



PREFEITURA MUNICIPAL

SÃO JOSÉ DO VALE DO RIO PRETO

São José pode mais!

Em parceria



**Material de Complementação
Escolar
Inglês 8º e 9º Ano
13-10 a 23-10**

**Secretaria de Educação, Cultura,
Ciência e Tecnologia**

2020

FIRES IN AMAZONIA

BEFORE READING

Nos últimos meses, você teve a oportunidade de conhecer algumas músicas do compositor Tom Jobim. Dessa vez, a música em questão trata de uma história de amor que representa suas fases por alguns elementos da natureza. Tente adivinhar o tema da aula pelo trecho da música marcado em negro.



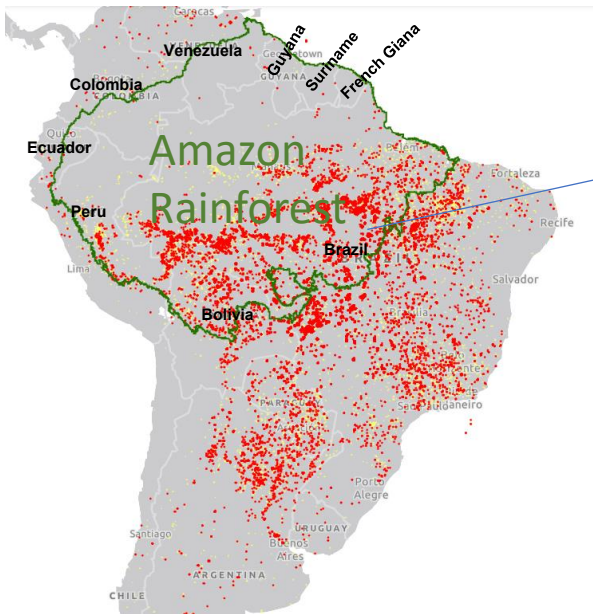
*“E o mato que é bom, o fogo queimou
Cadê o fogo? A água apagou
E cadê a água? O boi bebeu
Cadê o amor? O gato comeu
E a cinza se espalhou
E a chuva carregou
Cadê meu amor que o vento levou?
(Passarim quis pousar, não deu, voou)”*

<https://www.letras.mus.br/tom-jobim/86251/>

Glossary
Fires=fogo, queimadas

1. Read the texts and the images below.

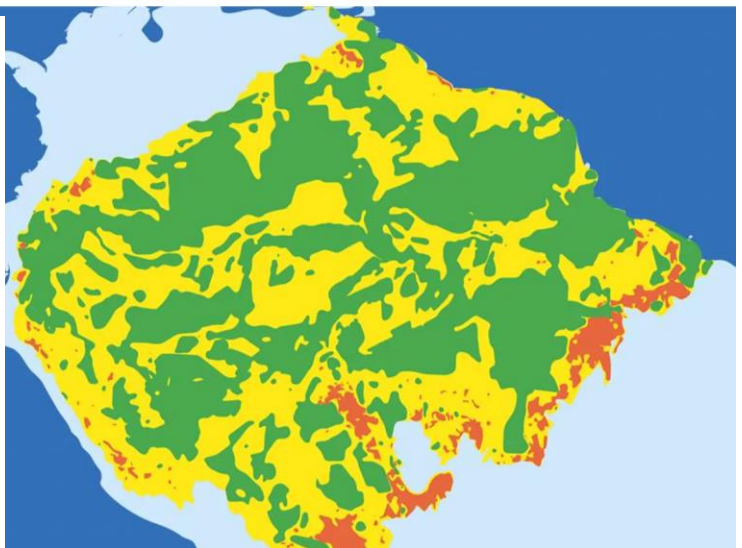
A. Please, extract the information from the map.



Countries Sharing The Amazon Rainforest
Example: Brazil

Source: Esri, HERE, Garmin, FAO, NOAA, USGS | NASA, Esri
OUR WORK JOIN US
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Our strategy
In this map, Amazonia is divided into three “zones”: Green, yellow and red.
Green Zone: The approximately 45% of Amazonia that is composed of forest formally designated as protected areas or indigenous lands and territories.
Yellow Zone: The estimated 46% of Amazonia that is currently mostly forest, for which use (or protection) has not yet been formally defined.
Red Zone: The remaining 9% of Amazonia has already been converted to agriculture, developed into cities, or degraded to meet.



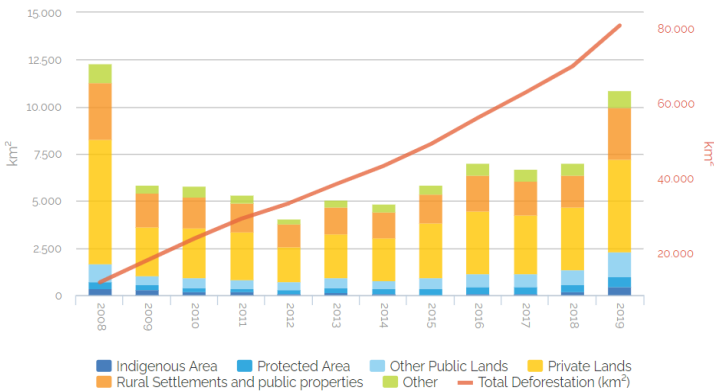
B. According to the image and the text above, indicate the zone composed of protected areas.
() Green Zone () Yellow Zone () Red Zone

WHILE READING

1. Read the texts and answer the questions.

Text 1

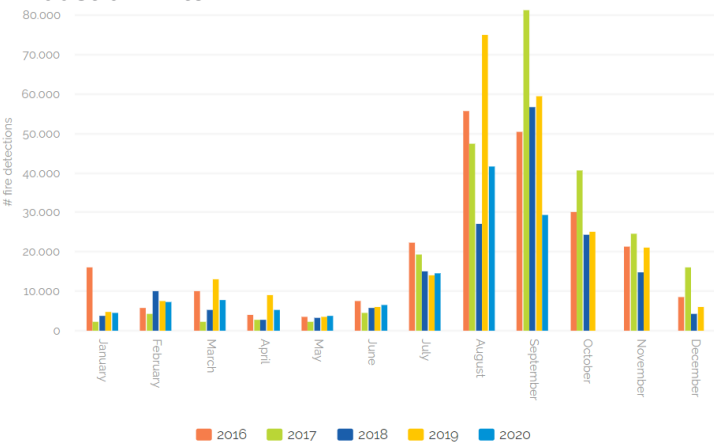
In Brazil, deforestation outside protected and indigenous lands in the Legal Amazon has **increased** in recent years



In public lands, most of the deforestation is happening in rural settlements and public properties. Some of the planet's most effective stewards of nature, indigenous peoples frequently lack consistent and timely access to the data, technologies and resources necessary to monitor new **threats** to nature and their **livelihoods**. Conservation International's **Earth Observations for Indigenous-led Land Management** (EO4IM) provides technical capacity-building in geospatial tools that can help communities monitor the status and condition of their lands and to make informed decisions about conservation and land management.

Text 2

Fires in Amazonia occur year-round but **peak** in late austral winter



"Fire season" in Amazonia begins in July when farmers in the region typically clear their land with fire to **grow** **crops**. Fire is also the main tool for clearing tropical forests. During the dry season, agricultural fires can burn out of control, resulting in deforestation and forest degradation.

Source: <https://www.conservation.org/priorities/fires-in-amazonia-real-time-updates>

increase ↑ decrease ↓

A. According to Text 1, what has increased in recent years?

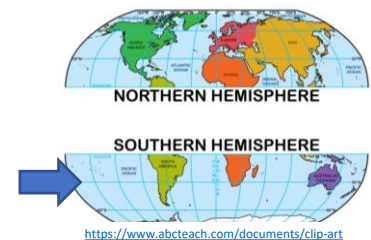
- forestation at protected areas.
- deforestation inside protected lands.
- deforestation in the external protected and indigenous lands.

B. Graphs are ways of representing interrelations and connections among things. Considering that purpose, read the graph from Text 1 and tick [✓] the correct answer.

- The graph shows the square kilometers (km²) of deforestation over the years.
- The graph shows the square kilometers ((km²)) of rural settlements in recent years.

C. In **public lands**, where is deforestation happening the most?

- in rural settlements and public properties.
- in indigenous lands.
- in private lands.



D. According to Text 2, the fires in Amazonia reach peak

- between August and September.
- between January and March.
- between May and June.

E. The agricultural fires can burn out of control

- during the dry season. in late summer.

F. Why are the farmers clearing their land with fire?

- To grow crops.
- To clear tropical forests.

Glossary

threats= ameaças; livelihoods= meios de subsistência; peak= pico; to grow crops= cultivar.

AFTER READING

1. Vamos ler novamente o texto da primeira página e criar um gráfico com as principais informações?

“In this map, Amazonia is divided into three “zones”: Green, yellow and red.

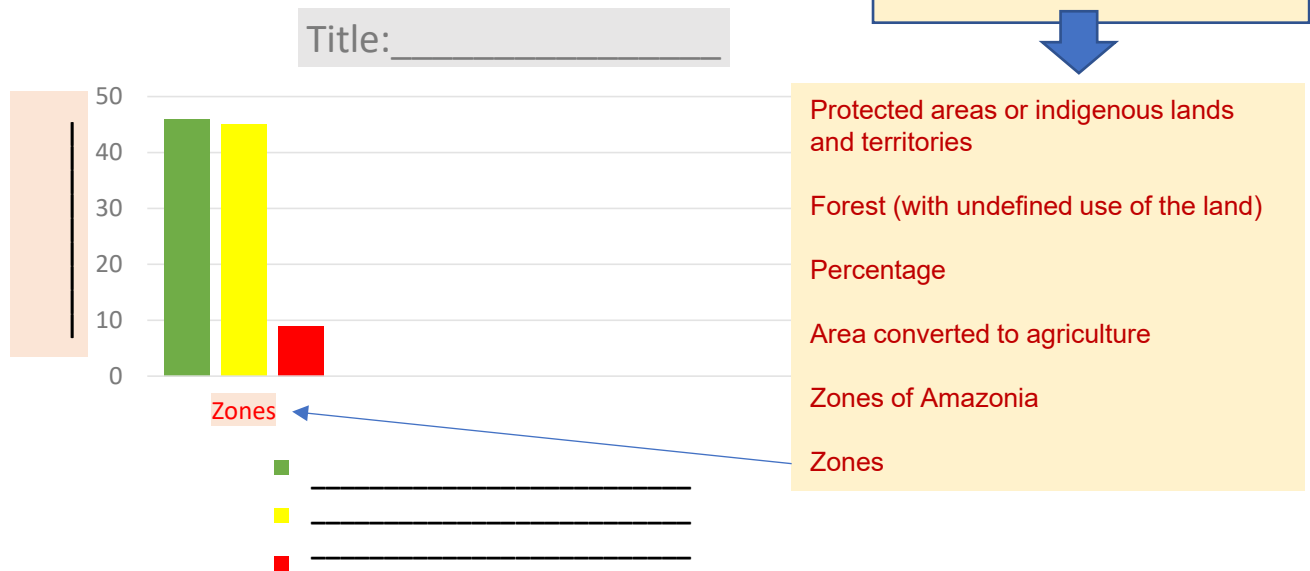
Green Zone: *The approximately 45% of Amazonia that is composed of forest formally designated as protected areas or indigenous lands and territories.*

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Red Zone: *The remaining 9% of Amazonia has already been converted to agriculture, developed into cities, or degraded to meet.”*

Creating my own chart

a. Distribua as informações de forma correta no gráfico.



Atividade de Pesquisa:

Na sua opinião, por que é importante proteger a Amazônia?

Compartilhe a resposta pelo e-mail materialcarioca@rioeduca.net mas não esqueça de colocar: nome, escola e ano de escolaridade.

Se possível, visite a página g.co/EuSouAmazonia para subsidiar a resposta acima. Você pode pesquisar em outras fontes também sobre a importância da Amazônia. Exemplo:

<https://www.conservation.org/places/amazonia>

