

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 — 6 anos de aprendizagem — 3 horas semanais

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

1.ª FASE
2.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 **220 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 **200 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.

B.

Answer the question marked **B** that follows the text in the section you have chosen.
(Your answer should not exceed **200** 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 **220** 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:

The Civil Rights movement had grown more militant and assertive since the days of Montgomery and Little Rock. Still predominantly Southern-based, largely Christian-inspired, strictly law-abiding, and optimistically integrationist in its aims, it had nonetheless shifted tactics. Now, instead of merely boycotting segregated facilities, black and white activists had begun to use them — sitting side by side together on buses and at lunch counters. By 1963, massive confrontations occurred in several Southern cities between civil rights workers and local white officialdom, and in August a rally of a quarter of a million people in Washington DC heard Martin Luther King, the movement's greatest leader, talk of his dream of a multi-racial society. The optimism of the Civil Rights movement did not last beyond 1963. The next year, 1,000 Northern students, most of them white, went South to help Negro voter-campaigns. Many of the civil rights workers were harassed by local whites and three were killed.

By the end of the 60's, in fact, the optimistic visions of the early Sixties had almost entirely eroded. The conflicts and insecurities of America in the early years of the decade, submerged under the uplifting rhetoric of the Kennedy era, were now bubbling through to the surface.

Malcolm Bradbury and Howard Temperley, *Introduction to American Studies*, 1989, New York, Longman
(abridged and adapted)

B. Comment on the signs of conformism/non-conformism manifested in post-war American 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:

Classic blues formalized blues more than primitive blues had formalized earlier forms of Negro secular music. Just as the wandering primitive blues singers had spread a certain style of blues-singing, the performers of classic blues served as models and helped standardize certain styles. Singers like Gertrude "Ma" Rainey were responsible for creating the classical blues style. She was one of the most important and influential classic blues singer, and perhaps the one who can be called the *link* between the earlier, less polished blues style and the smoother theatrical style of most of the later urban blues singers. Ma Rainey's singing can be placed squarely between the harsher, more spontaneous country styles and the somewhat calculated emotionalism of the performers. Madame Rainey, as she was sometimes known, toured the South for years with a company called the Rabbit Food Minstrels and became widely known in Negro communities everywhere in America. It was she who taught Bessie Smith, perhaps the most famous of all the classic blues singers. They brought a professionalism and theatrical polish to blues that it had never seen before. They worked the innumerable little gin towns with minstrel shows.

LeRoi Jones, *Blues People*, (s.d.), Edinburgh, Payback Press
(abridged and adapted)

B. Compare "the earlier, less polished blues style" to the "professionalism and theatrical polish" of the later blues, bearing in mind the African American heritage.

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:

Tudor absolutism had been an absolutism by consent. The Tudors had never possessed a standing army, a police force or more than the barest skeleton of a bureaucracy. They had never commanded a revenue that was more than sufficient for the most pressing immediate needs. Their rule was therefore of necessity based upon a temporary balance of class forces which gave them the consistent support of powerful and progressive classes, above all the merchants and a decisive section of the landed gentry. The Squires as Justices of the Peace were content to perform the work of a civil service.

Such a balance was precarious, arising from the fact that it had a historical role to play in the destruction of the remnants of military feudalism. So long as it continued to put down disorder and establish stable government, there was no need for the middle class and the progressive gentry to raise the question of power. In alliance with these classes the Tudors had destroyed the independent power of the church and the nobility, and created the preconditions for the development of a capitalist economy.

A. L. Morton, *A People's History of England*, 1990, London, Lawrence and Wishart
(abridged and adapted)

B. Consider the author's view on Tudor policy and contradict/support it with your own arguments.

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:

In the mid-twentieth century, the British Empire and Commonwealth became the British Commonwealth, as British governments granted independence to other colonies. India and Pakistan became independent in 1947, followed by African territories in the 1950s and 1960s, and later most of the islands of the West Indies. The British Commonwealth then developed into the Commonwealth as an association of independent nations. Most of these nations decided to stay in the Commonwealth for various reasons. Only a few small British colonies, dependencies and protectorates now remain, and are scattered widely, such as the Falklands, Gibraltar and Hong Kong. The present Commonwealth is a free and flexible association of some 50 independent states, including Britain. There is evidence of colonial rule in many of the countries, such as educational and legal systems modelled on British patterns, but few have kept the British form of parliamentary government. It has nearly a quarter of the world's population, and comprises peoples of different religions, races and nationalities, who share a history of struggles for independence from colonialism. The Commonwealth is sometimes described perhaps in an over-sentimental way, as a family of nations. However, despite occasional wars, tensions and quarrels between these family members, it can operate as a worthwhile organisation.

John Oakland, *British Civilisation*, 1989, London, Routledge
(abridged and adapted)

B. Explain the possible implications of the above-mentioned policy in post-war 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:

Nor have we been wanting in attention to our British brethren. We have warned them, from time to time, of attempts made by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them, by the ties of our common kindred, to disavow these usurpations, which would inevitably interrupt our connections and correspondence. They, too, have been deaf to the voice of justice and consanguinity. We must, therefore, acquiesce in the necessity which denounces our separation, and hold them, as we hold the rest of mankind, enemies in war, in peace, friends.

We, therefore, the representatives of the United States of America, (...) solemnly publish and declare that these united colonies are, and of right ought to be, free and independent states: that they are absolved from all allegiance to the British Crown, and that all political connection between them and the state of Great Britain, is and ought to be totally dissolved; and that as free and independent states, they have full power to levy war, conclude peace, contract alliances, establish commerce, and to do all other acts and things which independent states may of right do.

The Declaration of Independence, July 4, 1776
(abridged)

B. Relate the principles stated in the above document to the protagonism of Thomas Jefferson as a politician.

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 Stuarts, fully aware of absolutist tendencies abroad, were consciously determined to follow the example of the French kings. Parliament, also, if less fully aware of this danger, was determined to avert it. And certain peculiarities in the situation in England worked powerfully in their favour.

First, England was less continuously involved in foreign wars and her wars had been more often fought at sea so that the creation of a standing army, without which a true absolutism could not exist, had never been possible. Second, the fact that the Tudor monarchy was actually founded upon a genuine alliance in which each partner needed the support of the other had preserved and adapted the parliamentary forms which had been created in the Middle Ages under different conditions and had left the revenues of the crown largely feudal in character and inadequate in amount. The middle classes had been prepared to do almost anything for the Tudors except pay heavy taxes. Parliament which had begun as a check on the theoretically absolute power of the feudal king to dispose of the property of his subjects had become in time the guardian of the absolute right of the individual to the enjoyment of his private property.

A. L. Morton, *A People's History of England*, 1990, London, Lawrence and Wishart
(abridged and adapted)

B. Analyse the consequences for 17th century Britain of the principle of the divine right of kings as exercised by the Stuarts.

FIM

V.S.F.F.

COTAÇÕES

SECTION 2

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. 20 pontos
2. 30 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

The Declaration of Independence, July 4, 1776
(adapted)

- B. Relate the principles stated in the above document to the program of Thomas Jefferson as a politician.

SECTION 3

Cultura Britânica
Sec. VIII - O Século das Revoluções
Lectura intensiva
Press materials que contém o conteúdo do bloco.

Read the following text

The Stuart, fully aware of absolutist tendencies abroad, were consciously determined to follow the example of the French kings. Parliament, also, it is fully aware of this danger, was determined to avert it. And certain peculiarities in the situation in England worked powerfully in their favour.

First, England was less continuously involved in foreign wars and her wars had been more often fought at sea so that the creation of a standing army, without which a true absolutism could not exist, had never been possible. Second, the fact that the Tudor monarchy was actually founded upon a genuine alliance in which each partner needed the support of the other had preserved and adapted the parliamentary forms which had been created in the Middle Ages under different conditions and had left the revenues of the crown largely feudal in character and inadequate in amount. The middle classes had been prepared to do almost anything for the Tudors except pay heavy taxes. Parliament which had begun as a check on the theoretically absolute power of the feudal king to dispose of the property of his subjects had become in time the guardian of the absolute right of the individual to the enjoyment of his private property.

A. Analyse the consequences for 17th century Britain of the principle of the divine right of kings as exercised by the Stuart.

- B. Analyse the consequences for 17th century Britain of the principle of the divine right of kings as exercised by the Stuart.

FIM

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