

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
2005

2.ª FASE

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.

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, A CRITIQUE OF CONSENSUS
(Lecture delivered in 1979)

- In the old days, political writers used to argue about something called 'the protection of minorities'. How could minority groups in a democracy be protected against the majority? Surely the 51 per cent might claim legitimacy for persecution of the 49 per cent? But democracy is about more than majorities. It is about the right of every individual to freedom
 5 and justice: a right founded upon the Old and New Testaments, which remind us of the dignity of each individual, his right to choose and his duty to serve. These rights are God-given, not State-given. They are rights which have been evolved and upheld across the centuries by our rule of law: a rule of law which safeguards individuals and minorities; a rule of law which is the cement of a free society.
- 10 But what I think we are now seeing is the reverse problem, and we haven't properly faced up to it yet – the problem of the protection of the majority. There has come into existence a fashionable view, convenient to many special interest groups, that there is no need to accept the verdict of the majority: that the minority should be quite free to bully, even coerce, to get the verdict reversed.
- 15 If there is a national debate and constitutional vote about some matter, and if a recalcitrant minority says 'the vote be damned, we are going to do our level best to stop the majority having its way', then it's no good saying, 'we must seek consensus, we must negotiate'. Such a group will never consent, whatever the majority thinks, until it gets what it wants. That is when we have to stand up and be counted, that is when we have to do what we believe to be
 20 right.

Lively, Jack & Adam, ed., *Democracy in Britain*

1. Justify the title of the lecture Margaret Thatcher delivered in 1979.
2. Find evidence for a Christian background in Mrs Thatcher's character.
3. Explain, in your own words, Margaret Thatcher's concept of "the protection of the majority" versus "the protection of the minority".
4. Justify the use of the question mark in line 3, given that what it follows does not have the form of a question.
5. Identify the form of "be" in line 16.

6. Read lines 10/11 and identify the time that all three of the following verb forms refer to:

- 6.1. think**
- 6.2. are seeing**
- 6.3. haven't faced up to**

7. Bearing in mind the date the lecture was delivered (1979), comment on the impact of Margaret Thatcher's policy – conservatism versus liberalism – on the British people. Use between 70 and 100 words.

II

SECTION 1

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

Read the following text:

“*The Crying of Lot 49* is a book partly about communications and signals and, logically enough, its central scientific metaphor involves communication theory”.

Contemporary Literary Criticism, Vol. 72, p. 311

Comment on the above statement, bearing in mind the signs of non-conformity in the arts and media in post-war America.

SECTION 2

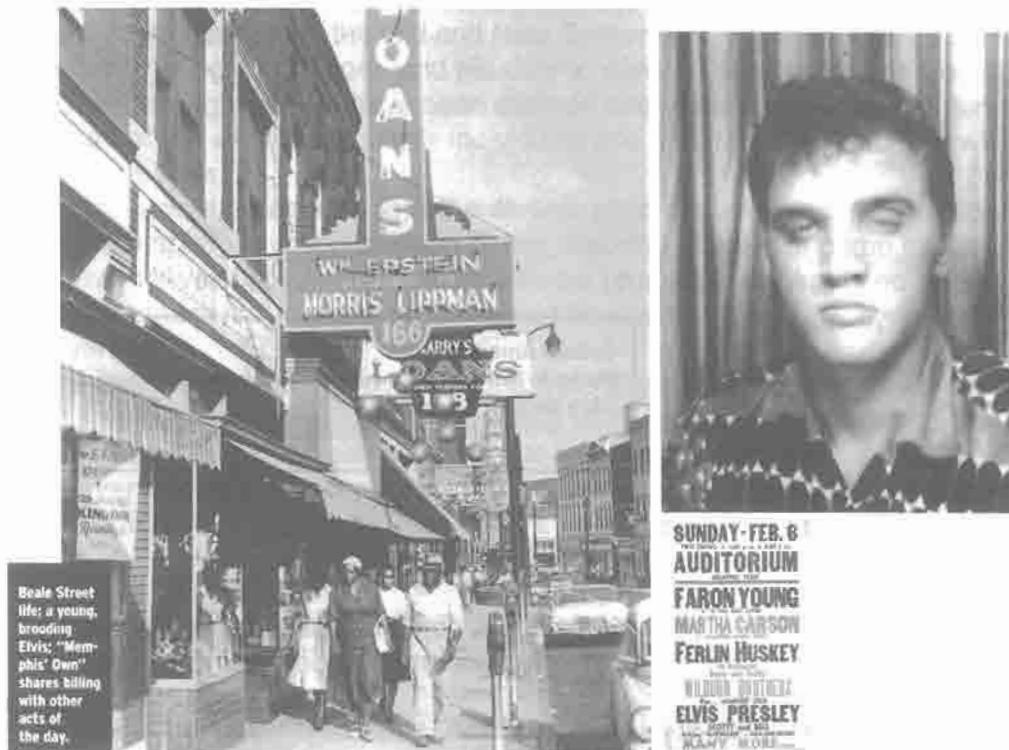
Cultura Americana

Bloco B: Sons da América – Estórias da História

Obra de leitura extensiva:

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

Read the following texts:



TV Guide, Special Collector's Edition, «This is Elvis», September 3, 2002

Compare the birth of rock 'n' roll as a Southern, post-war phenomenon to the birth of jazz as it is 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*

Relate the politics of the 70s and 80s in the UK to the political position underlying *Look Back in Anger*.

FIM

COTAÇÕES

• Grupo I

1.	.....	16 pontos
2.	.....	13 pontos
3.	.....	16 pontos
4.	.....	15 pontos
5.	.....	10 pontos
6.	.....	10 pontos
7.	.....	40 pontos
		120 pontos

• Grupo II 80 pontos

80 pontos

TOTAL 200 pontos