Curso de Inglês Instrumental Online

preparatório para Provas de Proficiência do Mestrado e Doutorado com Certificado de Proficiência

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Programa de Pós-Graduação em Engenharia Mecânica - PROPEM

PROVA DE PROFICIÊNCIA EM LÍNGUA INGLESA

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Código do candidato

INSTRUÇÕES:

1) Esta prova é constituída de um texto e 10 (dez) questões;

2) A duração da prova é de 2 horas;

3) É permitido o uso de dicionário físico;

4) Responda as questões a tinta;

5) Os celulares devem ser mantidos desligados, fora do alcance do candidato(a), durante todo o tempo de resolução da prova.

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2   **Tough school? War, illiteracy and hope in Afghanistan. By Bill Hicks.**

3   The idea of drafting a nation's brightest new graduates to become teachers in the most deprived

4   areas has been used in both the United States and the UK, where the approach was pioneered by

5   *Teach for America* and *Teach First* respectively. However, how would this model fare in a country

6   where the education system had been pulverized by four decades of constant war and conflict -

7   Afghanistan?

8   The answer to this question is unfolding in Nangarhar province in eastern Afghanistan, where 80

9   graduates from Afghan universities are teaching 23,000 girls and boys in 21 schools under the *Teach*

10   *for Afghanistan* scheme launched at the beginning of this academic year. The scheme is the

11   realization of the dream of its founder and chief executive, Rahmatullah Arman, who at 26 has

12   taken on a challenge, which might deter the most courageous social reformer. Mr. Arman returned

13   to Afghanistan in 2011 after studying at the University of Pune in India, where he also volunteered

14   for the *Teach for India* scheme.

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16   **No desks, but lots of students**

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18   *Impressed by the transformation he had witnessed in Indian schools, he decided to attempt something*

19   *similar back home. First, he had to educate himself about what remained of the Afghan education*

20   *system and the country's social fabric. He was both shocked and inspired. After 14 years of US-*

21   *backed reconstruction, Afghanistan was still a country where 3.6 million children were not in school,*

22   *where half of the teachers were unqualified, where 75% of pupils* <u>dropped out</u> *by the age of 15, and*

23   *where the adult illiteracy rate hovered around 60%.*

24   *"For me, the biggest inspiration was when I went into schools where there were no chairs, no desks,*

25   *often not even teachers, but the schools were still crowded with pupils," said Mr. Arman, speaking*

26   *in Kabul." "I saw families taking their children to school, even where a blast could happen at any*

27   *time, with all the security problems of which we are all aware, and yet still there are nine million*

28   *children at school." "I saw the hope that the people have the spirit of not giving up. They have lost*

29   *their futures, but their children might have a future."*

He was convinced that he could give these children "Not only an education but a very good education, not by others but by Afghans themselves." Therefore, in 2013 he started to create what would become Teach for Afghanistan with help from the global educational partnership organization, Teach for All (which was created jointly by Teach for America and Teach First in 2007). Mr. Arman set high criteria for his recruitment drive. To join, applicants needed "not just a degree but at least 75% marks" as well as leadership experience and communication skills. "Something really wonderful happened," Mr Arman said. "For 80 positions we received 3,000 applications, <u>all</u> meeting the criteria and 99% were from Afghan universities."

Educating girls

It was important that many of these "fellows" were female, to show by example that a girl could become fully educated, get a good job, and still get married and have children. In traditional Afghan communities, to be able to read and write was <u>regarded</u> as enough education for a girl. Teach for Afghanistan has a different view. "It is about changing mindsets, and that is a very long-term process", Mr Arman said. In one example, a female teacher, Manzoora, heard that the parents of two girls in her class of 14 to 15 year olds wanted to take them out of school. She begged the parents to come and see her; the mother came, observed lessons, talked to the teacher, went back home. In addition, after much discussion, they decided to let the girls stay in school.

Given the continuing violence within Afghanistan, did Arman fear for his own safety? "Actually, no, because the approach we take is very local, we are building good relationships with community leaders and religious leaders as well." "Since we started, we have not witnessed a single attack on any of our fellows, on any of the schools or pupils." Moreover, if, at first, some incumbent teachers and officials saw Teach for Afghanistan's fellows as competitors, they quickly learned to welcome them as partners, he added.

Tackling extremism

The fellows receive the same salary - about 9,000 Afghanis - as state teachers. It is not a good salary, Mr Arman agreed: "But we convince them they can have a better future, which is much more than just a salary." Throughout their two-year commitment, fellows receive leadership training and support that will open up many different opportunities for them, he added.

Mr Arman is convinced that Afghanistan's future depends on releasing the potential of its youth: "Afghanistan has the youngest population in the world and I believe it could be our greatest asset." He also believed education was the most effective way of countering the appeal of extremism and terrorism. He quotes Pakistani education activist Malala Yousufzai: "I don't want to kill terrorists; I want to educate the children of terrorists". "That is the true way to eradicate extremism in my

67 *country". With help from the Malala Fund, Teach for Afghanistan has just recruited a further 30*

68 *fellows - 20 female, 10 male - to begin teaching in schools in Parwan province this month. Ultimately,*

69 *he hopes to be able to supply teachers to all 34 provinces: "The need is to go national, the need is*

70 *huge, and we will go for it."*

Source: HICKS, Bill. "Tough school? War, illiteracy and hope in Afghanistan". BBC Global Education, June 14, 2017. Available at: < http://www.bbc.com/news/business-40250219 >. Accessed in November 13, 2019.

1. Rahmatullah Arman saw the positive results from the *Teach for India* scheme, therefore

a) he wants to disqualify the *Teach for India* scheme

b) he intends to control Afghanistan's educational system

c) he decided to start the *Teach for Afghanistan* scheme

d) he plans to challenge social reformers in Afghanistan

e) he witnessed blasts in Afghan schools crowded with students

2. According to the text, the programs *Teach for America* and *Teach First* were created in order to provide education to

a) the brightest new graduate students

b) students from schools that had been pulverized by war and conflict

c) bright graduate students who can't afford to pay

d) students who live in impoverished regions

e) None of above

3. The expression *dropped out* (line 20) is closest in meaning to:

a) stop attending school

b) join the military forces

c) graduate from school

d) dislike studying

e) None of above

4. Based on the text, identify the true (T) and false (F) statements about Afghanistan's educational system

( ) The majority of teenage students leave school without finishing their courses.

( ) More than half of the adult population do not know how to read and write.

( ) Fifty percent of the teachers lack the proper qualifications for teaching.

( ) Parents are reluctant about sending their children to schools because of terrorist threats.

( ) Girls remain illiterate throughout their lives.

The correct sequence is:

a) T-F-T-F-T.   b) T-T-T-F-F.   c) F-F-T-F-T.   d) F-T-T-T-F.   e) F-T-F-T-F.

5. The underlined word _all_ (line 34) refers to:
   a) 99% of Afghan universities.
   b) communication skills.
   c) 3,000 applications.
   d) 75% marks.
   e) 80 positions.

6. The _Teach for Afghanistan_ scheme

   a) is likely to be discontinued due to lack of qualified professionals.
   b) is more relevant to maintain than the _Teach for America_ partnership program.
   c) has the financial support of local Afghan entrepreneurs.
   d) has received financial aid from other already established organisations.
   e) None of above.

7. The term _regarded_ (line 40) is closest in meaning to:
   a) considered
   b) imported
   c) failed
   d) discussed
   e) None of above

8. According to the text, the transformation of minds in Afghanistan

   a) is never going to be accomplished.

b) is certainly going to be a less painful process for female students.

c) can take some time to be achieved.

d) can only take place if parents keep to their more traditional values.

e) will prove that some families still have old-fashioned views about marriage.

9. The local teachers have learned to view the fellows of the scheme *Teach for Afghanistan* as collaborators because

a) of the bonding with local community and religious leaders.

b) the number of deaths among the teachers participating in the scheme has reduced.

c) the students of the scheme are not getting involved with terrorism and bomb attacks anymore.

d) the linguistic barrier has reduced and learning is now more effective.

e) the academic performance of the students has reached a level of excellence like never before.

10. Based on the text, identify the true (T) and false (F) statements regarding Mr. Arman:

( ) He is the founder and chief executive of the Teach for India scheme.

( ) He was initially unaware of how the Afghan educational system worked.

( ) He has already studied and volunteered in India.

( ) He was positively impressed by the enduring spirit of the Afghan families and their children.

( ) He claims that education is the only alternative to put an end to children terrorism.

The correct sequence is:

a) F-T-F-T-F   b) F-T-T-T-F   c) F-T-T-F-F   d) F-F-T-T-F   e) T-T-T-F-F