised the Welfare State. Her view was that it was "the nanny state" which by setting out to care for everyone destroyed their motivation to work. The Conservatives felt that it should not be an aim of government to redistribute wealth to the poor. Instead, they tried to create an economic climate in which the poor could become richer by their own efforts. Most famously, Thatcher called for a return to what she called "Victorian values". She said that in the nineteenth century people had "great self-reliance", and she wanted to help people rediscover that.

Walsh, Ben, *British Social & Economic History*, London, John Murray Publishers, 1997
(abridged and adapted)

Identify signs of liberalism and/or conservatism in recent British policies and explain how they are justified.

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:

Resolved that so much of the territory ceded or to be ceded by individual states to the United States as is already purchased or shall be purchased of the Indian inhabitants & offered for sale by Congress shall be divided into distinct states,...

That the settlers... receive authority from them with appointments of time & place for their free males of full age... to adopt the constitution and laws of any one of the original states...

Jefferson, Thomas, *Report of Government for the Western Territory*. March 22, 1784, in Adrienne Koch and William Peden (eds.), *The Life and Selected Writings of Thomas Jefferson*, New York, The Modern Library, 1993
(abridged and adapted)

Interpret Jefferson's ideals with regard to the destiny of the American continent.

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 following picture:



The Puritans wanted to close taverns and other forms of amusement on Sundays so that more people could come to church.

Allen, Derek and Smith, Paul, *English and American Literature*, Milão, La Spiga, 1993

Evaluate the role played by the Puritans in the 17th century.

FIM

COTAÇÕES

• Parte A

- | | |
|-----------------------|-----------|
| 1. | 15 pontos |
| 2. (2 × 10) | 20 pontos |
| 3. (4 × 5) | 20 pontos |
| 4. | 45 pontos |

100 pontos

• Parte B 100 pontos

100 pontos

TOTAL 200 pontos