



Roteiro de estudos para recuperação final

Disciplina:	Inglês
Professor (a):	Keila

Conteúdo:	Unidades de 1 a 7
Referência para estudo:	
Sites recomendados:	
Atividade avaliativa:	

Read the text below and answer the item 1:



Everyone should eat fruits and vegetables that are found in the bright colors . According to the American Cancer society different colors of the vegetables represents different nutrients. Eating from the rainbow ensures that you will be receiving a variety of nutrients.

Questão 1 - According to the text, “eating from the rainbow” means:

- a) Rainbow has bright colors.
- b) Eating just vegetables with the colors of the rainbow.
- c) Having various colors provides mixture of nutrients.
- d) American Cencer society recommends colorful meals.
- e) Everyone should eat fruits and vegetables.

National Geographic News Christine

Dell'Amore Published April 26, 2010

Our bodies produce a small but steady amount of natural morphine, a new study suggests. Traces of the chemical are often found in mouse and human urine, leading scientists to wonder whether the drug is being made naturally or being delivered by something the subjects consumed. The new research shows that mice produce the “incredible painkiller” — and that humans and other mammals possess the same chemical road map for making it, said study co-author Meinhart Zenk, who studies plant-based pharmaceuticals at the Donald Danforth Plant Science Center in St. Louis, Missouri.

Disponível em: Acesso em: 27 jul. 2010.

Questão 2 - Ao ler a matéria publicada na National Geographic, para a realização de um trabalho escolar, um estudante descobriu que

- a) os compostos químicos da morfina, produzidos por humanos, são manipulados no Missouri.
- b) os ratos e os humanos possuem a mesma via metabólica para produção de morfina.
- c) a produção de morfina em grande quantidade minimiza a dor em ratos e humanos.
- d) os seres humanos têm uma predisposição genética para inibir a dor.
- e) a produção de morfina é um traço incomum entre os animais.

Read the text below, then answer the item 3

War

Until the philosophy which holds one race superior And another inferior Is finally and permanently discredited and abandoned, Everywhere is war – Me say war.

That until there is no longer First class and second class citizens of any nation, Until the color of a man's skin Is of no more significance than the color of his eyes – Me say war. [...]

And until the ignoble and unhappy regimes that hold our brothers in Angola, in Mozambique, South Africa, sub-human bondage have been toppled, Utterly destroyed – Well, everywhere is war – Me say war.

War in the east, war in the west, War up north, war down south – War – war – Rumors of war. And until that day, the African continent will not know peace. We, Africans, will fight – we find it necessary – And we know we shall win As we are confident in the victory. [...]

MARLEY, B. Disponível em: <http://www.sing365.com>. Acesso em: 30 jun. 2011 (fragmento).

Questão 3 - Bob Marley foi um artista popular e atraiu muitos fãs com suas canções. Ciente de sua influência social, na música War, o cantor se utiliza de sua arte para alertar sobre

- a) a inércia do continente africano diante das injustiças sociais.
- b) a persistência da guerra enquanto houver diferenças raciais e sociais.
- c) as acentuadas diferenças culturais entre os países africanos.
- d) as discrepâncias sociais entre moçambicanos e angolanos como causa de conflitos.
- e) a fragilidade das diferenças raciais e sociais como justificativas para o início de uma guerra.

Read the comic strip below and answer the item 4:



Disponível em: <http://www.garfield.com.br>. Acesso em 29 jul. 2010.

Questão 4 - A tira, definida como um segmento de história em quadrinhos, pode transmitir uma mensagem com efeito de humor. A presença desse efeito no diálogo entre Jon e Garfield acontece porque

- a) Jon pensa que sua ex-namorada é maluca e que Garfield não sabia disso.
- b) Jodell é a única namorada maluca que Jon teve, e Garfield acha isso estranho.
- c) Garfield tem certeza de que a ex-namorada de Jon é sensata, o maluco é o amigo.
- d) Garfield conhece as ex-namoradas de Jon e considera mais de uma como maluca.
- e) Jon caracteriza a ex-namorada como maluca e não entende a cara de Garfield.

Read the text below and answer the item 5:

I, too

I, too, sing America. I am the darker brother.
They send me to eat in the kitchen
When company comes,
But I laugh,
And eat well,
And grow strong.

Tomorrow,
I'll be at the table
When company comes.
Nobody'll dare
Say to me,
"Eat in the kitchen,"
Then.

Besides,
They'll see how beautiful I am
And be ashamed
I, too, am America.

HUGHES, L. In: RAMPERSAD, A.; ROESSEL, D. (Ed.) The collected poems of Langston Hughes.
New York: Knopf, 1994.

Questão 5 - Langston Hughes foi um poeta negro americano que viveu no século XX e escreveu I, too em 1932. No poema, a personagem descreve uma prática racista que provoca nela um sentimento de

- a) coragem, pela superação.
- b) vergonha, pelo retraimento.
- c) compreensão, pela aceitação.
- d) superioridade, pela arrogância.
- e) resignação, pela submissão.

Read the text below and answer the item 6:

Going to university seems to reduce the risk of dying from coronary heart disease. An American study that involved 10 000 patients from around the world has found that people who leave school before the age of 16 are five times more likely to suffer a heart attack and die than university graduates.

World Report News. Magazine Speak Up. Ano XIV, n.º 170. Editora Camelot, 2001.

Questão 6 - Em relação às pesquisas, a utilização da expressão university graduates evidencia a intenção de informar que

- a) as doenças do coração atacam dez mil pacientes.
- b) as doenças do coração ocorrem na faixa dos dezesseis anos.
- c) as pesquisas sobre doenças são divulgadas no meio acadêmico.
- d) jovens americanos são alertados dos riscos de doenças do coração.
- e) maior nível de estudo reduz riscos de ataques do coração.

Questão 7 - Kathy is planning a student exchange trip to South Korea. Complete her plans with the phrases from the box, some of them will not be used:

A flight – a guidebook – a passport – a ride – a student visa – gifts – my bags – some research

- a) I'm going to _____. Can you help me with the application?
- b) I'm not going to _____ on the internet. I'm going to use a travel agente.
- c) I'm going to _____ tomorrow. What clothes will I need?
- d) I'm going to _____ for my Family. I need some ideas!
- e) I have to _____ so that I can study in South Korea.

Questão 8 - Complete the dialogue with the correct form of **be going to** or **will** and the verbs in parentheses.

Jackie: What are your plans for this evening?

Chloe: I'm going to do (do) my homework first. I hope I can do it. The Math looks difficult.

Jackie: Don't worry. I _____ you. I'm good at math.

Chloe: Great! Thanks. Then Freddie and Amy _____ (come) to my house.

Jackie: _____ (you / go) out?

Chloe: No, We _____ (not / go). We _____ (stay) here and watch a few DVDs.
Do you want to join us?

Jackie: Yes, sure. I _____ (bring) my new DVD. It's cool.

Chloe: Good, and I _____ (buy) some pizzas for late.

Questão 9 - Match the *If clause* of the first conditional (1–7) with the result clauses (a–g).

- 1 If it rains heavily, _____
 - 2 If it's very hot, _____
 - 3 If you don't sleep, _____
 - 4 If you put oil in the river, _____
 - 5 If we don't protect pandas, _____
 - 6 If we recycle glass bottles, _____
 - 7 If I don't study hard, _____
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- a you'll feel awful in the morning.
 - b they'll become extinct.
 - c there'll be a flood.
 - d it'll help the environment.
 - e it'll pollute the water.
 - f I won't pass my exams.
 - g the water will evaporate.

Questão 10 - Look at the pictures. Write sentences using the second conditional:



a) She/have enough Money/she/buy/the shoes
If she had Money, she would buy shoes.



b) She/learn to drive/she/not take the bus



c) He/do more exercise/he/be stronger



d) We/drive less/ we/ have cleaner air

Questão 11 - Complete the dialogue with the correct form of the words in parentheses, use would.

Milo: What _____(you/do) with a milion dollars?

Shin: Well, I _____(buy) a new house for my Family.

Milo: _____(you/get) an expensive car, too?

Shin: No, I _____(not buy) a car. What about you?

_____ (what/you/do) ?

Milo: I _____(take) my friends on vacation.

Shin: Really? That's cool.

Questão 12 - Complete the conversation with *just*, *yet* or *already*.

Isabel: Hi, Eduardo. Have you started your Science paper _____?

Eduardo: No, I haven't. Pedro has _____ finished, so he was helping me.

Isabel: It's really difficult. Have you drawn the graph _____?

Eduardo: Yes, I've _____ finished it. What about our history paper?

Isabel: I've _____ done that.

Eduardo: I haven't done it _____!

Isabel: Don't worry. I'll help you with that later, if you help me with this graph.

VERIFICAR FOLHA DE RESOLUÇÃO EM SEGUIDA



FOLHA DE RESOLUÇÃO: Roteiro de estudos para recuperação final

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Aluno (a):	
Turma:	

GABARITO – PROIBIDO RASURAS/ QUESTÕES FECHADAS

Nº 01	Nº 02	Nº 03	Nº 04	Nº 05	Nº 06

QUESTÕES ABERTAS

Nº 07	
Nº 08	
Nº 09	
Nº 10	
Nº 11	
Nº 12	