

EXAME NACIONAL DO ENSINO SECUNDÁRIO

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

Nível de continuação — LE I — com a Área de Conteúdo Sociocultural
do Programa de LE I — nível 8 (3/4h semanais)

Agrupamento 4 CSPOPE

Duração da prova: 120 minutos

1998

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 **200 palavras**.

PART A

Read the following text:

At the age of three and a half, the arrival of the year 1950 made no great impact on me. It was only later, when I found that at school my age group were numerically bigger than any other, that I became aware of being a member of the "baby boom". The "newness" of the era was felt by both children and adults to whom much was equally novel. We shared the excitement of television, the blue light emanating from a screen that was to be a major feature of the age. The squeaky freshness of a new car was an exciting contrast to the fusty, leathery sensation of the motley pre-war models. The skies too gave an occasional glimpse of the future with the appearance of vapor trails from the new jet planes. These gave rise to what now seems an air of childishness around some of the manifestations of the fifties, be it a series of crazes over flying saucers, 3D movies or hula hoops, or the obsession with consumer objects that often were suspiciously like toys themselves.

My interest in the fifties is obviously a search for an understanding of the world of my formative years. The major exception was the acquisition of a car, the fulfillment of a childhood promise to myself. One version of these Detroit monsters used to be near my school and we were enthralled by the car and its owner, a large blonde lady who looked like Marilyn Monroe. This perfect, personal amalgamation of imagery is fun. It is a continuing process of reappraisal which I approach with some amusement, some apprehension, some cynicism and a great deal of respect.

Pearce, Christopher, *Fifties Source Book – A Visual Aid to the Style of a Decade*, New Jersey Chartwell Books, inc., 1990
(abridged and adapted)

1. How did the author react to the fifties? Write no more than 60 words.
2. Classify the following -ing forms according to their grammatical function:

being (l. 3)	flying (l. 10)
emanating (l. 5)	understanding (l. 12)
exciting (l. 6)	continuing (l. 16)
3. Look at the verb forms "found" (l. 2) and "was felt" (l. 4). Identify the forms and explain their use in this context.
4. Analyse the role played by the consumer boom in American society in the fifties. 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 texts:

1.



Pearce, Christopher, *Fifties Source Book – A Visual Aid to the Style of a Decade*, New Jersey Chartwell Books, inc., 1990

2. In the fifteen years after World War II, the mystique of feminine fulfillment became the cherished and self-perpetuating core of contemporary American culture. (...) [The women's] only dream was to be perfect wives and mothers; their highest ambition to have five children and a beautiful house, their only fight to get and keep their husbands.

Friedan, Betty, "That Has Name", *The Feminine Mystique*, New York, W. W. Norton, 1963
 (abridged and adapted)

Analyse and comment on the role of women in American family life in the 50's.

V.S.F.F.

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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 rough, raw sound the black man forced out of these European instruments was a sound he had cultivated in this country for two hundred years. It was an American sound, something indigenous to a certain kind of cultural existence in this country.

Jones, LeRoi, *Blues People*, Edinburgh, Payback Press, 1995
(abridged and adapted)

Evaluate the influence of African rhythms and European instruments on modern American music.

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:

'I know no Queen to whom I can make a curtsy, but my mother, Queen Catherine.'

'I will beg you,' Anne continued, her voice shaking, 'not just for yourself, but for others. Since Rome affirmed your mother's marriage, an Act of Succession has been passed by Parliament to which everyone in England has got to swear! It gives the succession to my daughter Elizabeth or the male heirs of my body, and those who refuse to admit the King as the Supreme Head of the Church of England will be charged with high treason. Think how much blood is going to flow and how one act from you could save so many lives.'

Anthony, Evelyn, *Anne Boleyn*, New York, Harper Collins, 1957
(abridged and adapted)

Describe the impact of some of the principal Acts of Parliament during the Tudor period and account for their importance.

SECTION 4

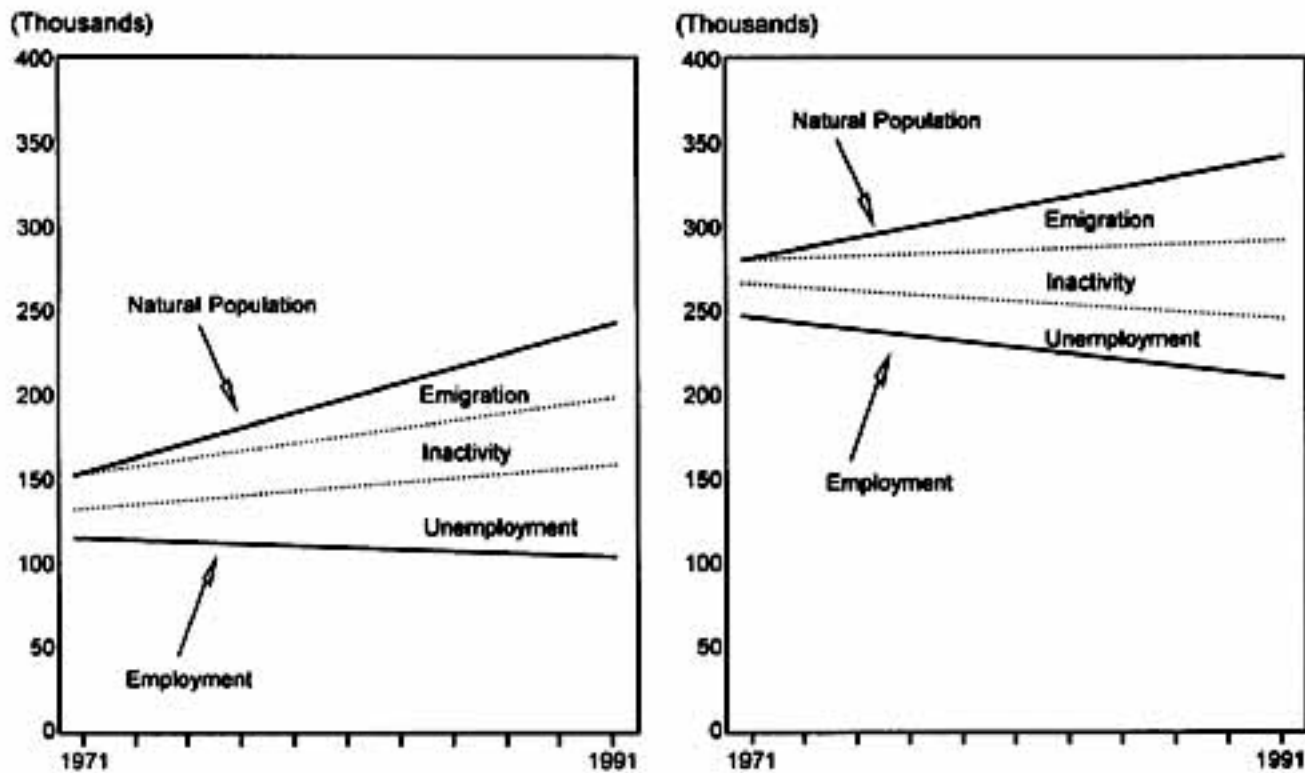
Cultura Britânica
Bloco B: O Regresso à Dimensão Europeia
- Últimas Décadas
Obras de leitura extensiva:
Fowles, J., *The Magus*
Osborne, J., *Look Back in Anger*

Study these graphs:

SOCIAL POLITICS IN NORTHERN IRELAND

(a) Catholics

(b) Non-Catholics



Source: Rowthorn 1996

Bew, Paul, Patterson, Henry and Teague, Paul, *Between War and Peace, The Political Future of Northern Ireland*, London, Lawrence and Wishurst, 1997

Relate the above statistics to government policies and their effect on the lives of individuals and communities.

SECTION 5

Cultura Americana
Uma Figura – Thomas Jefferson – Principios e Protagonismos
Obras de leitura extensiva:
Franklin, B., *The Autobiography of Benjamin Franklin*
Paine, T., *Common Sense*

Read the following text:

And if ever there was a just war since the world began, it is this in which America is now engaged... We fight not to enslave, but to set a country free, and to make room upon the earth for the honest man to live in.

Paine, Thomas, *The Crisis*, 1776
(abridged and adapted)

Analyse the influence the above views of democracy might have had upon the democratic principles defended by Thomas Jefferson.

SECTION 6

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

Read the following text:

Twixt kings and tyrants there's this difference known:
Kings seek their subjects' good, tyrants their own.

ROBERT HERRICK
"Kings and Tyrants", 1648

Evaluate the implications of absolutism in British society of the 17th century.

FIM

COTAÇÕES

• Parte A		
1.	15 pontos	
2.	18 pontos	
3.	22 pontos	
4.	45 pontos	
		<hr/> 100 pontos
• Parte B	100 pontos	
		<hr/> 100 pontos
	TOTAL	200 pontos