

DEPARTAMENTO MUNICIPAL DE EDUCAÇÃO

- EMEF. “Alfredo Cesário de Oliveira”

ATIVIDADE PEDAGÓGICA Domiciliar de **INGLÊS** Professor **MARCELO PAPITO**

3º Bimestre – Semana: **23 a 27/08/2021** – 02 aulas semanais

NOME DO ALUNO: _____ **Série- 9º ANO E- Nº** _____

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 21st 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>. Accessed in: May 2015. (fragment)

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

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

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

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

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c. ☐ Teenage girls who attend school marry early.

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

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

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