

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
2002

1.ª FASE
2.ª CHAMADA

PROVA ESCRITA DE INGLÊS

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.

Nos 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.

V.S.F.F.

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Read the following text:

After Betty Friedan graduated *summa cum laude** from Smith College in 1942, she worked as a reporter for seven years, before settling down to become a housewife in the suburbs of New York. By 1958, though, she began to realize that the role didn't suit her and, moreover, that it had been forced upon her and the rest of her generation in the postwar years. Friedan studied herself and her contemporaries and found that many of the reasons behind the newly constricted role for women were crassly economic. After selling her theory to a publishing company as the basis of a book, Friedan was three years late in submitting a manuscript, in part because she had to maintain her family's home all the while. She would later term such homes 'comfortable concentration camps' for women. Friedan's book, *The Feminine Mystique*, finally appeared in 1963. Sales were slow at first, but the book sparked a reaction that eventually exploded into the Women's Liberation Movement. In 1966, Friedan was the founding president of the National Organization for Women. As leader of the movement, she was brash, insightful and ambitious. The very qualities she felt society had discouraged in her as a housewife became the means she employed to release the hidden qualities of the millions of women who followed her. In 1973, on the tenth anniversary of the publication of the *The Feminine Mystique*, Friedan looked back on the woman she had been and the movement she began.

* to conclude a course with high commendation

Ambrose, Stephen and Brinkley, Douglas, *Witness to America*
(abridged and adapted)

1. With support from the text, say what happened to Betty Friedan between 1942 and 1960.
2. Infer from the text what qualified Betty Friedan to be chosen as leader of the National Organization for Women.
3. Explain the meaning of the following sentences in their context:
 - 3.1. ... the book sparked a reaction... (l. 10)
 - 3.2. ... to release the hidden qualities of the millions of women...(ll. 14-15)
4. Identify the form of discourse in the text above. Choose the appropriate one from the list below and justify.
 - Narration
 - Description
 - Argumentation
 - Exposition

5. Give reasons for the use of the verb forms 'felt' (l. 13) and 'had discouraged' (l. 13)
6. Explain the use of 's' in the following phrase:
... Women's Liberation Movement. (l. 11)
7. Relate the role played by Betty Friedan to the non-conformity of women in the 60s. Use between 70 and 100 words.

II

SECTION 1

<p>Cultura Americana Bloco A: Um Acontecimento – A Bomba Atómica Obra de leitura extensiva: Pynchon, T., <i>The Crying of Lot 49</i></p>

Read the following text:

But after the Korean War, in the early 1950s, according to Kerouac, the 'postwar youth emerged cool and beat, had picked up the gestures and the style; soon it was everywhere, the new look... the bop visions became common property of the commercial, popular, cultural world... The ingestion of drugs became official (tranquilizers and the rest); and even the clothes style of the beat hipsters carried over to the new rock 'n' roll youth... and the Beat Generation, though dead, was resurrected and justified.'

Charters, Ann, ed, *The Penguin Book of the Beats*
(abridged and adapted)

In the light of this quotation, comment on the behaviour of the main characters in *The Crying of Lot 49*.

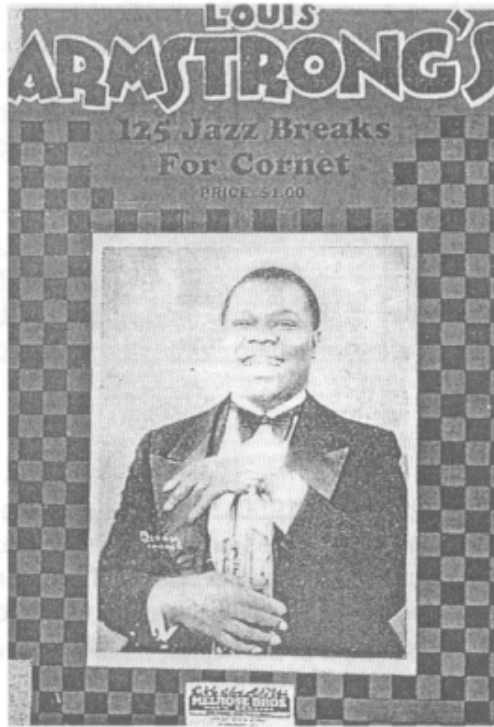
V.S.F.F.

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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:



Cover of the Sony edition of *The Complete Hot Five and Hot Seven Recordings* by Louis Armstrong

SONS, 22nd September, 2000

Comment on the individual experience and the group experience lived by the blues and jazz men/women as they are characterized 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*

The policies of a government affect the life of people in a country. Comment on the impact of government policies on the development of the main character in *Look Back in Anger*.

FIM

COTAÇÕES

• Grupo I

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

• Grupo II 80 pontos

80 pontos

TOTAL **200 pontos**