

EXAME NACIONAL DO ENSINO SECUNDÁRIO
12.º Ano de Escolaridade (Decreto-Lei n.º 286/89, de 29 de Agosto)
Rede Escolar de Amostragem (Portaria n.º 782/90, de 01.09)
e Escolas C+S de Arraiolos e Colégio N. Sr.ª da Graça
Nível de continuação — LE I — 8 anos de aprendizagem — 4 horas semanais

Duração da prova: 90 min + 30 min de tolerância
1997

1.ª FASE
1.ª CHAMADA

PROVA ESCRITA DE INGLÊS

Material admitido: dicionários unilingues.

Cada uma das secções - 1, 2, 3, 4, 5 e 6 - corresponde a um bloco temático. Responda, apenas, a **duas** secções, incluindo obrigatoriamente, nessa selecção, o bloco onde está especificada uma obra de leitura extensiva cujos conhecimentos pretenda integrar na sua resposta.

Na folha da prova, indique este último bloco através do número da secção respectiva, seguido de ☒ (ex: 4 ☒); a sua resposta a esta secção (**só parte B**) não deverá exceder **200 palavras**. Relativamente à outra secção, indique apenas o número. A esta última tem obrigatoriamente de responder à **parte A** e à **parte B**. A sua resposta à **parte B** não deverá exceder **180 palavras**.

Choose ONE text from among Sections 1 to 6 and answer both A and B below:

A.

1. Give a title to the passage and justify your choice.
2. Identify the supporting ideas for the main idea of the text and list them in note form.
3. Identify **two** examples from among the categories below:
 - link words / connectors
 - anaphoric references
 - points of reference in time
 - stylistic devices / figures of speech

Write down the category of each and quote the words corresponding to it from the text. (You may choose 2 from the same category or from different categories).

B.

Answer the question marked **B** that follows the text in the section you have chosen.
(Your answer should not exceed **180 words**).

Choose a different text from among Sections 1 to 6 according to the literary work you have studied.

Answer the question marked **B** that follows the text in the section you have chosen. Your reading of the literary work should provide elements to be used in your answer.
(Your answer should not exceed **200 words**).

SECTION 1

Cultura Americana
Bloco A: Um Acontecimento - A Bomba Atômica
Obras de leitura extensiva:
W. Gibson, *Neuromancer*
T. Pynchon, *The Crying of Lot 49*

Read the following text:

In Montgomery, Alabama, Mrs. Rosa Parks, an elderly black woman, refused to obey the law and move to the back of the bus. Her arrest led to a spontaneous mass protest of Montgomery blacks in which Martin Luther King Jr., a Baptist minister, emerged as a major leader. From Montgomery, protests spread throughout black communities everywhere in the South. King dedicated himself to a philosophy of nonviolent protest against segregation. Black college and high school students initiated "sit-ins" at lunch counters and other areas of public segregation. Violence between black demonstrators in the South and police was not infrequent. But nonviolent sit-ins, "Freedom Marches", and "Freedom Rides" against public segregation continued nevertheless. These demonstrations eventually penetrated the conscience of white liberals, who began to join the southern marches. President Kennedy and his brother Robert were forced to sanction a massive March on Washington in August 1963. Surrounded by a crowd of 200,000, Luther King Jr. described his dream "that one day the sons of former slaves and the sons of former slave-owners will be able to sit together at the table of brotherhood."

Peter N. Carroll and David W. Noble, *The Free and the Unfree, A New History of the United States*, 1988, New York, Penguin Books
(abridged and adapted)

B. Analyse the relevance of the phrase that all "will be able to sit together at the table of brotherhood" bearing in mind the politics of post-war USA society.

SECTION 2

Cultura Americana
Bloco B: Sons da América - Estórias da História
Obras de leitura extensiva:
H. A. Jacobs, *Incidents in the Life of a Slave Girl*
A. Wilson, *Ma Rainey's Black Bottom*

Read the following text:

Since most Negroes before and after slavery were agricultural laborers, the corn songs and arwhoolies, the shouts and hollers, arose from one kind of work. Some of the work songs, for instance, use as their measure the grunt of a man pushing a heavy weight or the blow of a hammer against a stone to provide the metrical precision and rhythmical impetus behind the singer. Contemporary work songs, for example, songs recorded by Negro convicts working in the South - laying railroad ties, felling trees, breaking rocks, take their impetus from the work being done, and the form of the singing itself is dictated by the work. These workers for the most part do not sing blues. The labor is central to the song: not only is the recurring grunt or moan of these work songs some kind of metrical and rhythmical insistence, it is the very catalyst for the song. It is an interesting thought that perhaps all the music that Negroes in America have made might have been quite different if the work that they were brought here to do had been different.

LeRoi Jones, *Blues People*, 1963, Edinburgh, Payback Press
(abridged and adapted)

B. Analyse the Southern working conditions and relate them to the origin of the blues.

V.S.F.F.

SECTION 3

Cultura Britânica

Bloco A: Shakespeare - Leitor de um Tempo

Obras de leitura extensiva:

W. Shakespeare, *Hamlet*

Henry V

Julius Caesar

Read the following text:

Chamber had abolished some of the King's more unpopular methods of raising money, such as ship-money and enforced knighthoods and forestry fines, and had decreed that other forms of taxation, such as tonnage and poundage, could only be used with Parliament's permission; but it had also raised a heavy tax in order to pay off the Scots, and those on whom the tax fell most heavily were convinced that the Scots and Parliament had been in league together in order to line their pockets.

Worst of all, when Parliament turned its attention to the reform of religion, it went very much further than most men wanted it to go. It was really very well to free them from the secular tyranny of Bishops and church courts; but Parliament was going to the other extreme, and trying to abolish all forms of religious service altogether, as well as doing away with pleasant things like singing in church and playing games on Sabbath, and extremist sects were arising everywhere and preaching against the good old religion. People began to feel the Lord King had protected their own English church. They had had enough of this Parliament.

Cynthia Harrod-Eagles, *The Oak Apple*, 1994, London, Warner Books
(abridged and adapted)

B. Evaluate the role Parliament played during the conflicts between people and Crown in the early Tudor period.

SECTION 4

Cultura Britânica

Bloco B: O Regresso à Dimensão Europeia - Últimas Décadas

Obras de leitura extensiva:

J. Fowles, *The Magus*

J. Osborne, *Look Back in Anger*

Read the following text:

Our starting point is the contention that there are two crises in Northern Ireland - the political and the economic. The latter tends to be neglected because of the intensity of the former. Yet, the economic problems in Northern Ireland are sufficiently severe that they demand urgent attention and cannot await the resolution of the political conflict. However we do not argue that economic and social issues can exclusively account for the conflict. There is a perspective on Northern Ireland which holds that the primary concern should be with "bread and butter" politics, partly because the political conflict appears so irresolvable and partly in the belief that deprivation and discrimination alone account for a propensity to support political violence. Thus, to address these issues seriously would undermine the support for terrorism.

In our view, Republican ideology is not reducible to such factors, but is also rooted in a long history of grievance and struggle. Those who are deeply committed to the ideal of Irish unity will not be pacified by social and economic improvement. Accepting that the political conflict has this measure of autonomy does not imply that deprivation and discrimination are subsidiary issues. Rather, we argue that tackling these should not be viewed simply as instrumental to the achievement of other political goals, such as the containment of the current Republican challenge.

Frank Gaffikin and Mike Morrissey, *Northern Ireland, the Thatcher Years*, 1990, London, Zed Books
(abridged and adapted)

B. Evaluate the causes of the struggle in Northern Ireland and its consequences upon British society.

SECTION 5

Cultura Americana
Uma Figura - Thomas Jefferson - Princípios e Protagonismos
Obras de leitura extensiva:
B. Franklin, *The Autobiography of Benjamin Franklin*
T. Paine, *Common Sense*

Read the following text:

"In a virtuous government, and more especially in times like these," wrote Jefferson to Richard Henry Lee shortly after his election, "public offices are what they should be - burdens to those appointed to them which it would be wrong to decline, though foreseen to bring them intense labor and great private loss." With no real authority and few resources to draw on, he depended on his powers of personal ingenuity and the respect accorded the representative of scarcely half the people, and those less wealthy and powerful upland voters. Under the Constitution of 1776, the governor depended totally on the legislature. Jefferson had none of the power of a royal governor. He could neither veto a law he did not like nor dissolve the legislature that passed it. He was enjoined only to "exercise the executive powers of the government according to the laws of the Commonwealth and ... not, under any pretense, exercise any power of prerogative by virtue of any law, statute or custom of England." He could not make appointments, call out the militia, or grant pardons without the approval of the majority of the eight-man Council of State, elected by the Assembly. What little real authority Jefferson held, he had to exercise with the advice and consent of the Council of State. Yet Jefferson was responsible for carrying out all the laws of Virginia.

Willard Sterne Randall, *Thomas Jefferson, A Life*, 1994, New York, Harper Collins
(abridged and adapted)

B. Evaluate Jefferson's experiences and the way they contributed to the roles he played in the new born country.

SECTION 6

Cultura Britânica
Séc. XVII - O Século das Revoluções
Leitura intensiva:
Prosa ensaística que contemple o conteúdo do bloco.

Read the following text:

The early Stuart state both indirectly, through its expenditure on ornaments and dockyards, and directly, in its attempts to intervene in economic affairs, played a major role in influencing economic development, though not always in the direction it intended. Conversely, many aspects of early Stuart life are inexplicable without a knowledge of economic developments. One major feature of economic life, the rise in prices, contributed both to the financial problems of James I and Charles I, which seriously weakened their political position, and to the creation of an expanding country electorate, as inflation brought more people into the ranks of the freeholders. One of the best examples are the industrial and commercial patents of monopoly issued by both Stuart kings, which became a major source of political contention in every parliament from 1597 to 1640.

The connections between the political, religious, economic, social, and intellectual had serious strains and stresses in the structure of England in the early seventeenth century.

Barry Coward, *The Stuart Age, England 1603-1714*, 1994, London, Longman
(abridged and adapted)

B. Bearing in mind the issues raised in the above text, comment on the causes of the unrest in 17th century Britain.

FIM

V.S.F.F.

726/5

COTAÇÕES

1. O examinando deverá seleccionar apenas duas secções a que são atribuídas as seguintes cotações máximas:

• uma secção em que deverá responder aos grupos:

- A - 1. 15 pontos
 2. 23 pontos
 2. 12 pontos
 B - 50 pontos

Subtotal 100 pontos

• uma outra secção em que deverá integrar conhecimentos da obra de leitura extensiva 100 pontos

TOTAL 200 pontos

William Storrer Randall, Thomas Jefferson: A Life, 1984, New York, Harper Collins (abridged and adapted)

B. Evaluate Jefferson's experiences and the way they contributed to the roles he played in the new born country

SECTION A

Cultura Brasileira
 1930-1945 - O Século das Revoluções
 1. Futuro Intelectual

Prints and slides que o examinador deverá trazer

Read the following text.

The early 20th century saw a rapid change in the role of the state. In the United States, the state's role in the economy was expanded significantly. The state became more involved in the economy, and the economy became more dependent on the state. This was a major change in the role of the state, and it was a major factor in the development of the United States. The state's role in the economy was expanded significantly, and the economy became more dependent on the state. This was a major change in the role of the state, and it was a major factor in the development of the United States.

The relationship between the political, religious, economic, social, and intellectual had serious strains and stresses in the structure of the state in the early 20th century.

Jefferson: The Early Years, 1793-1800, by William Storrer Randall, New York, Harper Collins, 1984 (abridged and adapted)

B. Bearing in mind the issues raised in the above text, comment on the causes of the unrest in 19th century Brazil.

FIM