
Prova Escrita de Inglês

11.º/ 12.º anos de Escolaridade – Continuação - bienal

Prova 550/1.ª Fase

7 Páginas

Duração da Prova: 120 minutos. Tolerância: 30 minutos

2008

Utilize apenas caneta ou esferográfica de tinta indelével azul ou preta.

Pode utilizar dicionários unilingues ou bilingues, sem restrições nem especificações.

Não é permitido o uso de corrector. Em caso de engano, deve riscar, de forma inequívoca, aquilo que pretende que não seja classificado.

Escreva de forma legível a identificação das actividades e dos itens, bem como as respectivas respostas.

Para cada item, apresente apenas uma resposta. Se escrever mais do que uma resposta a um mesmo item, apenas é classificada a resposta apresentada em primeiro lugar.

Responda aos itens pela ordem em que se apresentam, dado que cada um deles se integra numa sequência que contribui para a realização da actividade final. Contudo, não há penalização caso apresente as respostas noutra sequência.

As cotações dos itens encontram-se na página 7.

Sugestões de distribuição do tempo:

Actividade A	20 minutos
Actividade B	50 minutos
Actividade C	40 minutos
Revisão geral	10 minutos

The final task you are expected to complete is to write a proposal for a project to help solve a world problem.

Activities A and B will provide you with input for Activity C.

ACTIVITY A

1. Look at the pictures below and briefly identify the problem in each case.

a.



www.ohiohistorycentral.org

b.



Judy Walgren, The Photo Project

c.



weightofsilence.files.wordpress.com

2. Propose three ways in which young people could help improve the quality of life in their community. Write in note form.

3. Below are sentences about aspects of a project. Rewrite them beginning as indicated and without changing their meaning.

a. First we will do some research. Then we will allocate suitable tasks.

After _____ .

b. Some of us are going to read newspaper articles. Others can do some research on the Internet.

While _____ .

c. By going through a series of stages, we will achieve our goal.

If _____ .

ACTIVITY B

Read the following text.

TORONTO STUDENTS IMPACT AFRICA WITH TECH SKILLS

A group of Toronto high school students will spend their March break delivering PCs to a school and orphanage in Kenya. In the meantime, they are upgrading the computers and writing a customized training manual for workers who will be teaching others to use the PCs.

This will be the first time the International Computer Aid programme has targeted Africa. Computer science teacher Shannon Volman started the programme five years ago. “The momentum’s grown tremendously over the last five years because the parents and everyone at the school have just become incredibly excited about the opportunity to help.”

Mitchell Freitag, a Grade 10 student who travelled to Belize last year, said the project made a real impact. “In Belize, we put in a new computer lab. We installed software, operating systems, we got the computer teacher ready so that he could continue to teach,” Freitag said.

Cameron Bates, a Grade 12 student who will be travelling to Kenya, said he has been excited about the project for months. “Last year, there was the slightest mention of us going to Kenya and that got my excitement going massively. To go to Africa and help kids there, it’s just a dream come true.”

The students have raised more than \$20,000 in donations for the project and the Bank of Montreal donated 40 computers.

Ten of the computers will go to an orphanage in Nairobi, and 30 will go to a secondary school two hours outside of the capital.

Volman, who travelled to Africa, struggled with the usefulness of the project after seeing the needs of the people first-hand. It was obvious that many people had a desperate need for essentials such as food and medicine, and she began to question the value of setting up a computer lab.

“I did a lot of reflection and realized that the goal of this project was exactly what it needed to be. And it’s to provide the tools so that developing countries can access technological skills,” Volman said.

The computers are tools that can help the people develop sustainable sources of income within their own communities, as well as connect globally.

“We’re an IT world, and... if we want them to be able to work within the knowledge frame-set of everyone else, then we have to make sure we’re providing them with the proper skills,” she said.

www.ctv.ca (2007)
(abridged and adapted)

1. Complete the table below in note form. Write only the letters and the corresponding answers.

Aim of the project	a.
Activities	b. c. d.
People involved	e. f.

2. In your own words, explain why teacher Shannon Volman felt a little worried when she started this project.

3. Explain the meaning of the following sentence in the text:

... that got my excitement going massively. (l. 13)

4. Find words/expressions in the text (paragraphs 1, 3 and 8) that have the same meaning as:

a. made to suit particular needs

b. set up for use

c. equipment or devices used for a particular purpose

5. Explain the absence/use of commas in the following:

... workers who will be teaching others to use the PCs. (l. 3)

Volman, who travelled to Africa, struggled with the usefulness of the project... (l. 19)

ACTIVITY C

Write a text, to be sent by e-mail, asking an international sponsor to support a school project. Describe the aims, the activities and the resources needed. Your project could involve one of the following:

- helping countries in need;
- uniting the world;
- emergency relief.

Write between 150 and 220 words.

You may use the input from Activities A and B.

DO NOT SIGN YOUR TEXT.

FIM

COTAÇÕES

Actividade A

1.	10 pontos
2.	15 pontos
3.	15 pontos

40 pontos

Actividade B

1.	20 pontos
2.	15 pontos
3.	15 pontos
4.	15 pontos
5.	15 pontos

80 pontos

Actividade C

.....	80 pontos
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80 pontos

TOTAL 200 pontos