



República de Moçambique
Ministério da Educação
Conselho Nacional de Exames, Certificação e Equivalências

ESG / 2014
10ª Classe

Exame de Inglês

1ª Época
90 Minutos

Este exame contém vinte e seis (26) perguntas. Leia-as com atenção e responda na sua folha de exame.

Section I: Read the text carefully and then answer the questions below according to the information given in the text. (There are 5 marks for this section)

Agriculture plays a very important role in Mozambique. Many people in Mozambique depend directly and/or indirectly on agriculture. There are two types of agriculture: large and small scale.

The first type employs many people and uses machinery and fertilizers. The products are mostly for export and to sell in large quantities within the country. Some years ago, AVICOLA, a national company, was in the chickens and broilers breeding business. This company employed many people and sold chickens and eggs throughout Mozambique. Those who worked there earned enough money to feed themselves and to pay for school materials for their children.

The second type of agriculture is also called “*family agriculture*”. This is what every family in rural areas does. They do not use fertilizers but dung that they make from tree leaves or animal excrement. The products harvested are for their own consumption and some to sell to get money to buy clothes, soap and some other things they need.

In general, most products we see every day are produced by farmers and peasants. Some of those products are: oil, milk, pasta, etc.

Adapted from Inglês 8ª Classe

Glossary

Broilers – galinhas poedeiras

Earned – ganharam

Dung – estrume

Breeding – criação de animais

Throughout – em todo o

Harvest – colher a colheita

1. What type of agriculture is practiced in Mozambique?
2. What is the destination of large scale agriculture products?
3. Where is family agriculture practiced?
4. What do peasants do with the money they earn?
5. Give a suitable title to the text.

Section II: Choose a word or group of words (A, B, C or D) that best fill the gap in each of the following sentences. Write the letter only. (There are 5 marks for this section)

6. My cousin is the ----- member of the family.

A bigger

B confident

C more confident

D most confident

7. Gina walks ----- because she has a serious leg problem.

A more slow

B much slow

C slower

D slowly

8. All candidates must answer the questions using ----- pen.

A a

B an

C at

D of

Please turn the paper over

9. I like that boy, ----- has good behaviour.
A he B it C she D you
10. My best friend gave me some money ----- I bought these biscuits.
A and B because C but D so
11. My exam paper should be ----- the table.
A above B at C in D on
12. We ----- having English exam now.
A are B be C is D was
13. He will get there in time if he ...
A ran. B runs. C was running. D will run.
14. If I won a lot of money, I ----- for all my family's studies.
A paid B pay C will pay D would pay
15. One of the best ways to avoid getting cholera is the use of ...
A condoms. B glasses. C grass. D soap.

Section III: In the following text some words have been left out. From the words given below the text, select the one that best completes each space. Write the letter only. (There are 5 marks for this section)

Life on earth is full of different species. Each species is adapted to a different ---16---. All you have to do is look around and observe.

In a forest, species specialization can be seen in the layer system of ---17--- life. Animals that live on the top of the trees dare not come to the ground. It is too dangerous for them. Besides, all ---18--- and shelter that they need to survive is on the top ---19--- of the forest. The same can be said about the ---20--- in the middle layer and in the ground layer. Other species, like some type of bacteria, have to live inside the ---21--- of other animals to survive. If they go in to the open for long, they die.

Humans, too, used to have their place in nature. They used to live in caves and feed on ---22---. However, unlike other species, humans reasoned and wanted to change nature, they started feeding themselves from their natural ---23---. They wanted to have a more comfortable life.

If we are careful enough to observe nature, we will see that humans are the biggest ---24--- living on earth today. They are used to doing only what they want, and not what they must. They are not used to doing what they ought to do in favour of life in this ---25---.

- | | | | | |
|-----|---------------|---------------|--------------|-------------|
| 16. | A environment | B nationality | C person | D subject |
| 17. | A animal | B forest | C home | D house |
| 18. | A comfort | B food | C importance | D users |
| 19. | A law | B layer | C side | D tree |
| 20. | A animals | B environment | C forest | D ground |
| 21. | A bodies | B house | C life | D situation |
| 22. | A bacteria | B bread | C plants | D water |
| 23. | A nature | B predators | C species | D worlds |
| 24. | A comfort | B nature | C neighbour | D threat |
| 25. | A forest | B home | C house | D planet |

Section IV: Writing. (There are 5 marks for this section)

26. In about 150 words, write a composition about **the school subject or subjects you like most.**
Do not sign your composition

THE END

Section I: Reading

1. The large and small scale agriculture.
2. For export and to sell in large quantities.
3. In rural areas.
4. They buy clothes, soap and some other things they need.
5. Types of agriculture in Mozambique. (Other answers can also be accepted as long as they fit as the title of the text.)

..... 5 x 1,0 = 5,0 marks

Section II: Grammar

6. D
7. D
8. A
9. A
10. A
11. D
12. A
13. B
14. D
15. D

.....10 x 0,5 = 5,0 Marks

Section III: Vocabulary

16. A
17. A
18. B
19. B
20. A
21. A
22. C
23. B
24. D
25. D

..... 10 x 0,5 = 5,0 marks

Section IV: Writing

26. (Check the marking scheme)

..... 5,0 Marks

TOTAL 20,0 Marks

Writing Marking Scale

Band	Description
<p>5 Marks 20 - 18</p>	<p style="text-align: center;"><i>Effective communication with accuracy</i></p> <p>The writing effectively addresses the writing task. It demonstrates a well developed logical organisational structure with clearly stated main ideas and sufficient supporting details. It has almost no errors of vocabulary, spelling, punctuation or syntax. No difficulty is experienced by the reader.</p>
<p>4 Marks 17 - 14</p>	<p style="text-align: center;"><i>Good communication with few inaccuracies</i></p> <p>The writing adequately addresses almost all of the writing task, though it deals with some parts more effectively than others. It demonstrates a generally well developed logical organisational structure with main ideas and supporting details. It has relatively few significant errors of vocabulary, spelling, punctuation or syntax. Very little difficulty is experienced by the reader.</p>
<p>3 Marks 13 - 10</p>	<p style="text-align: center;"><i>Acceptable communication with some inaccuracies</i></p> <p>The writing adequately addresses most of the writing task. On the whole, it demonstrates an adequately developed organisational structure, though there may occasionally be a lack of relevance, clarity, consistency or support. It has occasional errors of vocabulary, spelling, punctuation or syntax, which may sometimes interfere with meaning. Occasional difficulty is experienced by the reader.</p>
<p>2 Marks 9 - 7</p>	<p style="text-align: center;"><i>Problematic communication with frequent inaccuracies</i></p> <p>The writing only addresses some of the writing task. It demonstrates an inadequate organisational structure, and there may quite often be a lack of relevance, clarity, consistency or support. It has frequent errors of vocabulary, spelling, punctuation or syntax. Some difficulty is experienced by the reader.</p>
<p>1 Marks 6 - 0</p>	<p style="text-align: center;"><i>Almost no communication</i></p> <p>The writing almost completely fails to address the writing task. It has neither an organisational structure nor coherence. Almost all sentences contain errors of vocabulary, spelling, punctuation or syntax. Even after considerable effort on the part of the reader, the text is largely incomprehensible.</p>