

ESTADO DO RIO GRANDE DO SUL  
8ª COORDENADORIA DE EDUCAÇÃO  
SANTA MARIA –RS

**COLEGIO ESTADUAL MANOEL RIBAS**

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Disciplina: Inglês

Professoras: Magali Paz Brenner e Mariluzi Beck Camilo

Série: Segundos anos do Ensino Médio

1. PLANO DE AÇÃO:

1.1) Objetivos:

- Leitura e compreensão de texto;
- Reconhecimento das principais informações do texto;
- Demonstração do entendimento do texto através das respostas dos exercícios

1.2) Justificativa:

O que se busca com este plano de aula é a compreensão de texto pelos alunos e a certificação desse entendimento com as respostas corretas dos exercícios.

1.3) Atividades a serem trabalhadas:

Leitura e compreensão de texto;  
Perguntas a serem respondidas de acordo com o texto;  
Frases de verdadeiro ou falso para mostrar interpretação correta do texto.

1.4) Data para execução: até 14 de maio.

1.5) Estratégias para o controle de frequência do aluno:

Os alunos devem enviar o trabalho realizado para o e-mail:  
[magali.brenner@hotmail.com](mailto:magali.brenner@hotmail.com)

## English newspapers

INTRODUCTION: Ler jornais é um hábito comum a pessoas do mundo todo, e cada um tem seu jornal preferido. Embora leiam o mesmo jornal, as pessoas divergem quanto aos melhores cadernos, assuntos e etc. De qualquer maneira, é somente por meio de um bom jornal que, além de conhecer as últimas notícias, é possível obter uma análise mais aprofundada sobre diversos temas.

Leia o texto a seguir e responda os exercícios abaixo de acordo com sua interpretação de texto.

How can we encourage children from poorer families to gain the benefits of higher education?

by Lucy Hodges

This is your shocking statistic for today. Only fourteen percent of young people whose parents work in manual jobs go near a college or university. They stay away from higher education because they think it is not for them. So, they l

ock themselves into a self-perpetuating cycle of low expectations, low status work, and poverty, and keep the country in a difficult situation in the remains of the class system. But that situation may be bout to change.

Suddenly the universities as a group are doing something about the problem. Next month, the results of a national survey will be published. It tries to look into what has been done by universities to introduce to higher education young people from lower socio-economic groups.

According to this report, all universities in the UK should be finding new ways to attract disadvantaged – those aged 18 to 21 – to take up opportunities in higher education. That includes venerable institutions such as Oxford and Cambridge.

“The expansion of universities in the eighties and nineties has seen significant improvements in the relative participation rates for women, most minority ethnic groups, and mature students,” says Maggie Woodrow, of Westminster University, the author of the report.

“However, young people from the lower socio-economic groups continue to be under-represented and this has become one of the last frontiers in widening people’s access to UK higher education.”

(From The independent, Thursday, Oct. 15, 1998.

1- Mark the correct alternative and answer the questions:

- a- This text was extracted from an article published in the famous English newspaper ‘The Independent’. What does it talk about?  
( ) economy                      ( ) education                      ( ) religion                      ( ) women’s rights
- b- When was it published?

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c- Who wrote it?

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- 2- Number the sequence of events that have been taking place with the most poor young people in the United Kingdom:
- ( ) They keep the country in a difficult situation in the remains of the class system.
  - ( ) They stay away from higher education.
  - ( ) They think higher education is not for them.
  - ( ) They lock themselves in a cycle of low expectations, low status, work and poverty.
- 3- Focus on the survey and on its report. Are these sentences True(T) False(F)?
- a- ( ) The report analyzes what universities have done to introduce poorer people to higher education.
  - b- ( ) The survey includes very important universities, except Oxford and Cambridge.
  - c- ( ) The report states that all universities in the UK are finding ways to attract disadvantaged young people.
  - d- ( ) The survey was performed nationwide.
- 4- According to Maggie Woodrow: (responda em português)
- a- Are students from the lower socio-economic groups well represented at English universities?
  - b- What about other groups like women, mature students,...? Have they increased their participation rates at English universities?
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- 5- Find in the text:
- a- The percentage of young people whose parents work in manual jobs attending university courses in the UK in 1998.
  - b- The names of three famous English universities.
  - c- The opposite of:
    - lose: \_\_\_\_\_
    - wealth: \_\_\_\_\_
    - be close to: \_\_\_\_\_
    - low: \_\_\_\_\_

(Exercícios retirados e adaptados do livro 'New English Point', primeira edição, de 1999.)