

## EXAME NACIONAL DO ENSINO SECUNDÁRIO

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

Cursos Gerais e Cursos Tecnológicos

Nível de continuação — LE I — nível 8 (3/4h semanais)

Duração da prova: 120 minutos

2.ª FASE

1999

### PROVA ESCRITA DE INGLÊS

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**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 situar-se entre 150 e 250 palavras.

### PART A

Read the following text:

#### Working Mother Lauds the New

I am a wife, a mother, and a grandmother, and I have been a continuous jobholder since I graduated from college. Besides all that, I am a dodo.

I never used to think of myself as a dodo, but it has been brought home to me by my married daughter and her contemporaries that I most certainly am. These young people have perpetrated a revolution right under the noses of my generation. There have been no parades, no crusading arguments or lectures or legislative lobbying. They did not fight for a revolution — they simply are one.

The whole argument of marriage versus a career which burned like a roaring fire when I was my daughter's age is now as dead as wet ashes. The revolution that we were so vociferous about as a matter of principle has taken place unobtrusively as a matter of hard necessity.

My daughter and her friends and the young married women who work in my office do not call themselves career women. They do not harangue about the right to develop their individual capacities. They do not discuss the primary function of woman as a homemaker. They do not argue the propriety of muscling in on the labor market. They just plain work...

Under present circumstances, a single pay envelope will not meet the needs of a white-collar-class family. It is as simple as that...

Mavity, Nancy Barr, *Two-Income Family*, Harper's Magazine, 1962, in Thomas Bailey and David M. Kennedy, *The American Spirit*, New York, Houghton Mifflin Company, 1998  
(abridged and adapted)

1. Identify the difference between the way the narrator saw her career and the way the younger generation does.
2. Why does the narrator say "They did not fight for a revolution – they simply are one"? (ll. 6-7)
3. Explain the meaning of the following expressions:
  - 3.1. ... right under the noses of my generation. (l. 5)
  - 3.2. ... as dead as wet ashes. (l. 9)
4. Explain the use of the repetition in:  
They do not harangue... (l. 13)  
They do not discuss... (l. 14)  
They do not argue... (l. 15)
5. Identify the way the following words are formed:
  - 5.1. jobholder (l. 1)
  - 5.2. unobtrusively (l. 10)
  - 5.3. homemaker (l. 14)
6. Identify the grammatical category of the underlined words:
  - 6.1. ... revolution right under the noses of my generation. (l. 5)
  - 6.2. ... about the right to develop... (l. 13)
7. Using between 70 and 100 words, relate the non-conformist ideas conveyed in the text to the place of women in the American society of the 50s.

## PART B

### SECTION 1

Cultura Americana  
Bloco A: Um Acontecimento – A Bomba Atômica  
Obra de leitura extensiva:  
Pynchon, T., *The Crying of Lot 49*

Read the following text:

**Marshall Plan** (1947) (also called the European Recovery Program), a five-year program to help war-torn Europe recover economically after World War II. Proposed by Secretary of State George C. Marshall, the plan provided \$13 billion in loans between 1948 and 1951 to European countries who pledged to control inflation and lower tariffs to receive the aid. Sixteen countries, including Germany and Italy, were recipients.

Yanak, Ted and Cornelison, Pam, *The Great American History Fact-Finder*, New York, Houghton Mifflin Company, 1993

Relate post-war political measures to the economic boom and their consequences on American lifestyles.

### SECTION 2

Cultura Americana  
Bloco B: Sons da América – Estórias da História  
Obra de leitura extensiva:  
Wilson, A., *Ma Rainey's Black Bottom*

Relate the role played by Ma Rainey and Levee in *Ma Rainey's Black Bottom* to the quest for an American musical identity.

### 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:

*Cliff grunts. He is reading again.*

Oh, yes. There's a Vaughan Williams. Well, that's something, anyway. Something strong, something simple, something English. I suppose people like me aren't supposed to be very patriotic. Somebody said – what was it – we get our cooking from Paris (that's a laugh), our politicians from Moscow, and our morals from Port Said. Something like that, anyway. Who was it?

Osborne, John, *Look Back in Anger*, London, Faber and Faber, 1957

Reflect on the above extract from the play *Look Back in Anger* and comment on the way national policies can influence one's character/personality.

**FIM**

**V.S.F.F.**

650/5

## COTAÇÕES

### • Parte A

1. ....	15 pontos
2. ....	15 pontos
3. .... (2 × 7) ....	14 pontos
4. ....	12 pontos
5. .... (3 × 4) ....	12 pontos
6. .... (2 × 6) ....	12 pontos
7. ....	40 pontos
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120 pontos	

### • Parte B

1. ....	80 pontos
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80 pontos	
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TOTAL .....	200 pontos