

## 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

2.ª CHAMADA

### PROVA ESCRITA DE INGLÊS

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**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

A. Read the following text:

Racism is not a side-issue in contemporary Britain: it is not a peripheral minority affair. Britain is undergoing the critical phase of its post-colonial period. This crisis is not simply economic or political. It is a crisis of the whole culture, of the society's entire sense of itself. And racism is only the most clearly visible part of the crisis, the tip of the kind of iceberg that sinks ships.

After all, surely, the one thing one can confidently say about that age of England's precedence, when the map of half the world blushed with pleasure as it squirmed beneath the Pax Britannica, is that it is over, isn't it? And how fine was the manner of its setting; in what good order the British withdrew.

But, those old colonial attitudes are still in operation here in Britain – in what E. P. Thompson, on Channel 4 and in these pages last month, described as the last colony of the British empire. The British authorities, being no longer capable of exporting governments, have chosen, instead, to import a new empire, a new community of subject peoples of whom they can think, and with whom they can deal, in very much the same way as their predecessors thought of and dealt with "the fluttered folk and wild", the "new-caught, sullen peoples, half-devil and half-child", who made up, for Rudyard Kipling, the white man's burden.

in Salman Rushdie "The New Empire within Britain", *New Society*, 9 Dec. 1982  
(abridged and adapted)

NOTE: Rudyard Kipling (1865-1936) – British author and journalist who lived in British India. Author of the poem "The White Man's Burden", 1899.

1. In paragraph 1 identify a metaphor and, using no more than 60 words, explain its relevance in the context.
2. Bearing in mind the organization of the text, justify the use of "but". (l. 10)
3. Find evidence in the text for the following statement: "Racism is an imperial heritage."
4. Mrs. Thatcher made hard-line declarations in 1981 on the British fear of being swamped by immigrants. Comment on the decolonization policy in the British society of the 80's. Your answer should not exceed 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 text:

All I could hear was the shuffling of their feet. "Here she comes, get ready." ... The crowd moved in closer, calling me names. I stood looking at the school. The guards let some white students go through. I walked up to the guard who had let the white students in. When I tried to squeeze past him, he raised his bayonet. Somebody started yelling, "Lynch her! Lynch her!" I tried to see a friendly face in the mob. I looked into an old woman, but she spat on me.

Litwack, Ian et al., *The United States Becoming a World Power*, Vol. II, Englewood Cliffs, Prentice Hall, 1982  
(abridged and adapted)

Evaluate the importance of individual responsibility in the struggle between conformism and non-conformism in the American Society of the 60's.

V.S.F.F.

650/3

**SECTION 2**

**Cultura Americana**

**Bloco B: Sons da América – Estórias da História**

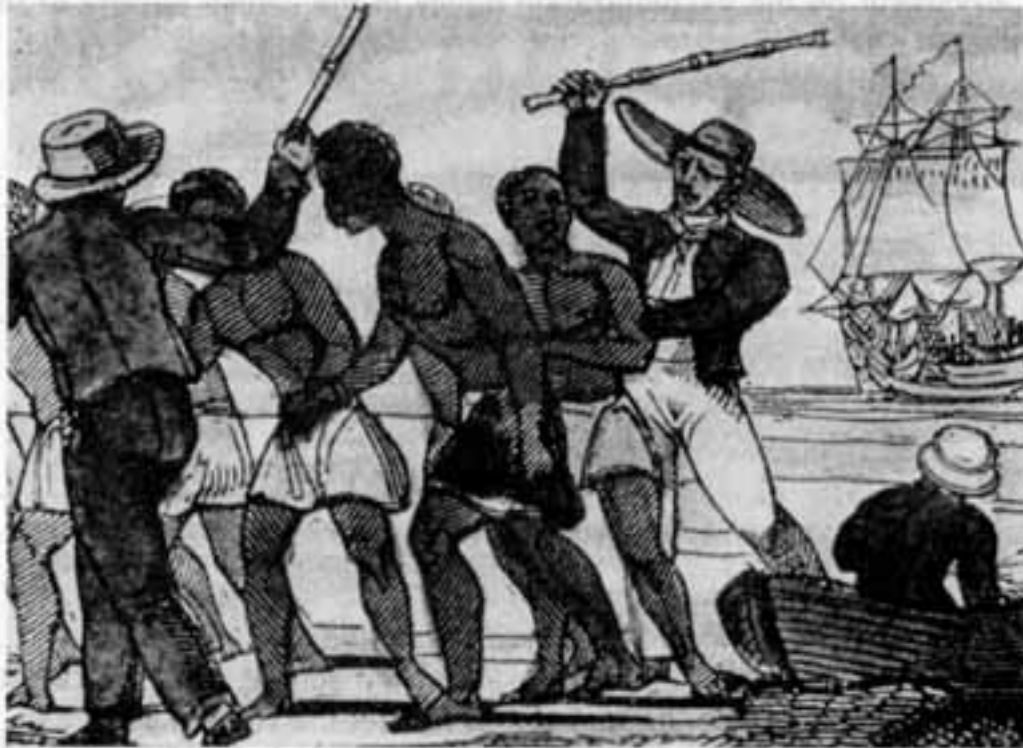
**Obras de leitura extensiva:**

Jacobs, H., *Incidents in the Life of a Slave Girl*

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

**Study these pictures:**

1.



Die Fremdsprachliche Unterricht, Heft 14, *Black Britons*, 1994, p. 18

2.



Blues country: cotton pickers in Pulaski County, Arkansas, 1935

Oakley, Giles, *The Devil's Music, A History of the Blues*,

New York, Da Capo Press, 1997

**Explain the origins of African American music and relate them to the modern sounds and rhythms of 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:

Shakespeare has become the central figure in one grand narrative of modernity. Several social formations have constructed him in their intellectual projects as a paragon of literature. That is why we must read in history what he wrote in history. We cannot give him back to his time and place without giving him up completely. But we can relate to the voices, discourses, and experiences of his time and place by giving voice and discourse to the experiences of our time(s) and place(s).

*Anglo-Saxónica* – revista do Centro de Estudos Anglisticos  
da Universidade de Lisboa, Série II, n.º 4 e 5, Colibri, 1977  
(abridged and adapted)

Bearing in mind the time William Shakespeare lived in, analyse the messages conveyed in his writings.

### 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 texts:

1. The catastrophic rise in unemployment was already seriously undermining the power of the unions: this was driven home by Mrs. Thatcher's refusal on ideological grounds to consult with union leaders in the way that all previous Governments had done.

Marwick, Arthur, *British Society Since 1945*,  
London, Penguin Books, 1990  
(abridged and adapted)

2. We are not in politics to ignore people's worries; we are in politics to deal with them.

Margaret Thatcher in Rogers, Michael (ed.), *Contradictory Quotations*,  
Longman Pocket Companion, Harlow, Longman, 1984

Comment on the impact of the above attitudes upon modern British society and lifestyles.

V.S.F.F.

650/5

## 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:

**REPUBLICANS**

Turn out, turn out and save your Country from ruin !

From an Emperor—from a King—from the iron grasp of a British Tory Faction—an unprincipled banditti of British speculators. The hiring tools and emissaries of his majesty King George the 3d have thronged our city and diffused the poison of principles among us.

**DOWN WITH THE TORIES, DOWN WITH THE BRITISH FACTION,**

*Jefferson & Clinton,*  
who fought their Country's Battle in the year '76

Bailey, Thomas A., Kennedy, David M., *American Spirit*, Volume I, Lexington, D.C. Heath and Company, 1994

Interpret the republican principles behind the above propaganda for the presidential campaigns of 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:

If a man's wit be wandering, let him study mathematics.

FRANCIS BACON, *Essays*, 1625

In Rogers, Michael (ed.), *Contradictory Quotations*, Longman Pocket Companion, Harlow, Longman, 1984

Analyse the importance of scientific knowledge in the 17th century.

**FIM**

## COTAÇÕES

### • Parte A

1. ....	20 pontos
2. ....	15 pontos
3. ....	20 pontos
4. ....	45 pontos

100 pontos

• Parte B ..... 100 pontos

100 pontos

**TOTAL** ..... **200 pontos**