

**Associação Portuguesa de Professores de Inglês**  
**PROPOSTA DE CORRECÇÃO DO EXAME NACIONAL DE**  
**INGLÊS**

**12º ANOS DE ESCOLARIDADE**

**PROVA 650**

**1ª Fase -1ª Chamada – 2001 / 2002**

( duração da prova 120 min.)

**Nota:** As propostas apresentadas deverão ser tidas apenas como sugestões possíveis; outras respostas dadas pelos alunos, embora diferentes destas, poderão estar igualmente correctas.

**I**

1. Qualquer resposta, desde que ajustada ao conteúdo do texto e justificada de forma pertinente, deverá ser aceite.
2. *Artiste* (a professional singer, actor dancer, etc., who performs in a show – LDELC) is part of the name given by the pilot to his plane, before it was used to carry out the mission mentioned in the text. This is what is known as dramatic irony – whoever christened the plane could not foresee what it would be used for. What the plane, in fact, did was to drop the Nagasaki atomic bomb.
3. It is a personification.
4. Qualquer resposta, desde que ajustada ao conteúdo do texto e justificada de forma pertinente, deverá ser aceite.
5.
  - 5.1. a black object
  - 5.2. ship
  - 5.3. observers
  - 5.4. meteor
6. .... was seen to rise as though from the bowels of the earth by observers in the tail of our ship.
7. Possible topics mentioned by students:
  - In terms of American society:
    - US as new world power
    - development of armaments industry
    - anguish about possibility of utter destruction
  - In terms of humanity in general:
    - fear about future
    - foundation of UN
    - awareness of the need to defend human rights ( culminating in the signing of the Universal Declaration of Human Rights)

## II

(Nas respostas a este grupo, apenas se apresentam sugestões de possíveis tópicos a mencionar pelos alunos)

### Section 1

- Post-WWII, a period of some fear about the future mingled with optimism
- Consumerism somehow an answer to both
- New role of women and promotion of motherhood (baby boom) brought about artificial needs (domestic gadgets, make-up, etc.)
- New lifestyles – growth of suburbs – material success – social discontent
- Conservatism vs. reaction and social unrest

### Section 2

- Role of music in the African American community; growing awareness of need to preserve black identity
- Music as part of African American culture and strong link within this community
- Contribution of African Americans to American culture as a whole
- Evolution of African American music parallel to changes in historic and living conditions (e.g. blues/jazz in its various forms)
- Toledo representing historical tradition and preservation of historical heritage
- Levee also proud of his heritage but concerned with innovation

### Section 3

- Social and economic changes in post-WWII Britain – radical alteration in values and behaviours
- Malaise regarding political situation at the time: nostalgia for a golden past (empire) and disillusion caused by prevailing social injustice despite some measures aimed at correcting some of it (e.g. Welfare State). (Thatcher's policies recaptured some of the negative aspects of 1950s' situation)
- Period of contrasts: economic difficulties / growth of consumerism
- Influence of these opposing tensions on people's behaviour – alienation, scepticism, difficulty in personal commitment, anger, rejection of prevalent traditional values, new permissiveness
- Reflections of these opposing feelings and attitudes in the characters of *Look Back in Anger*, particularly in the strain characterising the relationship between Jimmy and Allison.