

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
2006

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:

Abolitionism, as distinct from anti-slavery, emerged as a clear movement in 1831, the year in which William Lloyd Garrison (1805-79) founded his journal, the *Liberator*, in Boston. As a political tactician, Garrison suffered from two fatal weaknesses: he saw, all too clearly, how the reform causes were intertwined, so that he could not support one without supporting all; and he refused the slightest compromise with what he saw as evil. His business was to cleanse the American soul, to purge it of the sin of slavery: nothing less would be acceptable to God. But his function was not really that of a politician. He was a born journalist, and he kept the slavery issue alive by the eloquence and courage of his writings. It was inconvenient to the more conventional, no doubt, that he supported women's rights and associated with Afro-Americans (whose subscriptions were the *Liberator's* main support); but today we must surely find these eccentricities rather noble, and Garrison's instinct for the central issue positively magnificent.

In 1883, the Declaration of the Sentiments of the American Anti-Slavery Convention stated: '... there are, at the present time, the highest obligations resting upon the people of the free States to remove slavery by moral and political action, as prescribed in the Constitution of the United States. Yet they authorize the slave owner to vote for three fifths of his slaves as property, and thus enable him to perpetuate his oppressions; they support a standing army in the South for its protection; and they seize the slave, who has escaped into their territories, and send him back to be tortured... This relation to slavery is criminal and full of danger: IT MUST BE BROKEN UP.'

Brogan, Hugh, *The Penguin History of the United States of America*
(abridged and adapted)

1. Identify the relationship between paragraphs one and two.
2. Explain what the following expressions tell the reader about Garrison:
(he refused) the slightest compromise (l. 5)
nothing less (would be acceptable) (l. 6)
3. Identify, in paragraph one, words which mean the same as:
 - a. appeared
 - b. connected
 - c. traditional
 - d. unusual behaviour
4. Identify the function of "yet" (l. 16).

5. Identify the grammatical category of "as" in:

5.1. as distinct (l. 1)

5.2. emerged as a clear movement (l. 1)

6. Identify the expression which "one" and "all" (l. 4) refer to.

7. Relate the slavery and anti-slavery movements during the 19th century in the USA to the blues as a means of protest. Use between 70 and 100 words.

SECTION 2

Cultura Americana
Bloco B: Sons da América – Estórias da História
Obra de leitura extensiva:
Wilson, A., *Ma Rainey's Black Bottom*

Identify the characters that best represent blues, rhythm and blues and the new sound (swing/jazz) in *Ma Rainey's Black Bottom*. Justify your choices.

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 reduced the power of the trade unions by a series of laws, and defeated the miners in the miners' strike of 1985. She also encouraged people not to rely on the welfare state and instead to pay for their own health care, education and pensions.

Jonathan Crowther (ed.), *Oxford Guide to British and American Culture for Learners of English*

Relate the social issues raised by the main characters in *Look Back in Anger* to the policies of the British Government in the 80s.

FIM

COTAÇÕES

• Grupo I

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

120 pontos

• Grupo II 80 pontos

80 pontos

TOTAL 200 pontos