



## **CIEP HÉLIO SMIDT**

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Disciplina: Inglês

Curso: 9º ano - Ensino Fundamental

Turma: 1.902

Aluno: \_\_\_\_\_

### **1º BIMESTRE**

### **AVALIAÇÃO BIMESTRAL**

Leia o texto a seguir para responder às questões de 1 a 5.

#### **CHICO MENDES**



Chico Mendes was a Brazilian labour leader and environmental activist. He was born in 1944 in Xapuri, a small town in the state of Acre, Brazil. He grew up in the Amazon rainforest and worked as a rubber tapper with his family. From a young age, he depended on the forest to live.

As he became an adult, Mendes noticed that many landowners destroyed large areas of the forest. They cut down trees and created cattle farms. This situation affected the lives of rubber tappers, who needed the forest to survive. Because of that, Mendes started to organize workers and defend their rights.

He helped create unions and led peaceful protests against deforestation. He believed that the forest should be protected and used in a sustainable way. He also supported land reform and the creation of protected areas in the Amazon.

During the 1980s, his work became known in Brazil and in other countries. Many people admired his ideas and supported his cause. However, his actions also created conflicts with powerful landowners who wanted to use the land for economic purposes.

Even with threats, Chico Mendes continued his activism. He spoke about the importance of protecting the environment and the rights of workers. He became an important symbol of resistance in the Amazon.

In December 1988, Chico Mendes was murdered outside his home. His death caused international reaction and increased awareness about the destruction of the Amazon rainforest. Today, Chico Mendes is remembered as a hero of environmental protection.

**1. Qual é o principal objetivo do texto?**

- Ensinar como produzir borracha na Amazônia.
- Descrever a economia do Brasil.
- Explicar como funcionam os sindicatos.
- Relatar a vida e a importância de Chico Mendes.

**2. De acordo com o texto, por que Chico Mendes começou a lutar pelos seringueiros?**

- Porque a destruição da floresta afetava a vida dos seringueiros.
- Porque queria se tornar político.
- Porque os seringueiros estavam ganhando muito dinheiro.
- Porque os seringueiros estavam abandonando a floresta.

**3. O que pode ser inferido sobre a relação entre Chico Mendes e os fazendeiros?**

- Era uma relação de amizade.
- Era uma relação sem importância.
- Era uma relação de cooperação econômica.
- Era uma relação de conflito de interesses.

4. Segundo o texto, o que aconteceu após a morte de Chico Mendes?

A destruição da floresta parou completamente.

Ele foi esquecido.

Houve maior atenção internacional sobre a Amazônia.

Os seringueiros deixaram de lutar.

5. No trecho "He believed that the forest should be protected...", a palavra "He" refere-se:

aos seringueiros.

aos fazendeiros.

a Chico Mendes.

ao governo.

6. Marque a opção que responde à pergunta do homem no quadrinho.



I'm Brazilian.

I'm from Rio de Janeiro.

I like watching TV series.

I'm 23.

7. Marque a opção que contém a pergunta da mulher no quadrinho.



Where do you live?

What's your name?

When is your birthday?

What do you like to do?

8. Qual é a forma correta por extenso do número 349 em inglês?

Three hundred fourteen.

Three hundred forty-nine.

Four hundred thirty-nine.

Three hundred ninety-four.

9. NINE HUNDRED TWENTY-THREE é o número

293.

379.

923.

329.

10. Assinale a alternativa que apresenta o menor número.

Seven hundred fifty..

Nine hundred one.

Three hundred ten.

Eight hundred twenty.

11. Marque a opção que contém o maior número.

Eight hundred eleven.

Four hundred forty-one.

Six hundred fifty-five.

Three hundred nine.

12. Marque a opção que contém um verbo regular no passado.

I drank orange juice.

He went to school.

They cleaned the house.

She wrote a letter.

13. We \_\_\_\_\_ all night long at Mark's birthday. (dance)

dancd

danced

dancied

danceed

14. Anna \_\_\_\_\_ for the exam all night. (study)

studyed

studyd

studyied

studied

15. She \_\_\_\_\_ the classroom after the break. (clean)

cleaned

cleaneed

cleand

cleanied