

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

1.ª FASE

2001

2.ª CHAMADA

PROVA ESCRITA DE INGLÊS

Material admitido: dicionários unilingues.

Deve responder a todos os itens da **Parte I**.

A **Parte II** é constituída por três secções, correspondentes aos diferentes blocos temáticos. Destas, seleccionará apenas **uma**, que será obrigatoriamente a referente à obra de leitura extensiva que trabalhou durante o ano lectivo, cujo conhecimento deverá relacionar com a área de conteúdo sociocultural respectiva. A sua resposta a esta secção deverá situar-se entre **150** e **250** palavras.

I

Read the following text:

The Ku-Klux-Klan's Reign of Terror

Alfred Richardson (colored) sworn and examined.

Question: Since you became a free man have you voted?

Answer: Yes, sir.

Question: With what party have you voted?

5 *Answer:* The Republican Party.

Question: State to the committee whether you have been attacked in any way by anybody; if so, when and how.

Answer: Yes, sir; I was attacked twice.

Question: Tell us all the particulars.

10 *Answer:* There was a set of men came down to about a quarter of a mile of where I live. They were all disguised. They had taken out an old man by the name of Charles Watson. They commenced beating him. His wife and children all ran out, and screamed and halloed for help to stop the men from beating him to death. We, who were in town, came out to see what was the matter.

15 *Question:* You heard the outcry?

Answer: Yes, sir. It was the Ku-Klux, who had this old man down in the corner of the fence, knocking him and telling him he had to tell where Alfred Richardson was.

Question: They wanted him to tell where you were?

20 *Answer:* Yes, sir; they wanted him to tell where I was, and how I was fixed up; they said he had to go and get me out.

Question: Do these bands of men ever whip women?

Answer: Yes, sir.

Question: Why do they whip women? They do not vote.

25 *Answer:* Many times, you know, a white lady has a colored lady cook or waiting in the house, or something of that sort. They have some quarrel, and sometimes probably the colored woman gives the lady a little jaw. In a night or two a crowd will come in and take her out and whip her.

Question: For talking saucily to her mistress?

Answer: Yes, sir.

30 *Question:* Does that state of things control colored labor down there? Do these bands make the negroes work for whomever they please?

Answer: Do you mean the Ku-Klux?

Question: Yes, sir.

35 *Answer:* Well, they go sometimes so far as this: when a man is hired, if he and his employer have any dispute about the price, and there are hard words between them about the amount of money to be paid, they whip the colored man for disputing the white man's word, or having any words with him.

Question: They whip the colored man for having any dispute with his employer about what shall be paid him?

40 *Answer:* Yes, sir.

Question: Is that common?

Answer: Yes, sir; that has been done several times.

Question: Are there many white republicans in your country?

45 *Answer:* No, sir; I do not suppose there are over four or five. In the city of Athens the man who attends the post office, I think, is a republican; then he has got two or three sons who are clerks in the post office; then there is the tax collector. They are republicans; they vote the republican ticket...

Richardson, Alfred, in *Testimony Taken by the Joint Select Committee to Inquire into the Condition of Affairs in the Late Insurrectionary States, Georgia, Volume I*, pp. 1-2, 12-13, Report No 41, Part 6, 42nd Cong. 2nd sess. Senate Washington, D.C.: Government Printing Office, 1872, in Thomas Bailey and David M. Kennedy, *The American Spirit*, New York, Houghton Mifflin Company, 1998

(abridged and adapted)

1. Explain the relevance of the above testimony bearing in mind the date it was given – 1871.
2. Say what the above testimony suggests about the political situation in the Reconstruction era in the South.
3. Explain the meaning of the following expressions:
 - 3.1. ‘... hallooed for help...’ (l. 13)
 - 3.2. ‘... the colored woman gives the lady a little jaw.’ (ll. 25-26)
4. In standard English there should be an additional word in line 10. Identify the word and explain why it should be present.
5. ‘You heard the outcry?’ (l. 15)
Explain the use of this construction.

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6. Explain the use of 'shall' in line 39.
7. The Voting Rights Act of 1965 eradicated the remnants of any discriminatory practices. Describe the role of the Civil Rights movement in bringing this about. Use 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*

'Thomas Pynchon depicts the plight of contemporary humanity caught in, rather than sustained by, a culture that celebrates technology and death rather than humanity and life.'

Comment on this statement, relating it to the Atomic Age.

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:



Rock-and-roll became synonymous with teenage violence, and its condemnation by parents, teachers, church and youth leaders and the press only fuelled the flames. The caption to this 1957 picture from Milan, Italy notes that the police had to intervene to control 'hundreds of rock-and-roll crazed teenagers', who were unable to gain admittance to a dance.

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

Compare the revolution caused by rock 'n' roll in the 50s to the one Levee tries to cause 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:

Thatcher achieved her victories at a terrible cost, usually borne by others. By any test, from statistical surveys of relative incomes to the striking reappearance of beggars on the street, Britain became a more unequal society. Moreover, in carrying out her grand design, Thatcher relied on rough-and-ready improvisation far more often than she liked to think.

Fletcher, James, *A Proud Nation*, New York, McDougal Little & Company, 1984
(abridged and adapted)

Evaluate the impact on individuals caused by policies which may have led Britain to become 'a more unequal society'.

FIM

COTAÇÕES

• Parte I

- 1. 15 pontos
 - 2. 15 pontos
 - 3. (2 × 8) 16 pontos
 - 4. 14 pontos
 - 5. 10 pontos
 - 6. 10 pontos
 - 7. 40 pontos
-
- 120 pontos

• Parte II

- 80 pontos
-
- 80 pontos

TOTAL 200 pontos