
PROVA DE EQUIVALÊNCIA À FREQUÊNCIA

Decreto-Lei nº 139/2012, de 5 de julho

Prova Escrita de Inglês

12º Ano de Escolaridade

Prova 358 / 1.ª Fase

8 Páginas

Duração da Prova: 90 minutos.

2020

- Utilize a folha de resposta para responder integralmente às atividades constantes na prova. Quaisquer respostas dadas em folhas de rascunho não serão consideradas.
- Identifique claramente as atividades e os itens a que responde, não fornecendo qualquer elemento da sua identificação pessoal.
- Utilize apenas caneta ou esferográfica de tinta azul ou preta.
- É interdito o uso de «esferográfica-lápis» e de corretor.
- É permitida a consulta de dicionários monolíngues.
- As cotações da prova encontram-se na página 7.
- Nos itens de resposta aberta, sempre que apresente mais do que uma resposta para o mesmo item, apenas a primeira será classificada. Será atribuída a *cotação 0* a respostas que não correspondam ao solicitado, independentemente da qualidade linguística do texto produzido.
- Nos itens de resposta fechada será atribuída a *cotação 0* às respostas:
 - que indiquem mais opções do que a(s) pedida(s), ainda que nelas esteja incluída a opção correta;
 - com número e/ou letra ilegível.
- A componente da prova é constituída por três partes e inicia-se com a compreensão do oral.
- As sugestões de distribuição do tempo de realização a seguir apresentadas têm como finalidade facilitar a gestão do tempo disponível:

Parte I	15 minutos
Parte II	40 minutos
Parte III	25 minutos
Revisão geral	10 minutos

PART I

Activity A

1. Listen to Jane Goodall speech about “Why are we destroying our home?” and choose the best option.

1.1. Dr. Goodall begins by referring to...

- a. a Greenland leader up in the North.
- b. an Eskimo leader from Greenland.
- c. worldwide leaders.
- d. green leaders in the North.

1.2. The human species is pointed out as...

- a. capable of amazing feats.
- b. intellectual and witty.
- c. responsible for modern electronic communication.
- d. an intellectual species, capable of remarkable feats.

1.3. In present days, we need ... planets to live in if we acquire the lifestyle and standard of ...

- a. 3 / an ordinary American man.
- b. 5 / a wealthy American man.
- c. 5 / an ordinary American or European man.
- d. 4 / an ordinary American or Chinese man.

1.4. Dr. Goodall associates the brain, as the seat of ..., to the heart, as the place of ... , and concludes that...

- a. cleverness / love and compassion / Man has lost the ability to make wise decisions.
- b. cleverness and wisdom / love and compassion / Man has lost compassion.
- c. the intellect / love / we need to learn from indigenous people.
- d. a clever head / love / there is a disconnection between the brain and the heart.

1.5. Dr. Goodall's message is that decision makers should bear in mind ... and not ...

- a. future generations / witty decisions made by shareholders.
- b. sustainability and succeeding generations / profit and economics alone.
- c. the millions of people affected / shareholders' interests.
- d. the future / the millions of dollars involved.

2. Listen to this text about Native American culture and fill in the blanks with the missing words. Use between 1 to 4 words.

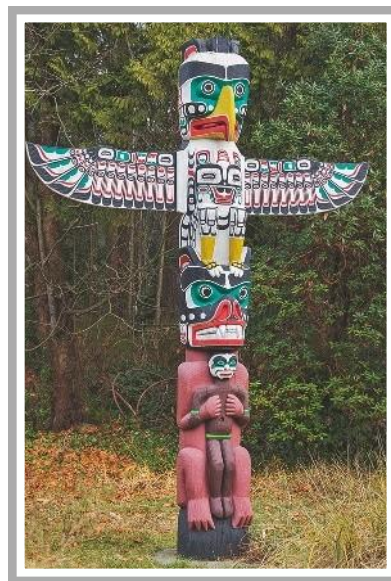
Native American Culture

Perhaps no other group of people has quite the rich and a as those of the Native Americans. They have a history rich in struggle, strife, and b. So many aspects of our c were adapted from the old Indian cultures practiced centuries ago. Many familiar symbols that we take for d were originated by Native Americans. The teepee, totem pole, peace pipe, and e are just a few examples, but each of these symbols were actually integral pieces of a larger picture that wove together the f of Native American life. Everything from native plants and animals to housing to the g became a part of the culture in Indian life. The animals were revered as h, and although they were hunted and killed, their skins and hides were used as i and drums, their meat was never wasted, and their spirits lived on in the j. Plants were cultivated and harvested, and used for various things such as k. The rain and the sun were considered to be Gods, giving a sign to the Indians as the l changed.

PART II

Activity A

1. Look at these pictures and describe them establishing a connection between the Totem and the people. Write about 40 to 60 words and mention some features about this culture and these people.



2. Complete this text by building a word from the one given in brackets.

Who is an Indian?

No single federal or _____ **a** _____ (**tribe**) criterion establishes a person's identity as an Indian. _____ **b** _____ (**member**) is determined by the _____ **c** _____ (**enrol**) criteria of the tribe from which Indian blood may be derived, and this varies with each tribe. _____ **d** _____ (**general**), if linkage to an identified tribal member is far removed, one would not qualify as a suitable member. To be eligible for Bureau of Indian Affairs services, an Indian must be a member of a tribe recognized by the federal _____ **e** _____ (**govern**), be of one-half or more Indian blood of tribes indigenous to the United States; or must, for some purposes, be of one-fourth or more Indian _____ **f** _____ (**ancestor**). By _____ **g** _____ (**legislate**) decision, prerogative of current administration, the Aleuts, Eskimos and Indians of Alaska are eligible for BIA services. Most of the BIA's services and programs, however, are limited to Indians living on or near Indian _____ **h** _____ (**reserve**). As of 2010, the Census Bureau estimates there were more than 2.9 million American Indians and Alaska Natives living in the United States.

Adapted from: Bureau of Indian Affairs, U.S. Department of the Interior

Native Americans – past, present and future

When settlers first came to the Americas, Native Americans comprised 100 percent of the population here. Today, they account for roughly one percent of the total population. This drop in proportion of the population is due to territorial conflicts, disease and re-settlement, combined with the rapid growth of other population groups. Currently, remaining Native American areas of population density lie within federally designated reservations. Alaska and Hawaii are the only two states in the US that have not pursued a policy with Native Americans that sought to restrict them to the confines of reservations.

Most Native American cultures were comprised of what are now referred to as “nations” or “confederacies”. For example, the Iroquois were technically classified as a nation or a confederacy in European terms; however, they also broke into five unique nations as well. The cultural heritage of Native Americans is truly diverse, with unique belief systems and languages being used by each individual nation. These differences led to both unity and division within native communities long before the arrival of white settlers.

Today, much of that cultural heritage is lost. The US policy of “Indian Removal” fragmented whole tribes and nations, placing them in land with little agricultural value which they were not accustomed to. Native children were forced out of their homes and placed into boarding schools created specifically for them. In these schools, children were forced to speak English and were punished for practicing their traditional spiritual beliefs. This effectively destroyed most of the oral history surrounding Native Americans, eliminating any chance at a substantive record being kept of their past. Most Native Americans live on reservations now; however, they are naturalized citizens and are provided with the same constitutional rights as any other citizen.

Economically, Native Americans have attained an uneven level of success across the nation. Some reservations exist in states with lax gaming laws, which has provided an opening for some native casinos to thrive. In Alaska, native peoples were not approached with the “reservation” mentality as was the case in the lower 48 states. There, natives are in control of “native corporations”, which control immense tracts of land throughout the state.

The future of Native Americans is precarious. With much of their cultural heritage destroyed forever many have completely abandoned their historical roots and have assimilated completely into American society. The population of Native Americans is steadily declining, with their numbers dwindling on every census taken over the past fifty years. Young Native Americans move out of reservations in larger numbers every year. These young natives are the minority in any community they enter outside of a reservation, and they often marry non-native people.

Adapted from: <http://nativeyouthmagazine.com>



1. **Decide if these statements are True or False. Account for your answer by quoting from the text.**

- a. At one time, the Native American population was the dominant group of inhabitants in the Americas.
- b. Alaska and Hawaii are part of the states that have adopted policies restricting Native Americans to designated areas.
- c. The diverse nature of Native American culture has been through time a factor of togetherness and cooperation between the various tribes.

2. **Complete these sentences according to the text. Use your own words as far as possible.**

- a. Some of the measures taken ensured...
- b. Many Native Americans are currently...
- c. Some Native American communities obtained economic success due to...
- d. The future of Native Americans is referred to as precarious because...

3. **Identify what these words refer to in the text.**

- a. that (l. 6)
- b. them (l. 7)
- c. This (l. 18)

4. **Explain the meaning of these expressions taken from the text in your own words.**

- a. *...eliminating any chance at a substantive record being kept of their past.* (ll. 19-20)
- b. *...their numbers dwindling on every census...* (l. 31)

A PROVA CONTINUA

PART III

Activity A

Complete the second sentence so that it has a similar meaning to the first one, using the word in brackets. You must use between three and five words, excluding the word given.

1. If working conditions improved, emigration rates would decrease. **(WERE)**
_____, emigration rates would decrease.
2. Studies estimate that around 1.8 billion people around the world speak English. **(TO)**
1.8 billion people around the world _____ English.
3. Do you want to tell me about your problem? **(OF)**
Do you want to tell me about _____?
4. I would never turn my back on people in need of assistance. **(EVER)**
Under no circumstance _____ on people in need of assistance.
5. I don't agree with Brexit but I respect the British people's decision. **(IN SPITE OF)**
_____ I respect the British people's decision.

Activity B

Write a text between 200 and 250 words on **ONE** of the following topics.

Don't forget to identify the topic you are writing about.

TOPIC A

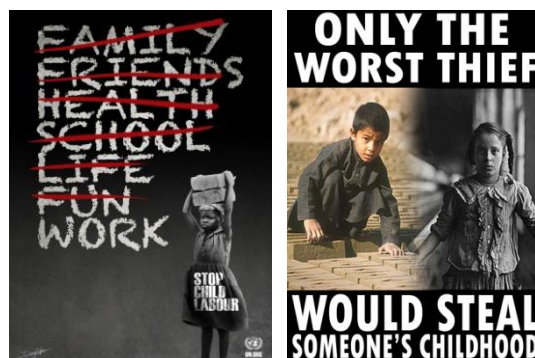
Comment on the initial stanzas of the poem "The Concerned Adolescent" by Wendy Cope:

Our planet spins around the sun
in its oval-shaped orbit
like a moth circling a bright, hot, golden-yellow
lightbulb.

Look at this beautiful, lovely
blue and green and white jewel
shining against the dark black sky.
It is doomed.

TOPIC B

In his novel *Animal Farm*, George Orwell wrote that "*all animals are equal but some animals are more equal than others*". Bearing in mind the Universal Declaration of Human Rights, reflect on Orwell's words and on the images on the right to write about the value of democracy, the persistence of totalitarian regimes in today's world and children's rights.



_____ FIM DA PROVA _____

COTAÇÕES

PART I

Activity A	40 pontos
1.	10 pontos
2.	30 pontos

PART II

Activity A	25 pontos
1.	11 pontos
2.	14 pontos
Activity B	55 pontos
1.	12 pontos
2.	20 pontos
3.	09 pontos
4.	14 pontos

PART III

Activity A	20 pontos
Activity B	60 pontos

Total da prova	200 pontos
----------------------	-------------------

PÁGINA EM BRANCO