

## 1º Bimestre (Units 1 and 2)

School: ..... Student(s): .....

Read the text below and do exercises 1-3.

### Girls' education and gender equality

Girls' education is both an intrinsic right and a critical lever to reaching other development objectives. Providing girls with an education helps break the cycle of poverty: educated women are less likely to marry early and against their will; less likely to die in childbirth; more likely to have healthy babies; and are more likely to send their children to school. When all children have access to a quality education rooted in human rights and gender equality, it creates a ripple effect of opportunity that influences generations to come.

Girls' education is essential to the achievement of quality learning relevant to the 21<sup>st</sup> century, including girls' transition to and performance in secondary school and beyond. Adolescent girls that attend school delay marriage and childbearing, are less vulnerable to disease including HIV and AIDS, and acquire information and skills that lead to increased earning power. Evidence shows that the return to a year of secondary education for girls correlates to a 25 per cent increase in wages later in life.

From: <[www.unicef.org/education/bege\\_70640.html](http://www.unicef.org/education/bege_70640.html)>. Accessed in: May 2015. (fragment)

1 According to the text, how is it possible to break the cycle of poverty?

.....

2 Write **T** (True) or **F** (False). Then, correct the false statement(s).

a.  Educated women have fewer chances of marrying against their will.

.....

b.  Educated women have more chances of sending their children to school.

.....

c.  Teenage girls who attend school marry early.

.....

d.  The return to a year of secondary education for girls means earning 25% more later in life.

.....

3 In "it creates a ripple effect of opportunity", what does the pronoun **it** refer to?

.....

## 2° Bimestre (Units 3 and 4)

School: ..... Student(s): .....

Read the text below and do exercises 1 and 2.

### Plants, Animals, and Ecosystems

Most plants and animals live in areas with very specific climate conditions, such as temperature and rainfall patterns, that enable them to thrive. Any change in the climate of an area can affect the plants and animals living there, as well as the makeup of the entire ecosystem. Some species are already responding to a warmer climate by moving to cooler locations. (...) Climate change also alters the life cycles of plants and animals. For example, as temperatures get warmer, many plants are starting to grow and bloom earlier in the spring and survive longer into the fall. Some animals are waking from hibernation sooner or migrating at different times, too.

### Disappearing Habitats

As the Earth gets warmer, plants and animals that need to live in cold places, like on mountaintops or in the Arctic, might not have a suitable place to live. If the Earth keeps getting warmer, up to one-fourth of all the plants and animals on Earth could become extinct within 100 years. Every plant and animal plays a role in the ecosystem (for example, as a source of food, a predator, a pollinator, a source of shelter), so losing one species can affect many others.

- What can people do about it?

Just like people, plants and animals will have to adapt to climate change. Many types of birds in North America are already migrating further north as the temperature warms. People can help these animals adapt by protecting and preserving their habitats.

From: <[www.epa.gov/climate/climatechange/kids/index.html](http://www.epa.gov/climate/climatechange/kids/index.html)>. Accessed in: May 2015. (fragment)

**1** Answer the following questions based on the text above. Use fragments from the text to answer the questions.

a. What are the consequences of changes in the climate of an area?

.....  
.....

b. What could happen if the Earth keeps getting warmer?

.....  
.....

c. What could people do to help animals adapt to climate change?

.....  
.....

**2** In “very specific climate conditions, such as temperature and rainfall patterns”, what idea does **such as** express?

Comparison.

Exemplification.

### 3º Bimestre (Units 5 and 6)

School: ..... Student(s): .....

Read the text below and do exercises 1-3.

#### EDUCATION COUNTS

**because it helps eradicate poverty and hunger**

**Education gives people the knowledge and skills they need to live better lives. It can boost productivity and open doors to jobs and credit.**

**Poverty is one of the main reasons children are being left out of school.**

- The world's 500 richest people have a combined income greater than the world's 416 million poorest people.
- 2.5 billion people live on less than \$2 a day, accounting for 40% of the world's population but only 5% of its income.
- Less than 1% of the world's gross domestic product - \$300 billion - would lift 1 billion people out of poverty. This amount represents 1.6% of the income of the richest 10% of the world's population.
- Each additional year of schooling raises average annual Gross Domestic Product (GDP) growth by 0.37%.

Gross Domestic Product (GDP)  
= Produto Interno Bruto (PIB)

From: Education Counts: Towards the Millennium Development Goals. UNESCO, 2011, p. 6.  
Available at: <<http://unesdoc.unesco.org/images/0019/001902/190214e.pdf>>. Accessed in: May 2015.

**1** Answer the following questions based on the text above.

**a** What can education give people?

.....  
.....

**b.** What is one of the main reasons for children not to attend school?

.....

**c.** How many people in the world live on less than two dollars a day?

.....  
.....

**2** Complete the statement below with expressions in the text.

The combined income of the 500 ..... in the world is greater than the combined income of the world's 416 million .....

**3** In "It can boost productivity", the verb **to boost** is equivalent to

'increase'.

'decrease'.

## 4º Bimestre (Units 7 and 8)

School: ..... Student(s): .....

Read the text below and do exercises **1** and **2**.

“Art challenges people to look for different answers to a single problem, by stimulating different points of view and ways of thinking, as opposed to formal education, which imposes ‘convergence towards a single answer,’” says Idelli Nichele, regional coordinator of Projeto Gurí in Jundiaí, close to the southern city of Sao Paulo.

Proposing alternative solutions in school usually means being wrong, and is seen as deviating from the single right answer, a process that stifles creativity. ‘Uniform thought is not thought’ nor reflection, but merely the reproduction of ideas, adds this educator, a ‘disenchanted’ former head teacher at conventional schools.

Music is a proven instrument for fostering logical reasoning, but it also stimulates its practitioners to look for variations on melodies and harmonies. ‘Jazz is fantastic’ in this respect, said Nichele, who has also taught university-level art education courses.

Creativity is the outcome - a gift which is increasingly important in the economy and in people’s lives, but which formal education tends to quench by focusing on the mass production of technicians and professionals who are processed like parts in an industrial assembly line.

From: <[www.globalissues.org/news/2009/09/14/2797](http://www.globalissues.org/news/2009/09/14/2797)>. Accessed in: May 2015. (fragment)

**1** Answer the following questions based on the text above.

a. How does art challenge people to look for different answers to a single problem?

.....  
.....

b. According to Idelli Nichele, what do conventional schools usually impose through formal education?

.....  
.....

c. How does she describe uniform thought?

.....  
.....

d. What is increasingly important in the economy and in people’s lives?

.....

**2** In “a process that stifles creativity”, the verb **to stifle** is equivalent to

‘incentivar’ in Portuguese.

‘sufocar’ in Portuguese.