

EXAME NACIONAL DO ENSINO SECUNDÁRIO

12.º Ano de Escolaridade (Decreto-Lei n.º 286/89, de 29 de Agosto)

Alunos externos e autopropostos

Nível de continuação — LE II — com a Área de Conteúdo Sociocultural
do Programa de LE I — nível 6 (4h semanais)

Agrupamento 4 CSPOPE

Duração da prova: 120 minutos
1999

1.ª FASE
2.ª CHAMADA

PROVA ESCRITA DE INGLÊS

Material admitido: dicionários unilingues.

A Parte A é constituída por quatro itens/grupos de itens. Deve responder a todos.
A Parte B é constituída por seis secções, correspondentes aos diferentes blocos temáticos. Destas, deverá seleccionar apenas uma, que será obrigatoriamente aquela em que integrará conhecimentos da obra de leitura que trabalhou durante o ano lectivo. A sua resposta a esta secção não deverá exceder 220 palavras.

PART A

Read the following text:

When news of the Japanese surrender in World War II reached the laboratories in Los Alamos, New Mexico, American scientists cheered and celebrated. The atom bomb they designed and developed had worked, and the war was over. As time passed, however, their feelings of joy and relief were replaced with doubt. They hoped their discovery could have
5 more positive uses in the future.

One scientist who wanted to find helpful uses for nuclear energy was J. Robert Oppenheimer, who was known as the father of the atom bomb. Oppenheimer did not care for the title. "I'm a little scared of what we built," he once said. "However, a scientist cannot
10 hold back progress because he fears what the world will do with his discoveries."

Oppenheimer eventually benefited personally from the work done at Los Alamos. After undergoing surgery for cancer of the larynx, he received X-ray treatment with a betatron — an instrument that was developed through the study and application of nuclear physics.

In 1957 the United States began to test small atom bombs that were powerful enough to dig canals and blast deep-water harbors. One bomb was able to displace ten million tons of
15 earth in a few seconds. Since then, nuclear energy has been used to power submarines and other vessels. Dozens of nuclear power generating plants also produce electricity for millions of people in the United States and around the world.

Some people remain opposed to the use of atomic energy, even for peaceful purposes. They point to the dangers that can result from exposure to nuclear materials. Different
20 opinions will probably continue to exist about the use of nuclear power during both peace and war. However, the world can never turn back from the atomic age.

Cane, Elizabeth (ed), *A Proud Nation*, McDougall-Littell Company, Illinois, 1985
(abridged and adapted)

1. Find evidence in the text for the statement:

"... the world can never turn back from the atomic age." (l. 21)

2. The word however is used three times in the text:

1. line 3
2. line 8
3. line 21

Read the following definitions and identify the one that applies to all of them in the text.

- a. ways of stating something that contrasts with the statement you have just made;
- b. ways of saying that although something seems to be true, it is not true;
- c. ways of saying that although something is true of one person, it is not true of another.

3. Justify the use of the -ing form in the sentence "After undergoing surgery..." (ll. 10-11).

4. Consider the author's opinions stated in the text and evaluate the consequences for American society of the discovery of the atomic bomb. Write no more than 60 words.

PART B

SECTION 1

Cultura Americana

Bloco A: Um Acontecimento – A Bomba Atômica

Obras de leitura extensiva:

Gibson, W., *Neuromancer*

Pynchon, T., *The Crying of Lot 49*

Read the following texts:



Loosely based on a real event that took place in 1947, *The Wild One* (1954), with its portrayal of a nomadic gang of motorcyclists, became the first youth cult movie. Marlon Brando as the gang leader, Johnny, was the archetypal antihero. Mean and tough-looking in black leather, Brando spoke the words that became the nihilistic theme of the delinquent. Asked "What are you rebelling against?", Brando replies, "What've you got?"

Pearce, Christopher, *Fifties Source Book*, Chartwell Books, New Jersey, 1990

Identify the new heroes of post-war American society and explain their importance.

SECTION 2

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

Read the following text:

The repressive "white supremacy" measures that were put into effect after the Civil War had a great deal of effect on the music of New Orleans. By 1894 there was a legislative act enforcing segregation, which hit the black Creoles hardest. It also, in the long run, helped redirect their social and musical energies. Up until the time of the infamous discriminative codes, the Creoles enjoyed an autonomy of social and economic status; to a certain extent they had the same economic and social advantages as the whites. Quite a few Creole families were among the richest families in New Orleans, and still others were well-known artisans and craftsmen. In a great many cases Creoles worked side by side with the rest of eighteenth- and nineteenth-century New Orleans life.

Jones, LeRoi, *Blues People*, Payback Press, Edinburgh, 1995
(abridged and adapted)

Comment on the importance New Orleans played in the American musical scene, relating it to the construction of African American identity.

SECTION 3

Cultura Britânica
Bloco A: Shakespeare – Leitor de um Tempo
Obras de leitura extensiva:
Shakespeare, W., *Hamlet*
Henry V
Julius Caesar

Read the following text:

In contrast to the internationalism of the words of scholarship and commerce, Tudor politics – the Reformation and the growth of national feeling – emphasised the splendid isolation of Shakespeare's "scepter'd isle". Throughout the Tudor century, England fought with her continental neighbours. Henry VIII broke with Rome. Elizabeth I was threatened by the superpowers of the age, France and Spain. The spirit of the Armada – a small island beating off a huge invasion fleet – was matched by an independent-minded queen. "I thank God," she told her Parliament, "I am endowed with such qualities that if I were turned out of the realm in my petticoat, I were able to live in any place in Christendom."

McCrum, Robert, Cran, William and MacNeil, Robert, *The Story of English*, Elisabeth Sifton Books, New York, 1986
(abridged and adapted)

Compare Elizabeth I's position as "an independent-minded queen" with those in positions of power in Shakespeare's plays.

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SECTION 4

Cultura Britânica

Bloco B: O Regresso à Dimensão Europeia
– Últimas Décadas

Obras de leitura extensiva:

Fowles, J., *The Magus*

Osborne, J., *Look Back in Anger*

Read the following text:

During the period from 1979 to 1987 the number of people living on less than half the national average income doubled, from roughly one tenth to one fifth of the whole population. In fact poverty seems to have increased during the 1980s more rapidly than elsewhere in the European Community. However, while the number of poor people undoubtedly increased during the 1980s, it is also true that the remaining 80 per cent of the population were probably somewhat better off than they had been in 1979. The real difficulty was that the gap between rich and poor grew. The richer the family was, the more they tended to benefit during the 1980s, and the poorer they were, the less they benefited. This trend seemed set to continue into the 1990s.

McDowall, D., *Britain in Close-up*, Longman, Harlow, 1993
(abridged and adapted)

Explain the impact Welfare state policies might have upon individuals.

SECTION 5

Cultura Americana

Uma Figura – Thomas Jefferson – Princípios e Protagonismos

Obras de leitura extensiva:

Franklin, B., *The Autobiography of Benjamin Franklin*.

Paine, T., *Common Sense*

Study the following picture:



The spirit of '76, as portrayed by Archibald Willard.

Broddy, R., *History of the United States – From Columbus to the Present*, La Spiga, Milan, 1993

Comment on the role played by Thomas Jefferson in the foundation of the American nation.

SECTION 6

Cultura Britânica

Séc. XVII – O Século das Revoluções

Leitura intensiva:

Prosa ensaística que contemple o conteúdo do bloco.

Study the following cartoon:



An illustration of the rebellion of Gaelic Irish Catholics in 1641.

Allen, Derek and Smith, Paul, *Life and Culture in the English Speaking World*, La Spiga, Milan, 1993

Comment on the role played by Puritan leaders in responding to the Irish quest for freedom.

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COTAÇÕES

• Parte A

1.	20 pontos
2.	15 pontos
3.	20 pontos
4.	45 pontos
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	100 pontos

• Parte B 100 pontos

100 pontos

TOTAL **200 pontos**