

EXAME NACIONAL DO ENSINO SECUNDÁRIO
12.º Ano de Escolaridade (Decreto-Lei n.º 286/89, de 29 de Agosto)
Curso Geral e Cursos Tecnológicos
Nível de continuação — LE II — 6 anos de aprendizagem — 4 horas semanais

Duração da prova: 120 minutos
1999

1.ª FASE
1.ª CHAMADA

PROVA ESCRITA DE INGLÊS

Material admitido: dicionários unilingues.

Deve responder a todos os itens da **Parte A**.

A **Parte B** é constituída por três secções, correspondentes aos diferentes blocos temáticos. Destas, seleccionará apenas uma, que será obrigatoriamente a referente à obra de leitura extensiva que trabalhou durante o ano lectivo, cujo conhecimento deverá relacionar com a área de conteúdo sociocultural respectiva. A sua resposta a esta secção deverá conter entre **180 e 280** palavras.

PART A

Read the following texts:

Text A

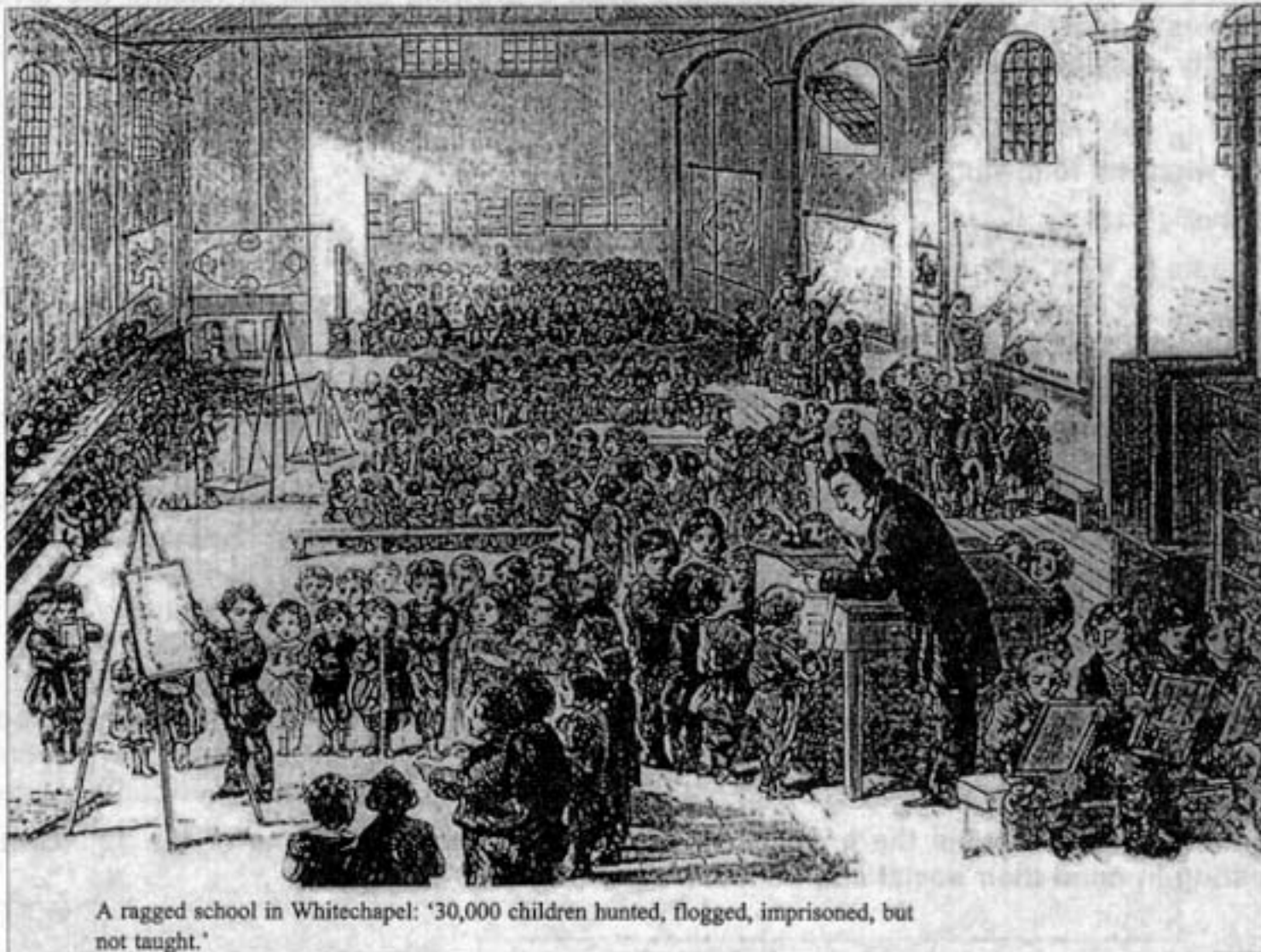
The number of schools expanded prior to passage of the Education Act of 1870. In 1859 H. S. Winder, the Assistant Commissioner for the Newcastle Commission, reported 11,500 full-time students in public and private schools. Of the public school students (about 60% of the total) 4,061 went to Church of England schools, 1,014 to Wesleyan schools, and the rest 5 to various other types, including 426 in nondenominational schools.

The passage of the Factory Acts and the provision of government grants for schools after 1839 provided much of the impetus for the building of schools. One product of the educational provisions of the Factory Acts was the creation of the half-time system. The Factory Acts regulated children and women's labour and allowed children as young as nine 10 (later raised to eleven) to begin work if they also attended school for half of their time. To ensure their attendance and to measure their progress, the government created a system of inspection and examination.

Half-time students attended school regularly while in work, but suffered from a number of handicaps. They usually began school at a later age and moved between schools quite often. 15 Most millowners required them to attend a specific school, which meant that they shifted schools during their frequent changes of work. During periods of unemployment, half-timers stopped attending school altogether.

Ittmann, Karl, *Work, Gender and Family in Victorian England*, MacMillan Press, Ltd., 1995
(abridged & adapted)

Text B



Wilson Angus, *The World of Charles Dickens*, Penguin Books, Harmondsworth, 1970

1. Based on the information in text A, comment on the effects of the introduction of the Factory Acts on working conditions of women and children.

2. Complete the table below:

Half-time system

| Advantage: | Disadvantages: |
|------------|----------------|
| | |

3. In spite of the criticism evident in text B and some shortcomings in the school system mentioned in text A, there seems to have been a growing interest in raising the level of workers' education on the part of Victorian authorities.
Identify possible reasons for this new attitude.
4. Say what the following refer to:
- a. their (l. 10)
 - b. them (l. 15)
 - c. which (l. 15)
5. Identify the grammatical categories of these words:
- a. including (l. 5)
 - b. building (l. 7)
6. Explain
- a. how the word nondenominational is formed;
 - b. the function of the elements added to the root word.
7. In 70-100 words outline the importance of the Parliamentary reforms of the 19th century, bearing in mind their social and political impact.

PART B

SECTION 1

| |
|--|
| <p>Cultura Americana Bloco A: Culturas Nativas – O Passado no Presente Obra de leitura extensiva: Welch, J., <i>Fools Crow</i></p> |
|--|

Read the following text:

Fools Crow is set in the final crisis years of the American Indian High Plains culture – around 1870, when the buffalo herds are falling before the marvelous efficiency of repeating rifles and the Indians are being decimated by the less efficient but still deadly assault of smallpox, and the U. S. military.

Owens, Louis, *Los Angeles Times Book Review*, December 14, 1986

Based on your reading of *Fools Crow*, decide whether it realistically portrays the gradual decline of Native Americans as a result of the manner contact between them and the whites took place.

SECTION 2

Cultura Britânica
Bloco A: Grã-Bretanha/Oficina do Mundo –
A Grande Exposição de 1851
Obra de leitura extensiva:
Stevenson, R. L., *Dr. Jekyll and Mr. Hyde*

Read the following text:

As the cab drew up before the address indicated, the fog lifted a little and showed him a dingy street, a gin palace, a low French eating-house, a shop for the retail of penny numbers and two-penny salads, many ragged children huddled in the doorways, and many women of many different nationalities passing out, key in hand, to have a morning glass; and the next moment the fog settled down again upon that part, as brown as umber, and cut him off from his blackguardly surroundings. This was the home of Henry Jekyll's favourite; of a man who was heir to a quarter of a million sterling.

Stevenson, Robert Louis, *Dr. Jekyll and Mr. Hyde And Other Stories*, London, Penguin Books, p. 48

This quotation mentions the fog which acts as a curtain that allows the rich to ignore the surrounding poverty.

Evaluate the novel *Dr. Jekyll and Mr. Hyde* as a document illustrating the social paradox present in Victorian Britain.

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:

The lesson of the Falklands is that Britain has not changed and that this nation still has those sterling qualities which shine through our history. This generation can match their fathers and grandfathers in ability, in courage, and in resolution. We have not changed. When the demands of war and the dangers to our own people call us to arms – then we British are as we have always been – competent, courageous and resolute.

Margaret Thatcher, "The Falklands Factor", Cheltenham, 3rd July, 1982, in McArthur, Brian (ed.), *The Penguin Book of Twentieth-Century Speeches*, London, Penguin Books, 1993

Thatcher's words stress the fact that traditional values prevail in contemporary Britain. In the light of your interpretation of *Look Back in Anger* decide whether the opposing forces of traditional moral values and contemporary permissiveness can be considered a cause for dissatisfaction and conflict.

FIM

V.S.F.F.

350/5

COTAÇÕES

• Parte A

| | |
|------------|-----------|
| 1. | 16 pontos |
| 2. | 12 pontos |
| 3. | 15 pontos |
| 4. | 15 pontos |
| 5. | 10 pontos |
| 6. | 12 pontos |
| 7. | 40 pontos |
| <hr/> | |
| 120 pontos | |

• Parte B 80 pontos

80 pontos

TOTAL 200 pontos