



República de Moçambique
Ministério da Educação

Inglês
10ª Classe / 2013

Conselho Nacional de Exames, Certificação e Equivalências

Exame Extraordinário
90 Minutos

Esta prova contém vinte e seis (26) perguntas. Leia-a 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)

Black Africans have emerged as the most highly educated members of British society and are twice as likely to hold jobs in the professions as white people.

Researchers believe the high profile of black Africans, the fourth biggest ethnic minority in Britain, begins with pattern of immigration stimulated by colonial links between African states and Britain.

“Children of Africans are more likely to aspire towards these high-status jobs because of their parental background. Their parents either have degrees or were involved in some sorts of profession”, said Patricia Deley, as fellow of Jesus College of Oxford University, who is conducting a study of Britain’s black Africans.

Claire Ighodaro, a 40 year-old financial controller with British Telecom, is a typical of today’s successful black African. Having studied at secondary schools in Nigeria, she qualified as a chartered management accountant in Britain. “I was brought up to believe that education is an opportunity rather than something you have to suffer. It’s a traditional value that I want my children to take on board. I expect them to do well academically,” she said.

It is a thought shared by Zainan Badawi, the Sudanese-born Channel 4 presenter, who has degree from Oxford and London Universities. “There was always emphasis on education in my family”, said Badawi, one of the six children who all have degree.

English 10, Texto Editora

Glossary

researchers- investigadores, pesquisadores

background- experiência

aspire- desejar/ ambicionar

brought up- criado

profile- perfil

1. What are the chances of black Africans of holding jobs in British society?
2. Why are children of Africans more likely to aspire to better jobs?
3. Where did Claire Ighodaro finish her Secondary Level?
4. What is Claire’s job?
5. In one or two sentences, write the overall idea of 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. Lions are ----- animals because they kill other animals.
A. good B. beautiful C. dangerous D. important
7. Computers are ----- in our lives.
A. very useful B. importantly C. the most important D. healthy
8. Zainabo takes breakfast ----- eight o’clock.
A. the B. on C. few D. at
9. Morrossonela went to hospital ----- she was not feeling very well.
A. because B. but C. or D. and

Please turn the paper over

10. Many ----- tourists visited Mozambique last year.
A. foreign B. space C. neighbourhood D. locality
11. The car I took ----- was over lot.
A. tomorrow B. yesterday C. next year D. next week
12. I forgot ----- some soap for the washing.
A. buying B. to buy C. bought D. buys
13. I missed the school bus, ----- I wasn't late for school.
A. so B. and C. too D. but
14. A telescope is ----- to view an eclipse of Sun or Moon.
A. uses B. using C. used D. use
15. People need to protect our ----- from uncontrolled fires.
A. atmosphere B. water C. environment D. sky

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)

From the north to the south of Mozambique there is no --- **16** --- who doesn't wear a capulana. They wear it as an everyday --- **17** ---, to clean and wrap around --- **18** ---, to bind them to their back or as a --- **19** --- and a curtain. When changing and travelling they use it to wrap their --- **20**---. But not only --- **21** --- use them, as one might imagine.

Other women in Africa use the same kind of --- **22** --- cotton cloth, which more recently comes in a blend of synthetic fibres, with large printed motifs and in bold colours. Women and --- **23** --- covered with these coloured fabrics bring life and colour to the --- **24** --- roads. Many Mozambican languages have vernacular names for the cloth, but --- **24** --- is the most common name.

- | | | | |
|-------------------|---------------|-------------|----------------|
| 16. A men | B women | C man | D woman |
| 17. A cloth | B necklace | C trousers | D jeans |
| 18. A boys | B children | C students | D churches |
| 19. A food | B meal | C towel | D tour |
| 20. A keys | B belongings | C fabrics | D colours |
| 21. A household | B countryside | C continent | D countrywomen |
| 22. A rectangular | B square | C circle | D triangle |
| 23. A gentleman | B boys | C fathers | D girls |
| 24. A house | B buildings | C country | D carpenter |
| 25. A shirt | B trousers | C capulana | D pants |

Section 4: Writing (There are 5 marks for this section).

26. In about 150 words, write a composition about **the importance of means of transport** in your community.

Do not sign your composition.

THE END

Section I: Reading

1. Black Africans are twice as likely to hold jobs in the professions as white people.
2. Children of African are more likely to aspire better jobs because of their parental background.
3. Claire Ighadaro finished her secondary level in Nigeria.
4. She is a financial controller.
5. The text is about the black African (Other answers could be accepted as long as they give the overall idea of the text).

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

Section II: Grammar

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

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

Section III: Vocabulary

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

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

Section IV: Writing

26. Composition (Check the marking scale)

..... 5,0 marks

TOTAL..... 20,0 marks

Writing Marking Scale

Band	Description
5 Marks 20 - 18	<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 organizational 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>
4 Marks 17 – 14	<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>
3 Marks 13 – 10	<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>
2 Marks 9 – 7	<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>
1 Marks 6 – 0	<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>