

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

2.ª FASE

1999

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

In the life of the Indian there was only one inevitable duty – the duty of prayer, the daily recognition of the Unseen and Eternal. His daily devotions were more necessary to him than daily food. He wakes at daybreak, puts on his moccasins, and steps down to the water's edge. Here he throws handfuls of clear, cold water into his face, or plunges in bodily. After 5 the bath, he stands erect before the advancing dawn, facing the sun as it dances upon the horizon, and offers his unspoken prayer. His mate may precede or follow him in his devotions, but never accompanies him. Each soul must meet the morning sun, the new sweet earth, and the Great Silence alone!

For many and complex reasons it has not been easy for White men to understand how 10 the Indian thought. The culture gap is enormous, and tensions have hindered communication. Nevertheless, this much is certain, everything about the Plains Indians centered in religion, and all they undertook began with and was thereafter influenced by this single base or source. It is a truth which applies to everything from child raising to crafts, from community relationships to warfare, and from philosophy to storytelling.

Mails, Thomas E., *The Mystic Warriors of the Plains*, Doubleday & Company, 1972
(abridged & adapted)

Text B



A resurgent interest in spiritual traditions of Native Americans and an urge to reconcile differences led Pope John Paul II, head of the Roman Catholic church, to meet Emmett White, a medicine man of the Pima nation in 1987.

Versluis, Arthur, *Native American Traditions*, Sheftsbury, Dorset, Element Books, 1994

1. Identify the entities Plains Indians addressed their prayers to.
2. Comment on the importance of religion for Native Americans as mentioned in Text A.
3. Bearing in mind what is said in Text A, decide whether the message conveyed by the picture (Text B) and the goal stated in its caption ('an urge to reconcile differences') will ever be achieved.
Justify your opinion.

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4. Explain the function of the Present Perfect Tense in these sentences:

"... it has not been easy for White men..." (l. 9)

"... tensions have hindered communication." (l. 10)

5. Identify the grammatical categories of these words:

	Noun	Adjective	Verb
advancing (l. 5)			
facing (l. 5)			
raising (l. 13)			
storytelling (l. 14)			

6. Complete the following sentence to make it true according to the text (paragraph 1):

Only after the Plains Indian has had a bath...

7. Look at these expressions, which appear in the text:

culture gap

tensions

hindered communication

In 70-100 words, analyse the main cultural differences between Native Americans and Whites which have contributed to misunderstandings in the course of history.

PART B

SECTION 1

Cultura Americana
Bloco A: Culturas Nativas – O Passado no Presente
Obra de leitura extensiva:
Welch, J., *Fools Crow*

Read the following text:

Welch vividly catches his people at the onset of rapid and terrible change. The Civil War is over, and Anglo soldiers and citizens are flocking westward, encroaching on Indian lands; smallpox, always one of destiny's shock troops in the American West, begins to devastate the Pikunis and their neighbors; and, in response to such external shocks, the traditional Pikuni way itself begins to fall apart.

Ramsey, Jarold in a review of *Fools Crow*, in *Parabola*, Vol. XII, N.º 1, February 1987, pp. 110-112

Interpret the way James Welch's *Fools Crow* portrays the dangers to Native Americans stemming from their contact with Whites.

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 a girl, Victoria had been easily touched by individual unhappiness or hardship, as a Queen she broadened her sympathies to groups and classes. Instinctively she was prepared to think well of the masses of the people, partly because she disliked the fashionable London set, who stood for all of which she disapproved, loose morals, gambling, racing and, above all, idleness. These were the people whom Victoria blamed for all that she disliked in her own sons, particularly Bertie. Her own standards had more in common with the middle classes, but she was conscious of her responsibility to all her subjects.

Marshall, Dorothy, *The Life and the Times of Victoria*, London, Weidenfeld and Nicolson, 1972

Analyse Stevenson's view of 19th-century British society in *Dr. Jekyll and Mr. Hyde* and decide whether it is similar or opposed to Queen Victoria's as described above.

SECTION 3

Cultura Britânica
Bloco B: O Regresso à Dimensão Europeia –
Últimas Décadas
Obra de leitura extensiva:
Osborne, J., *Look Back in Anger*

Evaluate Osborne's view of women in *Look Back in Anger*, bearing in mind their changing role within contemporary British society.

FIM

V.S.F.F.

350/5

COTAÇÕES

• Parte A

1.	.....	10 pontos
2.	.....	16 pontos
3.	.....	20 pontos
4.	.....	14 pontos
5.	.....	8 pontos
6.	.....	12 pontos
7.	.....	40 pontos
		<hr/>
		120 pontos

• Parte B 80 pontos

80 pontos

TOTAL 200 pontos