

# INGLÊS INSTRUMENTAL

Uma metodologia visando o ensino de inglês voltado às estratégias de leitura

## MÓDULO I



# 1

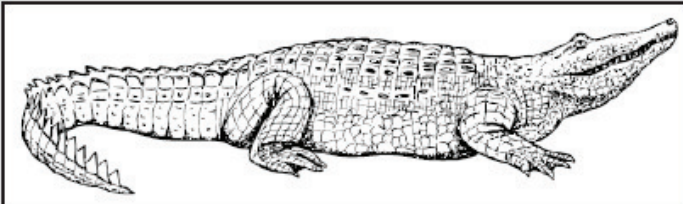
## Introdução

### MÓDULO I



Prediction

1. Imagine que esta é uma página de um livro que você está folheando. Responda as perguntas sobre o que podemos prever sobre o assunto do texto apenas lendo o título, os subtítulos e as legendas das imagens.



*The Nile Crocodile is the largest reptile in Africa*


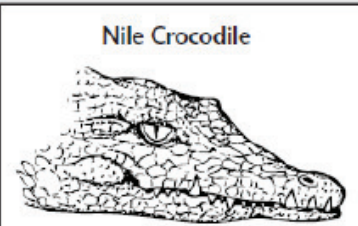
**Physical Characteristics**

**Habitat**

**Behavior—A Fearsome Carnivore**

**The Human Factor**

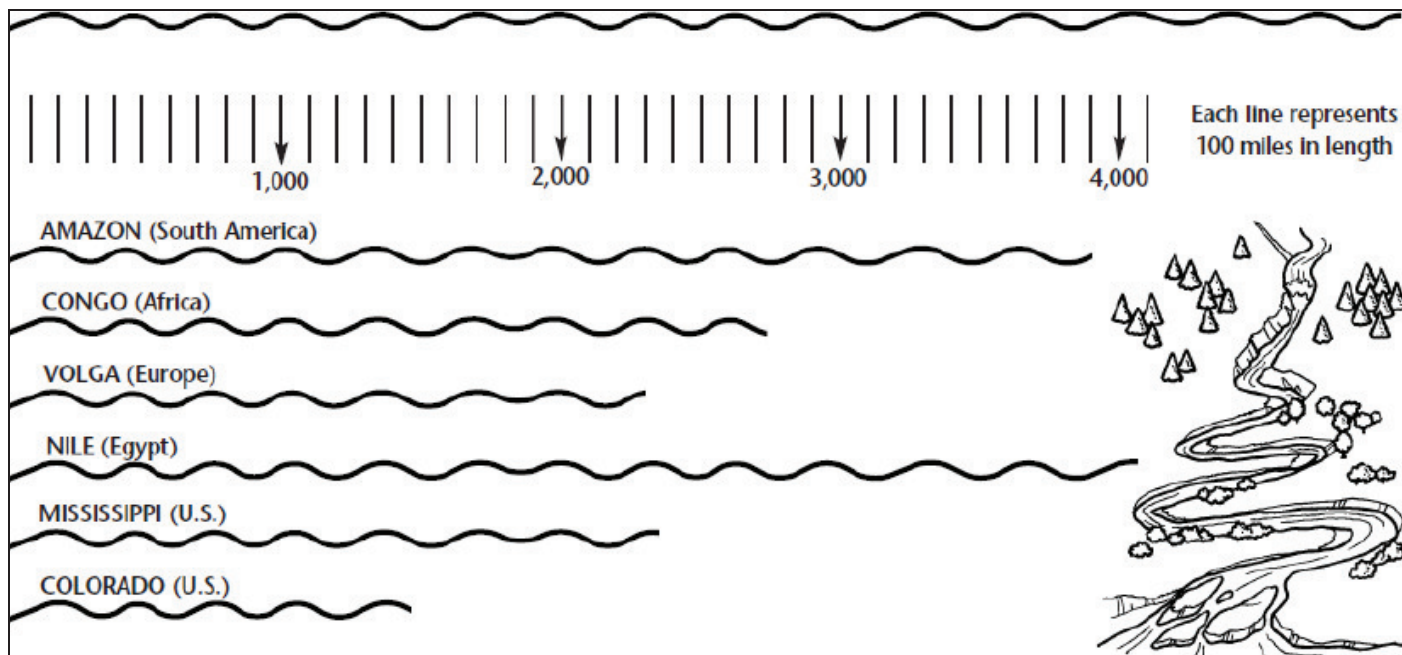
*A noticeable difference is the teeth*



**Related Species**

1. Qual é o assunto do texto?  
\_\_\_\_\_
2. De que forma podemos diferenciar um jacaré de um crocodilo?  
\_\_\_\_\_
3. Em que continente está localizado o Rio Nilo?  
\_\_\_\_\_
4. De que crocodilos se alimentam?  
\_\_\_\_\_
5. Que tipo de animal é o crocodilo?  
\_\_\_\_\_
6. Esta página nos dá informações sobre o tamanho do crocodilo do Nilo?  
\_\_\_\_\_
7. Esta página diz algo sobre os hábitos do jacaré americano?  
\_\_\_\_\_
8. Crocodilos do Nilo tem contato com humanos?  
\_\_\_\_\_
9. Esta página nos dá informação sobre outros animais que se assemelham ao crocodilo?  
\_\_\_\_\_

2. Figuras, tabelas e gráficos usados para ilustrar um texto podem nos ajudar a prever o assunto do texto. Imagine que o seguinte gráfico ilustra um texto sobre rios. Responda as seguintes perguntas usando as informações contidas na figura.



1 milha = 1,61 km

1. A imagem representa uma gravura, uma tabela ou um gráfico? \_\_\_\_\_
2. Qual é o menor rio? \_\_\_\_\_
3. Qual dos rios tem mais que 2500 e menos que 3000 milhas de extensão? \_\_\_\_\_
4. O rio Mississippi é maior ou menor que o Rio Colorado? \_\_\_\_\_
5. Qual é o único rio europeu mencionado? \_\_\_\_\_
6. Quais são os 2 rios que tem pequena diferença de comprimento? \_\_\_\_\_

Quais dos seguintes assuntos são provavelmente tratados no artigo que acompanha a figura acima? Escreva 'sim' ou 'não' nos espaços abaixo:

7. \_\_\_\_\_ O artigo compara a extensão dos maiores rios do mundo.
8. \_\_\_\_\_ O artigo trata do sentido do fluxo das águas dos rios. (norte-sul; leste-oeste).
9. \_\_\_\_\_ O artigo fala de outros rios, como o Missouri.
10. \_\_\_\_\_ O artigo aborda somente os rios dos Estados Unidos.
11. \_\_\_\_\_ O artigo fala da localização e a descrição dos rios mostrados na imagem.

3. Sumários podem nos ajudar a prever os assuntos abordados em um livro. Com base nas informações contidas no sumário abaixo, responda as questões que seguem:

| <b>Table of Contents</b>   |  |
|--|--|
| <p><b>Chapter 1: Early Explorers-Sea</b></p> <p>Pre-1500</p> <p>Lief Eriksson (Greenland) .....6</p> <p>Christopher Columbus (W. Indies).....7-10</p> <p>Bartolomeu Dias (Cape of Good Hope) .....11</p> <p>John Cabot (Canadian coast) .....12</p> <p>1500-1600</p> <p>Sebastian Cabot (S. Am. Coast) .....13</p> <p>Ferdinand Magellan (World circumnavigation) ..14</p> <p>1600-1700</p> <p>William Dampier (Australia, S. Pacific) .....15</p> | <p><b>Chapter 2: Early Explorers-Land</b></p> <p>Pre-1500</p> <p>Marco Polo (Asia) .....16</p> <p>1500-1600</p> <p>Vasco de Balboa (Panama) .....17</p> <p>Hernando Cortez (Mexico) .....18</p> <p>Juan Ponce de León (Florida) .....19</p> <p>1600-1700</p> <p>Marquette &amp; Joliet (N. Mississippi basin) .....20</p> <p>Samuel de Champlain (E. Coast N. America) ..21</p> <p>Sieur Duluth (Lake Superior region) .....22</p> |

1. Que capítulo aborda exploradores continentais? \_\_\_\_\_
2. Que páginas oferecem informações sobre as viagens de Colombo? \_\_\_\_\_
3. Esses capítulos abordam as explorações ocorridas antes de 1500? \_\_\_\_\_
4. O Cabo da boa Esperança está localizado no extremo sul da África. Quem navegou ao seu redor?  
\_\_\_\_\_
5. Magellan *circumnavigated* the world. O que significa a palavra em itálico? \_\_\_\_\_
6. O que significa a expressão 'early exploration', de acordo com este livro? \_\_\_\_\_
7. Por que você acha que esses capítulos não mencionam as explorações polares? \_\_\_\_\_
8. A que tipo de livro o sumário acima provavelmente pertence? \_\_\_\_\_

# 2

## Objetivos de Leitura e Níveis de Compreensão

### MÓDULO I



# ***OBJETIVOS DE LEITURA E NÍVEIS DE COMPREENSÃO***

---

## **TEXTO A: One city, two brothers**

BY CHRIS SMITH – ILLUSTRATED BY AURÉLIA FRONTY – BAREFOOT BOOKS -  
\$16,99 – (AGES 4 TO 10)

A beautifully illustrated folk tale, with both Jewish and Arabic roots, tells of the origins of the city of Jerusalem: two brothers bring each other a gift in secret — three bags of grain — so each finds himself having neither more nor less than the day before. The brothers travel up and down the valley by night, until they surprise each other in the middle. “That blessed spot, where the two brothers met, became the site of the holy temple.” A wistful reminder of the shared traditions of an extraordinary and turbulent city.

## **TEXTO B: The genetics of bone strength in mice**

JONATHAN VU AND ROBERT BLANK (MENTOR), ENDOCRINOLOGY

The purpose of this study is to identify relationships between physical and genetic characteristics of bones in mice. The physical characteristics include size, density and the force required to break the bone, while the genetic ones are the genes of the marker loci associated with the genes that affect these qualities. This study uses strains of mice with reduced genetic variation. The two strains of mice that are the most phenotypically extreme, meaning those with the strongest and weakest bones, are crossed. The F2 generation from that cross is then analyzed. The results of this analysis can be used to find which genotypes correlate with specific bone properties like size, density and failure load. The anticipated outcome of this lab is the identification of the genotypes that affect bone strength in mice. The findings may be useful in treating medical conditions that are related to bone strength.

## TEXTO C:

From: Eric Collins  
To: Connie Spencer  
Sent: Sunday, April 04, 1999 11:36PM  
Subject: Happy Easter!

Hi Connie!

Thank you so much for the Easter card! How have you been? We still have quite a bit of snow here, and we're getting a little tired of it. It's funny how the boys have adapted, though. If it gets above 40 degrees (Fahrenheit) they think it's warm and they go outside to play baseball (even in the snow!). Believe it or not, Justin will be 10 in June, and our triplets will be 8 in May.

How has your teaching been going? Will you be making any more trips to the U.S. any time soon? Every time we have lentils and rice, we think of you.

Hope you had a wonderful Easter! Take care, and keep in touch!  
Love,  
Judy (and Eric & the 4 J's)

## TEXTO D:

REAL ESTATE

NORTH ARLINGTON HOUSE FOR RENT, VIRGINIA Furnished two-story available July 1, for one year: \$2,300 per month. Three bedrooms (or 2 w/den), two baths, office. Fenced backyard. Pets OK. Excellent school system: Tuckahoe Elementary, Williamsburg, Yorktown. Five blocks to Metro, convenient to Hwy 66. GW Pkwy, Tel: (703) 536-8189. E-mail:dayanaslane@aol.com.



## FAMILIARIZAÇÃO COM O TEXTO

1. Identifique o gênero dos textos utilizados nesta unidade.

Texto A ( ) E-mail

Texto B ( ) Anúncio/Classificado

Texto C ( ) Divulgação/Resenha de livro

Texto D ( ) Resumo de artigo científico (*abstract*)

2. Liste os elementos presentes em cada um dos quatro textos:

Objetivo – Ilustrador(a) – Descrição – Localização – Nº de telefone –  
Notícias/novidades – Resultados – Perguntas

Texto A: \_\_\_\_\_.

Texto B: \_\_\_\_\_.

Texto C: \_\_\_\_\_.

Texto D: \_\_\_\_\_.

## PRÁTICA DE ESTRATÉGIA

ESTABELECENDO OBJETIVOS E NÍVEIS DE COMPREENSÃO

1. Relacione os objetivos à suas descrições:

a) Aplicação prática

b) Aprendizagem

c) Entretenimento

( ) Leitura motivada principalmente pelo prazer que ela traz ao leitor.

( ) Leitura utilitária, em que buscamos informações necessárias a nossa sobrevivência.

( ) Leitura destinada a expandir nosso conhecimento de mundo.

2. Com que objetivos você faria a leitura dos textos desta unidade?

- a) Para obter notícias de amigos, familiares, etc.: \_\_\_\_\_
- b) Para verificar se o estudo realizado será útil para o desenvolvimento da sua pesquisa: \_\_\_\_\_
- c) Para obter informações sobre algo que deseja adquirir: \_\_\_\_\_
- d) Para manter contato social: \_\_\_\_\_
- e) Para obter maiores informações sobre um possível livro a ser lido: \_\_\_\_\_
- f) Para decidir se um determinado artigo é de seu interesse: \_\_\_\_\_

3. No exercício a seguir, o foco está na compreensão das ideias principais dos textos desta unidade. Releia-os rapidamente para buscar informações que identifiquem os itens abaixo:

#### TEXTO A

- a) Chris Smith: \_\_\_\_\_.
- b) Barefoot Books: \_\_\_\_\_.
- c) \$16.99: \_\_\_\_\_.
- d) (Ages 4 to 10): \_\_\_\_\_.

#### TEXTO B

- a) Jonathan Vu and Robert Blank: \_\_\_\_\_.
- b) Robert Blank: \_\_\_\_\_.
- c) Endocrinology: \_\_\_\_\_.
- d) Mice: \_\_\_\_\_.

### TEXTO C

- a) April 04, 1999 11:36 PM: \_\_\_\_\_.
- b) 40: \_\_\_\_\_.
- c) 10: \_\_\_\_\_.
- d) 8: \_\_\_\_\_.
- e) The 4 J's: \_\_\_\_\_.

### TEXTO D

- a) Two-story: \_\_\_\_\_.
- b) July 1: \_\_\_\_\_.
- c) \$2,300: \_\_\_\_\_.
- d) Five: \_\_\_\_\_.
- e) Hwy: \_\_\_\_\_.

# 3

## Skimming

### MÓDULO I



## 6 Signs of Caffeine Addiction

CAFFEINE WITHDRAWAL TYPICALLY SETS IN AFTER 12 TO 24 HOURS  
OF ABSTAINING FROM CAFFEINATED DRINKS

By January W. Payne  
Posted June 25, 2009

Caffeine alters mood and behavior and it can also result in physical dependence, says Roland Griffiths, a professor in the departments of psychiatry and neuroscience at the Johns Hopkins School of Medicine. "People are hesitant to think of it as a drug of addiction because it doesn't have a lot of the health and adverse social consequences associated with our classic drugs of addictions, yet the basic mechanisms by which it hooks people are very much like our classic drugs of addiction," he says.

Most people experience mild to modest withdrawal, Griffiths says, which is relieved by drinking coffee in the morning after abstaining from it overnight. Many people say, "'I really don't get going until I have coffee, [and] then I feel great.' What they're not recognizing is that if they didn't consume coffee [at all], they would wake up feeling great," Griffiths says.

Here are some of the signs of caffeine withdrawal, which typically appear 12 to 24 hours after abstaining from coffee.

- Headache
- Lethargy
- Depressed mood
- Nausea
- Vomiting
- Muscle pain and stiffness

# Bullies and Their Victims: Wanna Fight?

By Ceil Than and John Edward Gill

## What is Bullying?



Ask a twelve-year-old what he or she hates most about school, and you might be surprised to learn that the school bully outranks homework and tests in the fear factor scale. A bully is a child who deliberately and continuously uses physical assault or verbal abuse to harm another child that he or she sees as more vulnerable. Bullies and their victims can be as young as eight years old, and school bullying peaks in the high school years. Bullies and their victims can be boys or girls, and bullying can take place in cyberspace as well as the schoolyard. Both the bully and his or her victim suffer, and some are driven to extreme or suicidal behavior.

According to a survey done by the American Academy of Child and Adolescent Psychiatry, 50 percent of school age children report being bullied at some point during their school years, and 10 percent report being bullied continuously. Children in this age group are most intensely aware of their peers' opinions, acceptance, and rejection. The experience of being singled out and picked on can turn into an ever more emotionally devastating downward spiral, and the experience of power felt by a bully can also become a dangerous emotional high that pushes him or her to more extreme behavior.

Bullying takes place anywhere children gather: the playground, the cafeteria, the school hallways, the school bus, the mall, online on web sites such as My Space, or on cell phones via calls and text messaging. Bullying takes the form of punching, hitting, tripping, name-calling, posting embarrassing messages or photographs, or sending nasty messages. Bullies can be boys or girls, known or unknown to their victims.

(Disponível em: <<http://www.fathermag.com/0811/bully/>>. Acesso em: 29 junho 2009.)

## FAMILIARIZAÇÃO COM O TEXTO

Leia os textos das páginas anteriores e escreva a ideia central de cada um deles. Em seguida aponte, de acordo com a sua opinião, quem são os prováveis leitores desses textos.

A. \_\_\_\_\_  
\_\_\_\_\_

B. \_\_\_\_\_  
\_\_\_\_\_

## CONSOLIDAÇÃO

### COMPREENSÃO DETALHADA

Para ir além do nível de compreensão geral dos textos anteriores, releia-os e identifique informações mais específicas. Feito isso, assinale verdadeiro (V) ou falso (F) para as seguintes afirmações:

### **TEXTO A**

A cafeína, além de alterar o comportamento, pode causar dependência.

A cafeína também é considerada, pela maioria das pessoas, uma droga que vicia, pois acarreta os mesmos sintomas que outras drogas.

A maioria das pessoas sofre de abstinência leve a moderada, a qual é superada logo após beber café na manhã seguinte.

Dr. Griffiths afirma que as pessoas só acordam se sentindo bem se tomarem café.

Alguns dos sintomas relacionados à falta de cafeína são: dor de cabeça, depressão e visão turva.

### **TEXTO B**

As tarefas e provas são os fatores que mais amedrontam as crianças de 12 anos.

Em torno de 10% das crianças sofrem ameaças durante o período escolar.

As vítimas da perseguição na fase escolar podem ter problemas emocionais.

Os *bullies*, isto é, aqueles que ameaçam/perseguem, são, na maioria das vezes, conhecidos de suas vítimas.

As agressões podem ser de vários tipos: socos, surras, rasteiras, xingamentos, mensagens abusivas e fotos comprometedoras.



## 1. Leia os trechos a seguir e responda às questões:

### To the Teeth



Your teeth may be part of your smile, but they have a more important job—they are the first step in the process of digestion.

You have three kinds of teeth. In the very front of your mouth are eight flat, thin teeth called incisors. They are used for cutting and biting food. Next to these are pointed teeth called canines, which also help you tear food. The remaining teeth are molars. These teeth have flat tops for crushing and grinding the food.

a) Qual a função mais importante dos nossos dentes?

---

b) Quais são os três tipos de dentes citados no texto?

---

c) Quais são as diferenças entre os dentes posteriores e anteriores?

---

### A Matter of Taste

If you take a close look at your tongue you will see that it is covered with tiny bumps called taste buds. They contain nerves that send messages to your brain that give you the sense of taste.

Your tongue can only detect four kinds of tastes—sweet, sour, salty, and bitter. The taste buds that pick up these signals are arranged on your tongue in different places. Look at the diagram to see where you would most strongly sense each taste.



d) O que provoca a sensação de sabor?

---

e) Quais são os quatro tipos de sabores que a língua consegue detectar?

---

## 2. Leia o texto abaixo e responda as perguntas:



### Mount St. Helens

May 18, 1980, started out like many other days at the lodge at the foothills of Mount St. Helens—clear and calm. Some folks had lived the last fifty years on the shores of Spirit Lake in this beautiful area of Washington state. But this day was to change the face of the land to something unrecognizable.

There had been warnings of a possible eruption and many people had left the area. At 8:32 am an earthquake triggered a landslide on the sleeping giant. Gases and magma trapped in the mountain suddenly had an escape route! In barely a blink of an eye, Mount St. Helens exploded with the force of 500 atomic bombs. A huge cloud of super hot

gases, rock, steam, and ash spewed out, disintegrating the top of the mountain and surrounding area. Then a moving wall of debris came down the mountain, wiping out everything in its path. The lake was emptied. And the lodge? Buried under 40 feet of ash and mud. The blast zone covered an area of more than 230 square miles, leaving vast stretches of leveled trees and barren land.

1 – Onde o Monte Santa Helena está localizado?

- a) Washington, D.C.                      b) Canadá                      c) Estado de Washington

2 – O que desencadeou o processo de erupção?

- a) Terremoto                      b) Deslizamento de terra                      c) Bomba atômica

3 – A que se refere a expressão “sleeping giant”?

- a) Spirit Lake                      b) Vulcão                      c) Hospedaria

4 – O Monte Santa Helena não entrava em erupção desde 1857. Quanto tempo se passou desde a sua última erupção?

- a) 133 anos                      b) 177 anos                      c) 123 anos

5 – Por que as pessoas conseguiram fugir antes da erupção?

- a) Elas sentiram o terremoto                      b) Elas foram avisadas                      c) Elas ouviram uma explosão

# 4

## Scanning

### MÓDULO I



# SCANNING

## TEXTO A



### OCEAN'S EIGHT (Action/Crime)

→ After being released from prison, Debbie Ocean, the sister of a legendary thief, forms an all-female team to pull off the heist of the century. Their goal is to steal a necklace worth in 150 million dollars during the Met Gala.

→ 1hr 50min.

RATING: PG-13 for language, drug use, and some suggestive content.

CAST: Sandra Bullock, Cate Blanchett, Anne Hathaway, Helena Bonham Carter, Rihanna, Sarah Paulson, Mindy Kaling, Awkwafina.

### JUMANJI: WELCOME TO THE JUNGLE (Action/Adventure)

→ Four teenagers discover an old video game console and are sucked into the game. To return to the real world, they'll have to go on the most dangerous adventure. Will these four teens band together to escape? Or will they be stuck in Jumanji forever?

→ 1hr 59min.

RATING: PG-13 for adventure action, suggestive content and some language.

CAST: Dwayne Johnson, Karen Gillan, Kevin Hart, Jack Black.



### HIDDEN FIGURES (Drama/Biography)

→ The true story of the first female African-American mathematician, Katherine Johnson, and her two colleagues, Dorothy Vaughan and Mary Jackson, whose groundbreaking calculations helped NASA catch up in the "Space Race" with the Soviet Union.

→ 2hr 07 min.

RATING: PG for thematic elements and some language.

CAST: Taraji P. Henson, Octavia Spencer, Janelle Monáe, Kevin Costner, Kirsten Dunst, Jim Parsons.

## TEXTO B

### Budapest by Night



Visit the illuminated “Paris of the East” and spend an enjoyable evening in a traditional restaurant in the hills of Buda! We serve you a traditional Hungarian three-course menu accompanied with wine. During the dinner you can enjoy a colourful Folklore Show Programme with dancers – dressed in folk costumes – and Gypsy Music. Next we drive around the Gellért Hill (Citadel), the most spectacular viewpoint of Budapest. The

tour ends at your hotel or at Monte Carlo Budapest. (voucher for free admission incl.).

April – October: Tue., Thur., Fri., Sat. 19.00

November – March (excl. January): Fri., Sat. 19.00

**Duration:** 4 hours

**Price:**

Adult: 65 EUR

Children: 32 EUR

The price includes free pick-up service 30 minutes before the tour starts

**Reservation:**

Should you be interested on the above program or need help please do not hesitate to contact us at: [info@sightseeingtourbudapest.com](mailto:info@sightseeingtourbudapest.com).

(Disponível em: <http://www.sightseeingtourbudapest.com/en/budapest-by-night.php/>. Acesso em: 22 novembro 2008)

## FAMILIARIZAÇÃO COM O TEXTO

1. Observe rapidamente os textos A e B e indique seus respectivos gêneros.

( ) Bula de remédios

( ) Tirinha humorística

( ) Anúncio de pacote turístico

( ) Sinopse de filme

( ) Seção de classificados

2. Leia o Texto A e marque V (VERDADEIRO) ou F (FALSO) nas frases a seguir.

- a) [ ] Debbie é irmã de um lendário criminoso (*Ocean's Eight*).
- b) [ ] Katherine Johnson, Dorothy Vaughan e Mary Jackson ajudaram a União Soviética durante a "Corrida Espacial" (*Hidden Figures*).
- c) [ ] Um grupo de adultos está preso dentro de um video game (*Jumanji*).
- d) [ ] O filme sobre Katherine Johnson e suas amigas é baseado numa história real (*Hidden Figures*).
- e) [ ] Um grupo de mulheres tenta roubar um colar caríssimo durante a cerimônia do Oscar (*Ocean's Eight*).

3. Agora, localize as seguintes informações no Texto A:

- a) A duração do filme *Jumanji: Welcome to the Jungle*: \_\_\_\_\_
- b) O filme que é um drama biográfico: \_\_\_\_\_
- c) O gênero a que pertence *Ocean's Eight*: \_\_\_\_\_
- d) O filme com quatro protagonistas: \_\_\_\_\_
- e) O filme estrelado por Janelle Monáe: \_\_\_\_\_

4. Observe o Texto B e explique a que se referem os itens abaixo:

- a) 4 hours: \_\_\_\_\_.
- b) 32 EUR: \_\_\_\_\_.
- c) info@sightseeingtoursbudapest.com: \_\_\_\_\_.
- d) April – October: Tue., Thur., Fri., Sat. 19.00: \_\_\_\_\_.

5. Localize no texto B as seguintes informações:

- a) Cidade europeia comparada a Budapeste: \_\_\_\_\_.
- b) 3 atividades incluídas na excursão: \_\_\_\_\_.
- c) O mês em que a excursão não é oferecida: \_\_\_\_\_.

## CONSOLIDAÇÃO

### SKIMMING E GÊNEROS TEXTUAIS

#### HAIRCARE

For a long while, I thought about **donating** my hair. I'd always been told I had perfect hair – it's super long, really thick, and it has beautiful **natural** blonde highlights. I decided I just wasn't able to give that up yet. Then my **amazing** guy friend got leukemia – for the third time! His closest guy friends always shave their heads in support whenever he goes through chemo. I went to **seventeen.com**, saw your “**Locks of Love**” video, and realized it was just **hair** – other people need it more than I do. So I had it cut off (which feels really weird!). I wanted to let you know your video **inspired** me to be a better person.

Jenny, 15, Atascadero, CA

Fonte: Revista *Seventeen* (ano 2007)

1. Observando o título, a fonte, cognatos e dicas tipográficas (negrito, itálico, etc.), faça uma leitura rápida do texto para identificar o assunto tratado.

---

---

2. A que gênero pertence o texto *HairCare*?

- ( ) Relato de pesquisa
- ( ) Seção “Carta ao leitor”
- ( ) Seção “Carta ao editor”
- ( ) Entrevista

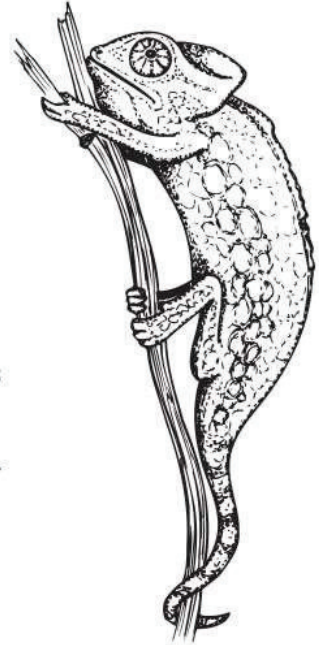
3. Quais características do texto auxiliaram na identificação do gênero?

**1. Leia o texto e marque VERDADEIRO (TRUE) ou FALSO (FALSE) para as afirmações abaixo.**

I have an unusual pet and an unusual problem. Chamile is my pet chameleon. I have a big glass tank set up for her with lots of plants, rocks, and a little pond. I regularly provide insects, which she catches by shooting out her sticky tongue. It is so funny to watch her. Each of her bulgy eyes moves separately, and when she spots a meal, even clear across the cage, she's caught it and rolled her long tongue back in with it faster than I can see. She's a great pet and has a luxury terrarium for a home. The problem is she seems to prefer my room.

When she is in the tank among the leaves, she is very difficult to spot. That wouldn't be so bad except that she takes every opportunity to escape into my room. You would think it would be easy to spot a bright green lizard among my things. But, chameleons are masters of camouflage. Unlike other animals that are brown to blend in with sticks or speckled to blend in with sand, Chamile can at will change to blend in with whatever is around her, including my curtains, rug, and bedspread. Eventually she comes back to her home in the terrarium, but I worry that she may be out and about and I will sit on her or something!

To solve this problem I consulted a book about lizards. I found something that just might work the next time she decides to hide by changing her colors. I read that chameleons react to changes in light and, if angry, they turn black! Perhaps if I shine a bright flashlight around the room and catch her unprepared, she will show herself.



|  |  |
|--|--|
|  | O camaleão é um anfíbio.   |
|  | Chamile move seus olhos de maneira separada.                         |
|  | Camaleões são mestres da camuflagem.                                 |
|  | O dono da Chamile dá frutas como comida para ela.                    |
|  | Chamile vive dentro de um aquário.                                   |
|  | Ao ficarem bravos, os camaleões ficam da cor vermelha.               |
|  | Eles podem mudar de cor quando querem.                               |
|  | Os camaleões usam sua língua pegajosa para capturar suas presas.     |
|  | O dono da Chamile sabe que a ideia da lanterna resolverá o problema. |



**2. Leia o texto e marque VERDADEIRO (TRUE) ou FALSO (FALSE) para as afirmações abaixo.**



**Fashion and Function**

The ancient Chinese are responsible for the invention of many objects and items that we commonly use today. The umbrella is one of these items.

The first umbrellas appeared about 1,600 years ago. They were constructed with oiled paper, rice paper, glue, and bamboo. The outsides of the umbrellas were often decorated with colorful paintings of flowers, birds, and other intricate designs. However, these fragile paper umbrellas were not used to shield a person from rain. Women in the Qing dynasty used them to protect their skin from the sun. Umbrellas and parasols became very fashionable for both men and women and were viewed as a symbol of high rank in ancient Chinese society.

1. Os chineses inventaram o guarda-chuva há cerca de 1600 anos.

\_\_\_\_\_

2. Os chineses usavam o guarda-chuva como uma proteção para a chuva.

\_\_\_\_\_

3. Os chineses antigos foram responsáveis por muitas invenções que ainda são usadas hoje.

\_\_\_\_\_

4. Papel de arroz e bambu eram usados para fazer os primeiros guarda-chuvas.

\_\_\_\_\_

5. Homens não usavam guarda-chuvas.

\_\_\_\_\_

6. As mulheres usavam o guarda-chuva para proteger sua pele do sol.

\_\_\_\_\_

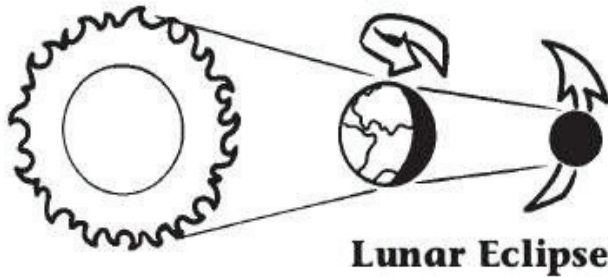
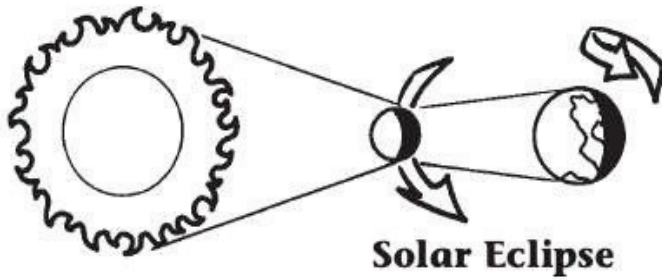
7. Os guarda-chuvas eram muitas vezes decorados com pinturas de flores e pássaros.

\_\_\_\_\_

8. Guarda-chuvas eram símbolos de alta classe na sociedade.

\_\_\_\_\_

3. Leia o texto e marque VERDADEIRO (TRUE) ou FALSO (FALSE) para as afirmações abaixo. Caso falso, escreva a resposta correta em português.



### Eclipses

When either the Earth or the moon blocks the light of the sun, we experience the phenomenon called an eclipse. An eclipse is the shadow cast by the Earth or the moon, blocking the light of the sun.

During a solar eclipse, the moon passes between the sun and the Earth. Its shadow is cast on the Earth's surface.

When the Earth passes between the sun and the moon we experience a lunar eclipse. In the event of a lunar eclipse, the Earth's shadow is cast on the face of the moon.

Before science could provide answers, people were frightened of eclipses and thought them to be bad omens. However, we now know that solar and lunar eclipses are normal and predictable events that occur many times a year.

1 - Um eclipse lunar nada mais é que a sombra da Terra projetada na Lua.

---

2 - O eclipse solar acontece quando a Terra passa entre o Sol e a Lua.

---

3 - Os eclipses ocorrem quando a Lua ou a Terra bloqueiam a luz do Sol.

---

4 - As pessoas temiam os eclipses no passado.

---

5 - Eclipses trazem má sorte.

---

6 - Eles acontecem apenas uma vez a cada 10 anos.

---

7 - São eventos normais e previsíveis.

---

# 5

## Cognatos

### MÓDULO I



---

## Physical Fitness



Fitness problems such as obesity and overweight have reached truly epidemic proportions in the United States. In the last 10 years, obesity rates have increased by more than 60 percent among adults. In 1999, 61 percent of the adult population was either overweight or obese. The obesity epidemic impacts other diseases as well. For example, the incidence of type 2 diabetes, a major consequence of obesity, is on the rise. Among U.S. adults, diagnosed diabetes increased 49 percent from 1990 to 2000.

The rate of increase in overweight among young people has been even steeper. This is particularly troubling since many of the behaviors that lead to adult obesity are established during childhood. Just 10 years ago, type 2 diabetes was virtually unknown in children and adolescents. Indeed, the medical community commonly referred to the condition as “adult onset diabetes”. Today, it accounts for almost 50 percent of new cases of pediatric diabetes in some communities. Medical complications associated with obesity in children can lead to hospitalizations for type 2 diabetes, sleep apnea, and asthma. Since 1980, the percentage of children who are overweight has nearly doubled, and the percentage of adolescents who are overweight has nearly tripled. Almost 9 million young Americans, or about 15 percent of all children, are overweight.

Americans young and old should incorporate regular physical activity into their everyday lives. This does not necessarily mean joining an expensive gym or committing to a rigorous exercising or training routine. It is sufficient to choose activities that fit into your daily routine that speed your heart rate and breathing, or increase your strength and flexibility. Examples include walking to work, gardening, taking extra stairs, or mowing the lawn with a push mower. Besides building strength and aerobic fitness, regular exercise relieves stress, provides motivation, promotes relaxation, and facilitates sleep. Such activity reduces the risk of dying of coronary heart disease and decreases the risk for colon cancer, diabetes, and high blood pressure.

Regular physical activity is important throughout life. Healthy lifestyles are more influential than genetic factors in avoiding deterioration traditionally associated with aging. The growing number of older Americans places increasing demands on the public health system and on medical and social services. Currently, almost one-third of total U.S. health care expenditures are for older adults. These expenditures are largely due to treatment and care of chronic diseases, and the cost associated with many of these conditions could be reduced through regular physical activity.

For children, almost any physical activity is sufficient as long as they are moving. Playing actively or participating in athletic or physical fitness activities during school, running, biking, jumping rope, and dancing – instead of watching television or playing video games – all provide children with the kinds of activity they need.

(Disponível em: <[http://members.home.nl/veldhuis/Abetterworld/nieuwe\\_pagina\\_3.htm](http://members.home.nl/veldhuis/Abetterworld/nieuwe_pagina_3.htm)>. Acesso em: 02outubro 2008.)

## FAMILIARIZAÇÃO COM O TEXTO

Retire do texto acima:

- a) Dez exemplos de palavras idênticas ou semelhantes aos vocábulos da língua portuguesa (exemplos: *chocolate*, *bicycle*).

---

---

---

- b) Cinco exemplos de palavras não cognatas da língua inglesa cujos significados você já conhecia antes da leitura do texto.

---

---

---

## CONSOLIDAÇÃO

COMPREENSÃO GERAL E DE PONTOS PRINCIPAIS; INFERÊNCIA CONTEXTUAL

### ➤ Compreensão geral

Descreva em poucas palavras o assunto do texto.

---

---

### ➤ Compreensão das ideias principais

Relacione a coluna da esquerda à coluna da direita, com base em informações retiradas do texto:

|                           |   |
|---------------------------|---|
| ( ) Nos últimos dez anos, | 1 – a porcentagem de crianças que estão acima do peso dobrou e a porcentagem de adolescentes que estão acima do peso triplicou. |
| ( ) Em 1999,              | 2 – a diabetes diagnosticada entre adultos americanos aumentou 49%.   |
| ( ) De 1990 a 2000,       | 3 – a diabetes tipo 2 era desconhecida em crianças e adolescentes.  |
| ( ) Há 10 anos,           | 4 – 61% da população adulta estava acima do peso ou obesa.  |
| ( ) Atualmente,           | 5 – surgiram aproximadamente 50% de novos casos de diabetes infantil em algumas comunidades.                                    |
| ( ) Desde 1980,           | 6 – as taxas de obesidade aumentaram mais de 60% entre os adultos.  |

➤ Retire do 3º, 4º e 5º parágrafos do texto:

a) Exemplos de atividades físicas que podem ser realizadas por adultos.

---

b) Os benefícios que estas atividades podem trazer e os riscos que podem evitar.

---

c) Exemplos de atividades físicas que podem ser realizadas por crianças.

---

➤ Com base no contexto, deduza o significado das palavras sublinhadas:

1 – It is sufficient to choose activities that fit into your daily routine that speed your heart rate and breathing, or increase your strength and flexibility.

---

2 – Besides building strength and aerobic fitness, regular exercise relieves stress, provides motivation, promotes relaxation, and facilitates sleep.

---

3 – The growing number of older Americans places increasing demands on the public health system and on medical and social services.

---



## OFICINA DE INGLÊS INSTRUMENTAL

Unidade: COGNATOS

### MATERIAL EXTRA

- Falsos cognatos

| FALSO COGNATO        | TRADUÇÃO             | O QUE PARECE SER  | QUE EM INGLÊS É...        |
|----------------------|----------------------|-------------------|---------------------------|
| <i>Actually</i>      | Na verdade           | Atualmente        | <i>Currently/Nowadays</i> |
| <i>Application</i>   | Inscrição            | Aplicação         | <i>Investment</i>         |
| <i>Appointment</i>   | Compromisso          | Apontamento       | <i>Note</i>               |
| <i>Assist</i>        | Ajudar               | Assistir          | <i>Watch</i>              |
| <i>Attend</i>        | Comparecer           | Atender           | <i>Answer</i>             |
| <i>Audience</i>      | Plateia              | Audiência         | <i>Court appearance</i>   |
| <i>Balcony</i>       | Sacada               | Balcão            | <i>Counter</i>            |
| <i>Beef</i>          | Carne de gado        | Bife              | <i>Steak</i>              |
| <i>Cafeteria</i>     | Refeitório           | Cafeteria         | <i>Cafe</i>               |
| <i>Carton</i>        | Caixa de papelão     | Cartão            | <i>Card</i>               |
| <i>Cigar</i>         | Charuto              | Cigarro           | <i>Cigarette</i>          |
| <i>Collar</i>        | Gola colarinho       | Colar             | <i>Necklace</i>           |
| <i>College</i>       | Universidade         | Colégio           | <i>High school</i>        |
| <i>Comprehensive</i> | Abrangente           | Compreensivo      | <i>Understanding</i>      |
| <i>Convenient</i>    | Prático              | Conveniente       | <i>Appropriate</i>        |
| <i>Convict</i>       | Condenado            | Convicto          | <i>Certain</i>            |
| <i>Costume</i>       | Roupa/fantasia       | Costume           | <i>Habit</i>              |
| <i>Data</i>          | Dados                | Data              | <i>Date</i>               |
| <i>Deception</i>     | Fraude               | Decepção          | <i>Disappointment</i>     |
| <i>Decorate</i>      | Ornamentar           | Decorar           | <i>Memorize</i>           |
| <i>Discussion</i>    | Discussão sobre algo | Discussão (briga) | <i>Argument</i>           |
| <i>Educated</i>      | Instruído            | Educado           | <i>Polite</i>             |
| <i>Estate</i>        | Imóvel               | Estado            | <i>State</i>              |
| <i>Eventually</i>    | Finalmente           | Eventualmente     | <i>Occasionally</i>       |
| <i>Exit</i>          | Saída                | Êxito             | <i>Success</i>            |
| <i>Fabric</i>        | Tecido               | Fábrica           | <i>Factory</i>            |
| <i>Ingenious</i>     | Criativo             | Ingênuo           | <i>Naive</i>              |
| <i>Injury</i>        | Dano/ferimento       | Injúria           | <i>Insult</i>             |
| <i>Intend</i>        | Pretender            | Entender          | <i>Understand</i>         |
| <i>Journal</i>       | Periódicos           | Jornal            | <i>Newspaper</i>          |
| <i>Lamp</i>          | Luminária            | Lâmpada           | <i>Light bulb</i>         |
| <i>Large</i>         | Grande               | Largo             | <i>Wide</i>               |
| <i>Lecture</i>       | Palestra             | Leitura           | <i>Reading</i>            |
| <i>Legend</i>        | Lenda                | Legenda           | <i>Subtitle</i>           |
| <i>Library</i>       | Biblioteca           | Livraria          | <i>Bookstore/Bookshop</i> |
| <i>Lunch</i>         | Almoço               | Lanche            | <i>Snack</i>              |
| <i>Mayor</i>         | Prefeito             | Maior             | <i>Bigger</i>             |
| <i>Notice</i>        | Notar                | Notícia           | <i>News</i>               |



|                  |               |               |                            |
|------------------|---------------|---------------|----------------------------|
| <i>Novel</i>     | Romance       | Novela        | <i>Soap opera</i>          |
| <i>Office</i>    | Escritório    | Ofício        | <i>Craft/Occupation</i>    |
| <i>Ordinary</i>  | Comum         | Ordinário     | <i>Vulgar</i>              |
| <i>Parents</i>   | Pais          | Parentes      | <i>Relatives</i>           |
| <i>Policy</i>    | Políticas     | Polícia       | <i>Police</i>              |
| <i>Prejudice</i> | Preconceito   | Prejuízo      | <i>Damage</i>              |
| <i>Pretend</i>   | Fingir        | Pretender     | <i>Intend</i>              |
| <i>Push</i>      | Empurrar      | Puxar         | <i>Pull</i>                |
| <i>Realize</i>   | Perceber      | Realizar      | <i>Accomplish</i>          |
| <i>Record</i>    | Gravar        | Recordar      | <i>Remember</i>            |
| <i>Résumé</i>    | Currículo     | Resumo        | <i>Summary</i>             |
| <i>Sensible</i>  | Sensato       | Sensível      | <i>Sensitive</i>           |
| <i>Stable</i>    | Firme/estável | Estábulo      | <i>Barn</i>                |
| <i>Stupid</i>    | Burro         | Estúpido      | <i>Rude</i>                |
| <i>Support</i>   | Sustentar     | Suportar      | <i>Bear/Stand/Tolerate</i> |
| <i>Tax</i>       | Imposto       | Táxi          | <i>Taxi/Cab</i>            |
| <i>Temper</i>    | Temperamento  | Tempero       | <i>Condiment</i>           |
| <i>Use</i>       | Usar/utilizar | Usar (vestir) | <i>Wear</i>                |

## 1. Destaque os falsos cognatos no texto a seguir:

### A day at work

In the morning I attended a meeting between management and union representatives. The discussion was very comprehensive, covering topics like working hours, days off, retirement age, etc. Both sides were interested in an agreement and ready to compromise. The secretary recorded everything in the notes. Eventually, they decided to set a new meeting to sign the final draft of the agreement.

Back at the office, a colleague of mine asked if I had realized that the proposed agreement would be partially against the company policy not to accept workers that have already retired. I pretended to be really busy and late for an appointment, and left for the cafeteria. Actually, I didn't want to discuss the matter at that particular moment because there were some strangers in the office.

After lunch, I attended a lecture given by the mayor, who is an expert in tax legislation and has a graduate degree in political science. He said his government intends to assist welfare programs and senior citizens, raise funds to improve college education and build a public library, and establish tougher limits on vehicle emissions because he assumes this is what the people expect from the government.

- **Ambiguidade Lexical**

A ambiguidade lexical acontece quando uma palavra possui mais de um significado possível. Esses significados são todos contextuais, que variam de situação para situação. Não há como listar todas as ambiguidades lexicais, devendo o leitor estar muito atento a esse detalhe quando efetuar a leitura do texto. Abaixo, alguns exemplos dessa ambiguidade:

| <b>TERMO EM INGLÊS</b> | <b>SIGNIFICADO 1</b> | <b>SIGNIFICADO 2</b> |
|------------------------|----------------------|----------------------|
| <i>Abstract</i>        | Abstrato             | Resumo               |
| <i>Affluent</i>        | Afluente             | Rico                 |
| <i>Apology</i>         | Apologia             | Desculpas            |
| <i>Apply</i>           | Aplicar              | Inscrever-se         |
| <i>Argument(s)</i>     | Argumento(s)         | Discussão            |
| <i>Arm</i>             | Armas                | Braço                |
| <i>Bachelor</i>        | Bacharel             | Solteiro             |
| <i>Balance</i>         | Saldo                | Equilíbrio           |
| <i>Ball</i>            | Bola                 | Baile                |
| <i>Bar</i>             | Bar                  | Barra                |
| <i>Bat</i>             | Bastão, porrete      | Morcego              |
| <i>Capital</i>         | Capital              | Maiúscula            |
| <i>Case</i>            | Caso                 | Estojo               |
| <i>Cell</i>            | Célula               | Cela                 |
| <i>Character</i>       | Caráter              | Personagem           |
| <i>China</i>           | China                | Porcelana            |
| <i>Class</i>           | Classe               | Aula                 |
| <i>Club</i>            | Clube                | Taco de golfe        |
| <i>Cool</i>            | Fresco               | Legal                |
| <i>Compass</i>         | Compasso             | Bússola              |
| <i>Content</i>         | Satisfeito           | Conteúdo             |
| <i>Date</i>            | Data                 | Tâmara; Encontro     |
| <i>Faculty</i>         | Faculdade (mental)   | Corpo Docente        |
| <i>Figure</i>          | Figura               | Número (valores)     |
| <i>Fix</i>             | Fixar                | Consertar            |
| <i>Gas</i>             | Gás                  | Gasolina             |
| <i>General</i>         | General              | Geral                |
| <i>Individual</i>      | Individual           | Indivíduo            |
| <i>Interest</i>        | Interesse            | Juros                |
| <i>Just</i>            | Justo                | Apenas               |
| <i>Letter</i>          | Letra                | Carta                |
| <i>Match</i>           | Ligar (relacionar)   | Partida (jogo)       |
| <i>Major</i>           | Major                | Principal            |
| <i>Mark</i>            | Marca                | Nota                 |
| <i>Mass</i>            | Massa                | Missa                |

|                  |                     |                     |
|------------------|---------------------|---------------------|
| <i>Matter</i>    | Matéria             | Assunto             |
| <i>Medicine</i>  | Medicina            | Remédio             |
| <i>Observe</i>   | Observar            | Celebrar            |
| <i>Operator</i>  | Operador            | Telefonista         |
| <i>Oil</i>       | Óleo                | Petróleo            |
| <i>Order</i>     | Ordem               | Pedido              |
| <i>Park</i>      | Parque              | Estacionar          |
| <i>Period</i>    | Período             | Menstruação         |
| <i>Plant</i>     | Planta              | Fábrica             |
| <i>Principal</i> | Principal           | Diretor de escola   |
| <i>Pupil</i>     | Pupila dos Olhos    | Aluno(a)            |
| <i>Race</i>      | Raça                | Corrida             |
| <i>Rare</i>      | Raro                | Mal passado (carne) |
| <i>Record</i>    | Recorde             | Gravar              |
| <i>Rest</i>      | Resto               | Descansar           |
| <i>Save</i>      | Salvar              | Economizar          |
| <i>Scale</i>     | Escala cartográfica | Balança             |
| <i>Spirits</i>   | Espíritos           | Bebida alcoólica    |
| <i>Subject</i>   | Sujeito             | Assunto             |
| <i>Turkey</i>    | Turquia             | Peru                |

### 1. O que as palavras sublinhadas significam no contexto das frases?

a) She is the principal of the school

\_\_\_\_\_

b) His mark was terrible

\_\_\_\_\_

c) The operator gave me the wrong number of the plant.

\_\_\_\_\_

d) We are lost. We need a compass.

\_\_\_\_\_

e) Do you know the capital of China?

\_\_\_\_\_

f) I appreciate Indian china.

---

g) The character of this movie has a bad character.

---

h) You have to write the names of the capitals in capital letters.

---

i) He took part in the race and won first place.

---

j) I stopped at the bar to buy a chocolate bar.

---

k) I was so tired that I needed to rest the rest of the day.

---

l) The parking lot was crowded. We had to park in front of the park.

---

m) Some people claimed that the band's new song was an apology for drugs.

---

# 6

## Informação não-verbal

### MÓDULO I

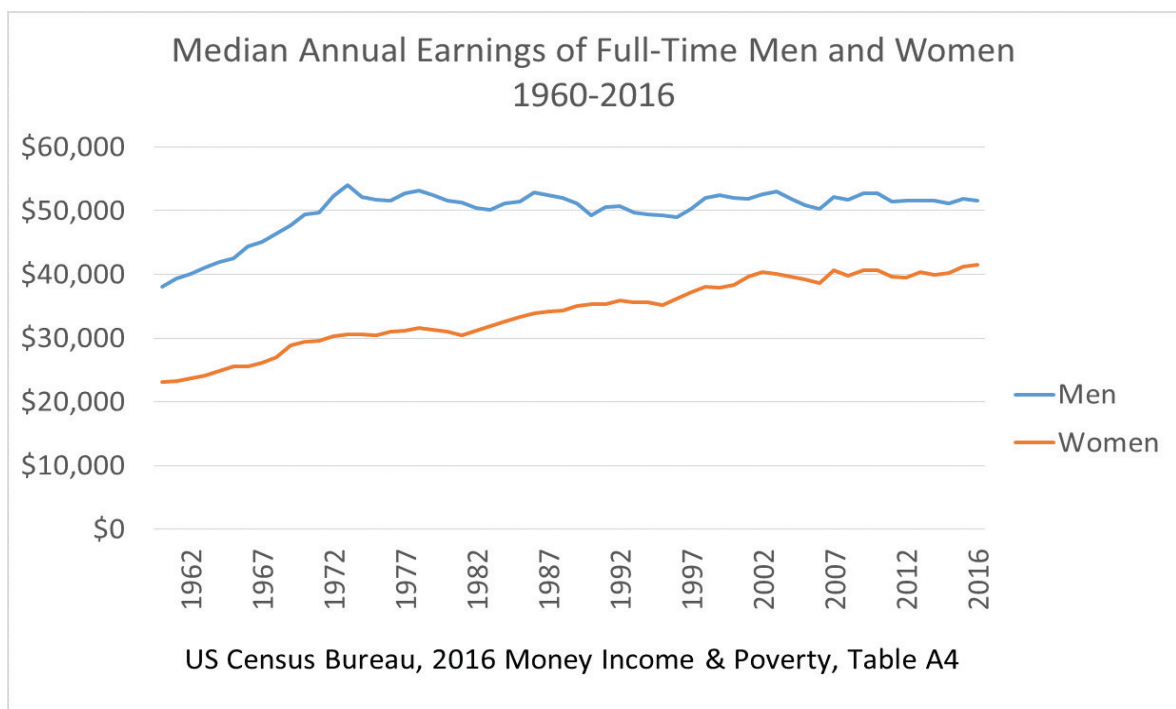


# INFORMAÇÃO NÃO-VERBAL

## Equal Pay

### ▪ What Is the Gender Pay Gap?

The gender pay gap is the difference between the earnings of men and women, expressed as a ratio or a gap. The pay gap is calculated by dividing the median earnings of women by the median earnings of men. The gender pay gap varies across race/ethnicity, age, education, occupation, industry, and geographical location. However, in every state and within nearly every occupation, the pay gap persists. The pay gap is worse for women of color and increases with greater educational attainment.

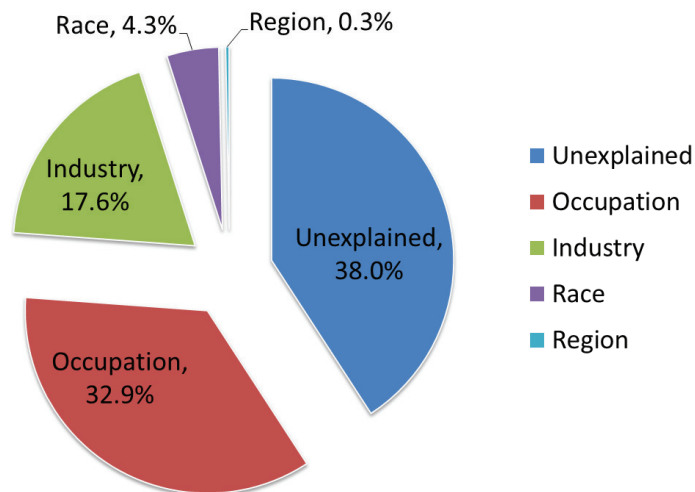


### ▪ What Contributes to the Gender Pay Gap?

There are a number of complex and often interrelated reasons that explain the existence of the gender pay gap. However, studies find that when factors which may explain pay differences are considered, such as education, experience, and occupation,

some portion of the gender pay gap remains unexplained. In fact, one year after college, women were paid just 82% of what men with similar education and experience earned.

### 38% of the Wage Gap is Unknown



Source: Blau, F and Kahn, M, "The Wage Gap: Extent, Trends and Explanations," Discussion Paper No. 9656, January 2016

### ▪ How Can We Close the Gender Pay Gap?

Everyone from CEOs to managers to students can help close the gender pay gap.

(Disponível em: <https://sfgov.org/dosw/equal-pay>. Acesso em: 31 de agosto de 2018.)

## FAMILIARIZAÇÃO COM O TEXTO

1. Observando apenas o título e gráficos, descreva em poucas palavras o provável assunto do texto.

---

---

---

2. Identifique em qual gráfico (1 ou 2) as seguintes informações são apresentadas. Corrija as alternativas em que os dados não correspondem aos trazidos pelo texto.

- a) ( ) A pesquisa sobre a média anual do ganho de homens e mulheres que trabalham em tempo integral apresenta comparações dentro de um período de 56 anos.
- b) ( ) Raça, religião, indústria e ocupação são alguns dos fatores mencionados para explicar a diferença salarial.
- c) ( ) 38% dos motivos para haver diferença salarial são desconhecidos.
- d) ( ) A maior média anual de ganho dos homens foi em 1962.
- e) ( ) 0,3% das razões para haver diferenças salariais diz respeito a região em que o(a) trabalhador(a) mora.

## **PRÁTICA DE ESTRATÉGIA**

### EXPLORANDO A INFORMAÇÃO NÃO-VERBAL

1. Volte aos gráficos e, após interpretá-los, formule pelo menos mais três frases com as informações apresentadas neles.

---

---

---

---

---

## **CONSOLIDAÇÃO**

### CONHECIMENTO PRÉVIO, *SCANNING*

1. Você conhecia as ideias tratadas no texto? **Se sua resposta for afirmativa, pense como esse conhecimento prévio do assunto facilitou sua leitura.**



2. Utilizando a estratégia scanning, localize as seguintes informações no texto e/ou gráficos:

a) A diferença salarial é pior para quais tipos de mulheres?

---

b) Entre quais anos é possível notar maior diferença salarial entre homens e mulheres?

---

c) Qual é a porcentagem paga para as mulheres que possuem a mesma educação e experiência que os homens?

---

d) Região, raça, indústria e ocupação são aspectos que influenciam na diferença salarial. Qual a porcentagem que eles representam?

Região: \_\_\_\_\_

Raça: \_\_\_\_\_

Indústria: \_\_\_\_\_

Ocupação: \_\_\_\_\_

**Discussão:** Considerando o tópico final do texto (*How Can We Close the Gender Pay Gap?*), que ações podem ser tomadas para resolver o problema da diferença salarial entre homens e mulheres?

**Instruções**

O texto abaixo é complementado por um diagrama, use-os para responder as questões.




In 1861 there were 33 states. When six southern states organized their own government in February 1861, they took the name Confederate States of America. South Carolina was the first to secede late in 1860. Five others followed early in 1861. By spring, eleven states made up the Confederacy. The main reason for the secession was dispute over the economics of and views about slavery.

1. Nome do primeiro estado a sair da União em 1860. \_\_\_\_\_
2. Carolina do Norte era um estado confederado em 1861? \_\_\_\_\_
3. Quais três estados confederados estavam na fronteira com o norte naquela época? \_\_\_\_\_  
\_\_\_\_\_
4. Quantos estados estavam na Confederação em 1861? \_\_\_\_\_
5. Por que os estados marcados como confederados saíram da União? \_\_\_\_\_

## Public Transport Timetable

**N171** Tottenham Court Road - Peckham - Catford  
To stop the bus, always indicate clearly to the driver

Every night



Tottenham Court Road Station ☉  
Holborn Station ☉  
Aldwych  
Waterloo Station ☉ ⇌  
Elephant & Castle ☉ ⇌  
Camberwell Green  
Peckham  
New Cross Gate ☉ ⇌  
Brockley Cross ⇌  
Brockley Harefield Road  
Crofton Park Station ⇌  
Brockley Rise  
Catford Lewisham Town Hall  
Catford Bus Garage

| Every night                         |      |                     |
|-------------------------------------|------|---------------------|
| Tottenham Court Road Station ☉      | 0010 | 0440                |
| Holborn Station ☉                   | 0013 | 0443                |
| Aldwych                             | 0016 | 0446                |
| Waterloo Station ☉ ⇌                | 0019 | <i>Then</i> 0449    |
| Elephant & Castle ☉ ⇌               | 0024 | <i>every</i> 0454   |
| Camberwell Green                    | 0032 | <i>30</i> 0502      |
| Peckham High Street <i>Rye Lane</i> | 0036 | <i>minutes</i> 0506 |
| New Cross Gate ☉ ⇌                  | 0040 | <i>until</i> 0510   |
| Brockley Cross ⇌                    | 0045 | 0515                |
| Brockley Rise <i>Chandos</i>        | 0049 | 0519                |
| Catford <i>Lewisham Town Hall</i>   | 0055 | 0525                |
| Catford <i>Bus Garage</i>           | 0059 | 0529                |

Operated by London Central for London Buses 28.4.06 T66940

Responda às perguntas abaixo de acordo com informações da tabela.

1 – Esta rota é para uma linha de ônibus ou trem?

---

2 – Em qual cidade ela se localiza?

---

3 – Quais os nomes dos dois pontos finais?

---

4 – É oferecido acesso aos cadeirantes?

---

5 – A rota circula durante o dia ou à noite? O que você acha que o “N” do seu nome significa?

---

# 7

## Conhecimento Prévio

### MÓDULO I



# ***CONHECIMENTO PRÉVIO***

---

## **Why is recycling important? How will it benefit the environment?**



Did you know that you can help the environment in a lot of ways by recycling various materials? Read on to know how it can help protect and preserve the natural resources of our Mother Nature.

### **→ What is Recycling**

Before knowing the importance and benefits of recycling and its relation to a better environmental condition, it is essential to understand what is recycling. Recycling refers to the process of collecting used materials which are usually considered as 'waste' and reprocessing them. In this process these used materials are sorted and processed to be used as 'raw materials' for the production of new products. It varies from 'reuse' in the sense that while reuse just means using old products repeatedly, recycling means using the core elements of an old product as raw material to manufacture new goods. Some of the most common items that are recycled are plastic, glass, paper, batteries, aluminum, etc.

### **→ Process of Recycling**

The recycling process involves three stages. In the first stage, the old products are collected and processed, where they are sorted, cleaned and made ready for recycling or manufacturing new products. The second stage involves the manufacturing of new products from the raw material obtained by the processing of the old products. Finally, the process ends with the purchasing of recycled goods by the consumers. The more people step forward to buy recycled products, the better the success of the process can be ensured. Buying recycled products will only increase when every individual will develop an awareness of the difference that can be made by utilizing their old household objects as raw materials to produce new goods and help the environment by recycling.

## ➔ Why is Recycling important

The importance of recycling can be observed in multiple ways. If you are wondering in your mind as to “why I should recycle” then here are some causes which should convince you to do so.

- **Recycling Saves Energy**

When new products are manufactured from the raw material obtained from recycled products, it saves a lot of energy which is consumed for production. When new products are manufactured from 'virgin materials', the amount of energy consumed is much higher. Besides, the energy required to acquire and transport the 'virgin' raw materials from their natural sources is also saved. Add to that the energy which is required to clean and protect the environment from the pollutant waste products, especially those which are non-biodegradable (plastic) and fill up the landfill areas.

- **Recycling Saves Environmental Conditions and Reduces Pollution**

Recycling helps in preventing global climate change to a great extent. By minimizing the energy spent on industrial production, it also helps in reducing greenhouse gas emission. Some of the major fossil fuels used in most industries include coal, diesel, gasoline, etc. All these emit harmful gases such as methane, sulfur dioxide, carbon-dioxide to the environment. The processing of fresh raw materials also creates toxic materials which pollute the environment. By reducing the energy used, it also minimizes the amount of fuel usage which in turn reduces the amount of harmful pollutants in the environment.

- **Recycling Saves Natural Resources**

We know that recycling involves the processing and usage of core elements of an old product for the production of new products. This helps in saving our natural resources to a great extent. For example, once an old newspaper is recycled we do not need to use the resource of another tree to produce new paper products. This way, proper recycling can help us preserve our natural resources for our future generation and maintain the balance in nature.

- **Economic Benefits**

Similar to energy and natural resources, recycling also helps in saving a lot of expense, demanded for the production of new products from 'virgin' materials. These expenses include the entire production cycle starting from acquiring the raw materials, transferring them from their place of origin to production places, processing and manufacturing costs. Recycling process creates employment opportunities for a lot of people, involved in the various stages of the process. This in turn contributes to the economic development of the state or country.

- **Recycling Saves Space for Waste Disposal**

Most of the landfill sites are filled up with a lot of waste products that could have been recycled effectively. Some of these waste materials belong to the non-biodegradable category which takes a long time to decompose. Recycling enables proper usage of these waste products and saves space for landfills. The pace with which landfills are getting filled up, soon we might run short of landfills unless we start following recycling at our own home and spread the word to others.

(Disponível em: < <http://helpsaveature.com/why-is-recycling-important>>. Acesso em: 06 junho 2009.)

## **FAMILIARIZAÇÃO COM O TEXTO**

1. Volte ao trecho “*What is Recycling*” e responda:

a) Como o autor define *recycling*?

---

---

---

b) Quais materiais recicláveis ele cita?

---

---

---

2. Qual o significado das seguintes palavras sublinhadas?

a) “Recycling refers to the process of collecting used materials which is usually considered as 'waste' and reprocessing them”.

( ) resíduos

( ) matérias

( ) desperdício

b) “In this process these used materials are sorted and processed to be used as 'raw materials' for the production of new products”.

( ) materiais raros      ( ) matéria-prima      ( ) materiais recicláveis

c) “... recycling means using the core elements of an old product as raw material to manufacture new goods.”

( ) dispendiosos      ( ) descartáveis      ( ) essenciais

d) “recycling means using the core elements of an old product as raw material to manufacture new goods.”

( ) processos      ( ) benfeitorias      ( ) produtos

e) “Buying recycled products will only increase when every individual will develop an awareness of the difference that can be made by utilizing their old household objects as raw materials to produce new goods and help the environment by recycling.”

( ) consciência      ( ) conceito      ( ) alerta

3. Ligue os títulos aos fatos:

|   |
|---|
| 1- Recycling saves energy   |
| 2- Recycling saves environmental conditions and reduces pollution |
| 3- Recycling saves natural resources                              |
| 4- Economic Benefits  |
| 5- Recycling saves space for waste disposal                       |



- a) [      ] O espaço destinado aos aterros sanitários deveria ser utilizado prioritariamente para acomodar produtos biodegradáveis, uma vez que produtos não-biodegradáveis levam muito tempo para se decompor.
- b) [      ] O processo de reciclagem gera novas oportunidades de emprego contribuindo para o desenvolvimento econômico do país.
- c) [      ] A preservação de recursos naturais e a manutenção do equilíbrio da natureza se faz através da reutilização de produtos descartados.
- d) [      ] A diminuição do gasto da energia utilizada leva a um menor uso de combustível, contribuindo assim para a redução dos poluentes no meio ambiente.
- e) [      ] A utilização de matéria prima a partir de produtos reciclados para a fabricação de novos produtos economiza energia.