
Prova Escrita de Inglês

11.º/12.º Anos de Escolaridade – Continuação – bienal

Prova 550/2.ª Fase

8 Páginas

Duração da Prova: 120 minutos. Tolerância: 30 minutos.

2009

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. As respostas ilegíveis ou que não possam ser identificadas são classificadas com zero pontos.

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 no final do enunciado da prova.

Sugestões de distribuição do tempo de realização da prova:

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 text giving your opinion on the benefits of education in developing countries.

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

ACTIVITY A

1. Write a suitable caption for this picture using the exact words given.



news.bbc.co.uk/2/hi/africa/2464589.stm

poverty

education

2. Complete the following text with seven words from the box.

Write only the letters and the numbers.

Education is aimed at the a. of the human being. The b. of education improves economic welfare, c. inequalities and d. democratic political systems. An educated individual will have a brighter future and greater e. in life. However, around the world, 121 million children have no opportunity to f. school. This means that many young people in the 15-24 age group remain g. .

1. attend

2. chances

3. development

4. encourages

5. expansion

6. expression

7. illegible

8. illiterate

9. plans

10. qualities

11. reduces

3. Below are expressions that can be used for different functions. Organise them under the headings given. Write only the numbers and the letters.

- a. I think
- b. for instance
- c. as I see it
- d. I believe
- e. in brief
- f. in other words
- g. it seems to me that
- h. in short
- i. such as

1. Giving examples

2. Giving an opinion

3. Rephrasing

4. Summarising

ACTIVITY B

Read the following text.

SPEAKING OF COURAGE

At age 13, Juliet Nkunika already knows exactly what she wants to do. "I want to be a teacher, because I admire the work they do," she says.

This afternoon, Juliet is standing outside her dusty classroom at the Ngowe primary school in rural central Malawi, where she attends the seventh grade. CARE began partnering with a local organization in 2003 to help the school address the needs of AIDS orphans, fight stigma associated with the disease and build greater community support for education.

Juliet herself is an orphan. At the Ngowe school, where more than 13 percent of the students have lost one or both of their parents, the project has helped teachers and students strengthen HIV prevention clubs, which disseminate information and offer support to pupils and other community members affected by the disease.

For Juliet, getting a good education is of paramount importance. "Some of my classmates have dropped out of school because they lost interest and others because they got married. But I don't want to get married until I have completed my education. I never miss class unless I am sick."

To enable Juliet and her schoolmates to receive a better education, CARE helped the Ngowe school establish a parent-run school management committee. The committee monitors teachers' performance and raises money for the school. The funds have been used to buy school materials and to build latrines. The parents want to raise enough to build a sustainable water source for the school.

"We are happy to be part of the committee because we are helping our children get a better education. Many parents here did not complete primary school, but now they understand the value of education. This is a change from the past," says Selena Kachale, a school management committee member.

Juliet knows that education is her ticket to a better life. "I want to finish school so that I can be financially independent. I want to be able to pay for my little sister's school fees and help her buy new clothes. I admire women who are working," she says.

By helping teachers, parents and students build stronger schools, CARE is working to ensure that Juliet and other girls like her in Malawi get the opportunity to fulfil their ambitions. Juliet already possesses intelligence and determination. Equipped with a good education, she will go on to teach other young girls how to achieve their goals.

www.care.org (2007)
(abridged and adapted)

1. Identify the paragraph in which the writer:

- a. refers to the opinion of Ngowe's adults on schooling.
- b. states Juliet's aim in life.
- c. mentions the role of parents in the improvement of school conditions.
- d. says Juliet, through her own education, will be able to educate others.
- e. mentions CARE's cooperation with another institution.

Write only the letters and the paragraph numbers.

2. Explain the meaning of the following expressions in the text.
Write only the letters and the corresponding answers.

- a. stigma associated with the disease (ll. 5-6)
- b. of paramount importance (l. 11)
- c. ticket to a better life (l. 23)

3. Say what the following words refer to.
Write only the letters and the corresponding answers.

- a. which (l. 9)
- b. this (l. 21)
- c. their (l. 27)

4. Reread the following sentences from the text.
Match the verb forms in bold with their uses in context. Two of the uses do not apply.
Write only the letters and the numbers.

- a. they **lost** interest (l. 12)
- b. I never **miss** class (l.13)
- c. The funds **have been** used (l. 16)
- d. we **are helping** our children (l. 19)

USES
1. past action with consequences for the present
2. action completed at a specific time in the past
3. past action happening before a specific time in the past
4. habit
5. fixed event in the future
6. event in progress at the moment of speaking

ACTIVITY C

Write a text for the UNICEF site giving your opinion on the benefits of education in developing countries.

Write between 150 and 220 words.

You may use the input provided by activities A and B.

FIM

COTAÇÕES

Actividade A

- | | |
|---------|-----------|
| 1. | 15 pontos |
| 2. | 15 pontos |
| 3. | 10 pontos |

40 pontos

Actividade B

- | | |
|---------|-----------|
| 1. | 20 pontos |
| 2. | 20 pontos |
| 3. | 20 pontos |
| 4. | 20 pontos |

80 pontos

Actividade C

..... 80 pontos

80 pontos

TOTAL 200 pontos