

## EXAME NACIONAL DO ENSINO SECUNDÁRIO

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

Cursos Gerais e Cursos Tecnológicos

Nível de Continuação – LE I – 8 anos de aprendizagem

3/4 horas semanais

Duração da prova: 120 minutos  
2004

1.ª FASE

### PROVA ESCRITA DE INGLÊS

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A prova é constituída por 2 grupos:

- O **Grupo I** testa a interpretação de textos (ler/escrever), o conhecimento da língua inglesa (em contexto) e o conteúdo sociocultural.
- O **Grupo II** testa a capacidade de relacionar a obra literária que estudou durante o ano lectivo com o conteúdo sociocultural em que aquela se insere, bem como as competências linguística, discursiva e estratégica (escrever/ler).

Os itens do **Grupo I** são todos de resposta obrigatória.

Em itens de resposta fechada (escolha múltipla, correspondência, ordenamento, verdadeiro/falso, completamento) será atribuída a cotação 0 (zero) se não forem respeitados os critérios de realização.

O **Grupo II** é constituído por 3 secções, correspondentes aos diferentes blocos temáticos.

Destas, responderá apenas a uma, que será a referente à obra de leitura extensiva que trabalhou durante o 12.º Ano, cujo conhecimento tem obrigatoriamente de relacionar com a área de conteúdo sociocultural respectiva.

A não observância desta prescrição determina a atribuição de cotação 0 (zero) à resposta apresentada.

Se responder a mais do que uma secção, apenas a primeira resposta será classificada.

A resposta deverá conter entre 150 e 250 palavras.

É permitida apenas a consulta de dicionários unilingues, incluindo os enciclopédicos, sem qualquer restrição ou especificação.

Read the following text:

**Margaret Thatcher, The Welfare State and Individual Responsibility**

The desire to bring about a society which promotes greater human fulfilment is not the monopoly of any one political party.

5 It is certainly the duty of Government to do all it can to ensure that effective succour is given to those in need, and this is a Conservative principle as much as a Socialist one. Where Conservatives part company from Socialists is in the degree of confidence which we can place in the exclusive capacity of a Welfare State to relieve suffering and promote well-being. Charity is a personal quality and public compassion, State philanthropy and institutionalized charity can never be enough. There is no adequate substitute for genuine caring for one another on the part of families, friends and neighbours.

10 There cannot be a welfare system in any satisfactory sense which tends, in this way, to break down personal responsibility and the sense of responsibility to family, neighbourhood and community. In recent years, it has been quite widely held to be morally wrong for the individual to choose to make his own provision for the education or the health of his family.

15 The mission of this Government is much more than the promotion of economic progress. It is to renew the spirit and the solidarity of the nation. To ensure that these assertions lead to action, we need to inspire a new national mood.

At the heart of a new mood in the nation must be a recovery of our self-confidence and our self-respect. Nothing is beyond us. Decline is not inevitable. But nor is progress a law of nature. The ground gained by one generation may be lost by the next.

Lively, Jack and Lively, Adam, eds., *Democracy in Britain – A Reader*  
(abridged and adapted)

1. In your own words, identify the differences between the Conservatives and the Socialists, according to Margaret Thatcher.
2. Relate paragraph 4 to Margaret Thatcher's statement "Nothing is beyond us" (l. 18).
3. Explain how Mrs Thatcher believes that progress is possible.
4. In line 14, the word "Government" is preceded by the determiner "this", but in line 3 there is none. Justify this difference.
5. From the text select two phrasal verbs.

6. Identify the type of relative clause used in lines 5-6 (beginning with “which”) and justify its use.
7. Comment on the Welfare Policy of Margaret Thatcher and its impact upon the British people. Write between 70 and 100 words.

## II

### SECTION 1

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

Comment on the blessings of prosperity in the suburban lifestyles portrayed in *The Crying of Lot 49* in Kinneret-among-the Pines, and relate them to the characteristics of American society in the 50s.

SECTION 2

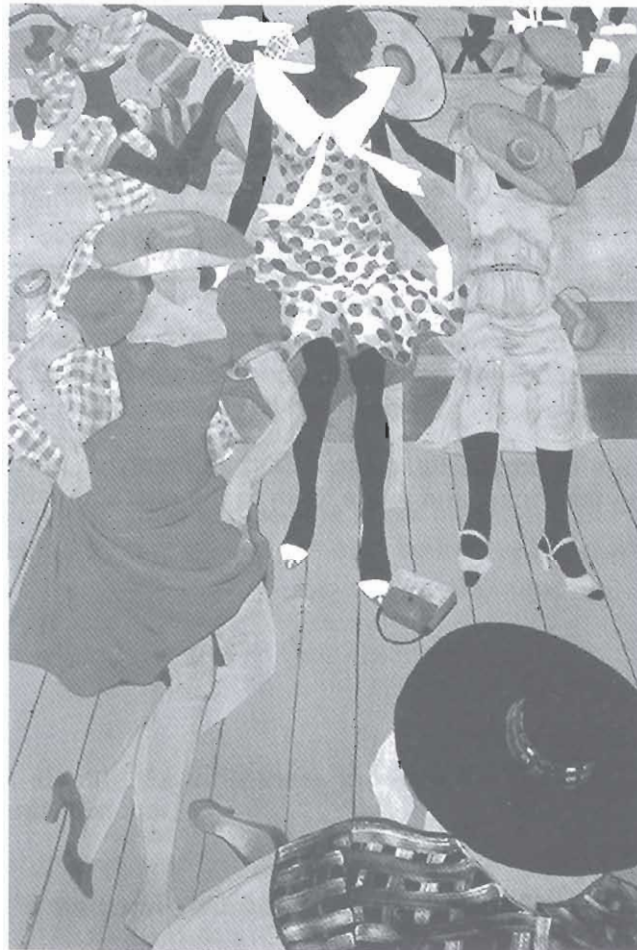
Cultura Americana

Bloco B: Sons da América – Estórias da História

Obra de leitura extensiva:

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

Look at the following picture:



Green, Jonathan, *The Shout* in *The Art of J. Green*

Relate the above picture to blues and jazz, as the dynamic expression of human experiences portrayed in *Ma Rainey's Black Bottom*.

**SECTION 3**

**Cultura Britânica**  
**Bloco B: O Regresso à Dimensão Europeia –**  
– Últimas Décadas  
**Obra de leitura extensiva:**  
Osborne, J., *Look Back in Anger*

**Read the following text:**

Our freedoms have remained our rulers' possession, rationed out to us as subjects rather than being our own inalienable possession as citizens.

Charter 88 in Lively, Jack and Lively, Adam, eds., *Democracy in Britain – A Reader*  
(abridged)

**Comment on how the statement above may justify the negative view of British society in *Look Back in Anger*.**

**FIM**

**COTAÇÕES**

**• Grupo I**

1. ....	15 pontos
2. ....	15 pontos
3. ....	15 pontos
4. ....	15 pontos
5. ....	10 pontos
6. ....	10 pontos
7. ....	40 pontos
	120 pontos

<b>• Grupo II</b> .....	80 pontos
	80 pontos

<b>TOTAL</b> .....	<b>200 pontos</b>
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