ESCOLA: _____
Prof.:_____
Nome: _____

1	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
2	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
3	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
4	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
5	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
6	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
7	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
8	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
9	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
10	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ

Leia o texto abaixo e responda as questões 01, 02 e 03.

Dog saves family from fire by barking[1] until they wake up

One Maryland couple's dog is surely getting a few extra treats after his quick thinking helped them escape an early morning house fire.

According to Sarah Campbell of Frederick County Fire and Rescue, the dog, a Cairn Terrier named Bear, started barking at about 3:45 a.m. on Monday to alert his family of the fire.

"Bear's barking alerted the wife who woke up and noticed a large glow at the back of the house. Once she opened the curtains, she noticed the back deck[2] of the house was on fire and spreading quickly into the roof," Campbell said in an email [...].

The woman woke her sleeping husband, Campbell said, and he called 911. The fire alarms inside the house hadn't gone off, she said, because the smoke[3] hadn't entered the home yet.

The couple and their two dogs got out of the house safely while they waited for emergency responders to come put out the blaze[4].

"As they were exiting the house, the smoke alarms began to activate and sound properly as smoke from the fire had begun to enter the house," Campbell wrote. "If it were not for Bear, who alerted the occupants to the fire, the outcome could have been much different due to the fast-moving fire."

The couple and their two dogs weren't hurt[5] in the fire.

*Vocabulário:
[1]barking: latindo.
[2]back deck: área externa.
[3]smoke: fumaça.
[4]blaze: labareda.
[5]hurt: machucado.

KUBOTA, Samantha. Dog saves family from fire by barking until they wake up. In: Today. 2022. Disponível em: https://bityli.com/Flc4R. Acesso em: 3 out. 2022. Fragmento.

D Questão ▮

Qual é a informação principal desse texto?
A) "According to Sarah Campbell of Frederick County Fire and Rescue, the dog, a Cairn Terrier named Bear, started barking at about 3:45 a.m.…". (2° parágrafo)
B) '"Bear's barking alerted the wife who woke up and noticed a large glow at the back of the house.'". (3º parágrafo)
C) "The woman woke her sleeping husband, Campbell said, and he called 911.". (4° parágrafo)
D) "The fire alarms inside the house hadn't gone off, she said, because the smoke hadn't entered the home yet.". (4° parágrafo)
E) "The couple and their two dogs got out of the house safely while they waited for emergency responders to come put out the blaze.". (5° parágrafo)

D Questão ▮

Nesse texto, no trecho "The fire alarms inside the house hadn't gone off, she said, **because** the smoke…" (4° parágrafo), o termo destacado foi usado para
A) apontar alternativa.
B) apresentar adição.
C) expressar oposição.
D) marcar conclusão.
E) mostrar explicação.

D Questão ▮

De acordo com esse texto, o marido
A) acabou se ferindo durante a ação.
B) acionou o alarme manualmente.
C) acordou com o latido do cachorro.
D) agiu rapidamente ao acionar a emergência.

E) viu o fogo na área externa ao abrir as cortinas.

Leia o texto abaixo e responda as questões 04, 05 e 06.

Bees and butterflies struggle to find flowers in polluted air

Tailpipe[1] emissions from cars and trucks makes it harder for pollinators to find food

Lacking a nose, insects such as butterflies and bees use their antennae to detect scents[2]. Those scents help them find food and more. What happens, though, when air pollution overwhelms the scents on which these critters depend? Those insects become less likely to visit a flower or to pollinate it. That's the finding of a new study.

People depend on insects to pollinate the plants that make many of the fruits, nuts and vegetables we eat. Past studies had shown urban air pollution might mask the scents insects use to find flowers. For instance, ozone — an ingredient in smog[3] — can break down the scents released by flowers. Computer models predicted this would cause problems for insects seeking flowers for a meal. But scientists weren't sure that would happen in real life.

James Ryalls and his team decided to find out if it would.

Ryalls is a biologist […]. Working in a field of black mustard plants[4], his group crafted a system made up of rings[5] eight meters (26 feet) in diameter. Each area was open, so nearby insects could fly into it. The researchers pumped pollutant gases into these rings. Two rings received diesel fumes. Two more got ozone. Another two got both gases. A final pair of rings was a control and received no added gases.

The tests took place over two summers. During each field season, the scientists counted how many times insects visited the flowers in each ring.

"The results were much more severe than we thought," Ryalls says. Adding both the diesel exhaust and ozone pollution "caused up to 90 percent less insects to be able to find the flowers that they need for food," he says. This was in comparison to the pollutant-free rings. In some cases, only some 30 percent of the pollinating insects even entered the circles with piped in pollution.

*Vocabulário:
[1]Tailpipe: cano de descarga.
[2]scents: aromas.
[3]smog: fumaça.
[4]black mustard plants: campos de mostarda preta.
[5]rings: anéis.

ALLEN, Laura. Bees and butterflies struggle to find flowers in polluted air. In: Science News Explores. 2022. Disponível em: https://bit.ly/3fNs1vn. Acesso em: 4 out. 2022.

◻ **Questão** ▬▬▬▬▬▬▬◇

Qual é o tema desse texto?
A) A época do ano mais favorável para a realização das experiências científicas.
B) A influência da poluição na procura de alimentos pelos insetos polinizadores.
C) A maneira criada pelos cientistas de cultivar um campo de mostardas pretas.
D) As consequências do uso de ozônio na natureza.
E) As diferentes formas de poluição ambiental.

◻ **Questão** ▬▬▬▬▬▬▬◇

Nesse texto, no trecho "... **that** make many of the fruits,..." (2° parágrafo), o termo destacado refere-se a
A) bees.
B) nuts.
C) plants.
D) scents.
E) vegetables.

◻ **Questão** ▬▬▬▬▬▬▬◇

Nesse texto, há uma marca de imparcialidade do discurso no trecho:
A) "What happens, though, when air pollution overwhelms the scents on which these critters depend?". (1° parágrafo)
B) "Those insects become less likely to visit a flower or to pollinate it.". (1° parágrafo)
C) "People depend on insects to pollinate the plants that make many of the fruits,…". (2° parágrafo)
D) "For instance, ozone – an ingredient in smog – can break down the scents released by flowers.". (2° parágrafo)
E) "'The results were much more severe than we thought,' Ryalls says.". (6° parágrafo)

Leia os textos abaixo.

Texto 1

Queen Elizabeth II

BLAKE, Peter. Disponível em: https://bityli.com/qULBJ. Acesso em: 3 out. 2022.

Texto 2

Elizabeth II
queen of United Kingdom

Elizabeth II, in full Elizabeth Alexandra Mary, officially Elizabeth II, […] of the United Kingdom of Great Britain and Northern Ireland and of her other realms and territories Queen, Head of the Commonwealth […] (born April 21, 1926, London, England — died September 8, 2022, Balmoral Castle, Aberdeenshire, Scotland), queen of the United Kingdom of Great Britain and Northern Ireland from February 6, 1952, to September 8, 2022. In 2015, she surpassed Victoria to become the longest-reigning monarch in British history. […]
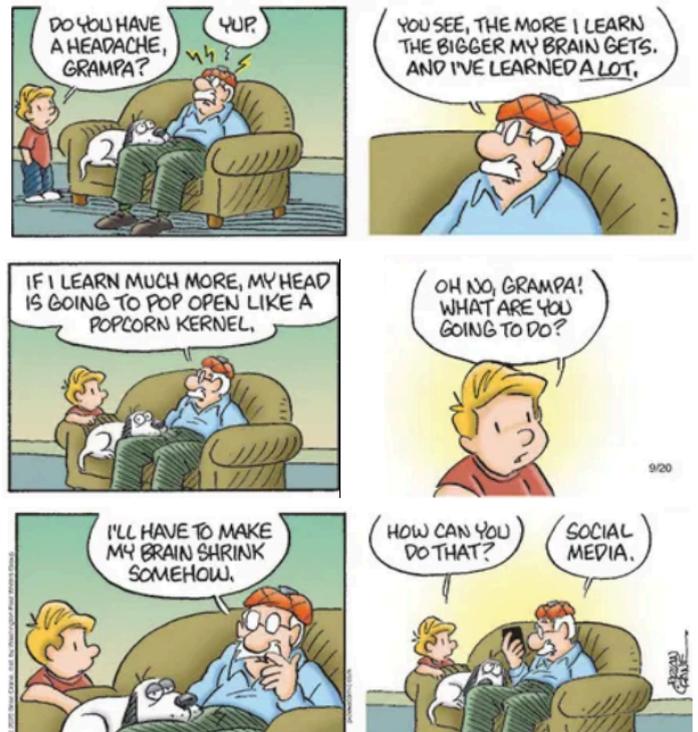
Disponível em: https://www.britannica.com/biography/. Acesso em: 3 out. 2022. Fragmento.

Esses dois textos apresentam
A) a descrição da rainha Victória.
B) a exaltação do Reino Unido da Grã Bretanha.
C) a valorização do Castelo Balmoral na Escócia.
D) as exposições plásticas e literárias da rainha Elizabeth II.
E) as versões artística e histórica da rainha Elizabeth II.

Leia o texto abaixo e responda as questões 08 e 09.

PICKLES®/ by Brian Crane

CRANE, Brian. Disponível em: https://bit.ly/3yd0fPg. Acesso em: 3 out. 2022.

Entende-se desse texto que o avô
A) acha que o conteúdo das redes sociais é inútil.
B) consulta um remédio na internet para tomar.
C) pede que o neto o ensine a usar o celular.
D) pergunta ao neto se ele quer comer pipoca.
E) sente tédio ao ficar no sofá com o cachorro.

Nesse texto, os trechos "Do you have a headache, grampa?" e "Yup." são características da linguagem
A) científica.
B) coloquial.
C) formal.
D) regional.
E) técnica.

Questão

Leia os textos abaixo.

Texto 1

Wuthering Heights[1]

Heathcliff and Catherine, met once again [...]. They were once again expressing their love towards each other and it seemed that they were trying to stay together forever without parting. Here is the conversation.

[H: Heathcliff; C: Catherine]

H: Catherine, kiss me again, I love you.

C: Forgive me, Heathcliff, I love you too. Stay and never go again, for every of your departure made me sick and every of your appearance brought me great cheer, great excitement!

H: It was you who made me leave; […]. If you had not said to Nelly that marrying me was degradation, I would never leave and both of us would not have to suffer!

C: Oh, my Heathcliff, you misunderstood me. It was true that I did talk with Nelly about you […]. Heathcliff, but I love you not because you are handsome, but because you are more myself than I am. Our souls are the same. […]

*Vocabulário:

1 Wuthering Heights: Morro dos Ventos Uivantes.

Texto 2

Wuthering Heights

[…] Heathcliff, it's me, Cathy, I've come home
I'm so cold, let me in-a-your window
Heathcliff, it's me, Cathy, I've come home
I'm so cold, let me in-a-your window

Oh, it gets dark, it gets lonely
On the other side from you
I pine a lot, I find the lot
Falls through without you
I'm coming back, love, cruel Heathcliff
My one dream, my only master

Too long I roam in the night
I'm coming back to his side to put it right
I'm coming home to wuthering, wuthering
Wuthering heights […]

Apesar de produzidos em épocas distintas, esses textos têm em comum

A) a apresentação de uma cena de despedida.

B) a comparação da tristeza com a estação do inverno.

C) a declaração de amor entre um casal apaixonado.

D) a discussão sobre a importância do casamento.

E) a referência de beleza em determinado contexto.