

**Universidade Federal do Amazonas
Departamento de Língua Estrangeira
Comissão Permanente de Concursos
Exame de Proficiência em Língua Estrangeira 17/01**

MODALIDADE EM LÍNGUA INGLESA

Data: 21/05/2017

Tempo de realização da prova: 3 (três) horas

Leia as Instruções com Atenção

VOCÊ RECEBEU DO FISCAL:

• Um Caderno de Questões contendo 40 (quarenta) questões objetivas, e **CARTÃO-RESPOSTA** personalizado para a Prova Escrita.

• É de sua inteira responsabilidade certificar-se que o seu nome corresponde ao que está impresso no **CARTÃO-RESPOSTA**:

• Transcreva a resposta para o Cartão-Resposta, preenchendo todo o círculo. Após o preenchimento, não será possível fazer qualquer alteração no **CARTÃO-RESPOSTA**, pois, se assim o fizer, a questão será considerada nula.

• Não rasure, não amasse, não dobre e/ou rasgue o **CARTÃO-RESPOSTA**.

• Utilize apenas caneta esferográfica de cor azul ou preta, fabricada em material transparente para a marcação do **CARTÃO-RESPOSTA**.

Marque assim: ●

• Ao ser autorizado o início da prova, verifique, no Caderno de Questões, se a numeração das questões e a paginação estão corretas.

• Você dispõe de 3 (três) horas para fazer a prova. Faça-a com tranquilidade e controle o seu tempo pelo **Marcador de Tempo** afixado no Quadro à sua frente. Esse tempo inclui a marcação do **CARTÃO-RESPOSTA**.

• Somente depois de decorridos 60 (sessenta) minutos do início da prova, é que você poderá retirar-se da sala de prova, entregando, **obrigatoriamente**, ao Fiscal de Sala o **CADERNO DE QUESTÕES** e o **CARTÃO-RESPOSTA**.

• Somente lhe será permitido levar o Caderno de Questões, se faltarem 30 (trinta) minutos para o término da prova.

• É terminantemente proibido copiar seus assinalamentos feitos no **CARTÃO-RESPOSTA**.

• Os 3 (três) últimos candidatos só poderão deixar a sala simultaneamente e deverão assinar a Ata de Sala de Prova juntamente com a equipe de fiscalização do Centro de Aplicação.

• A desobediência a qualquer das determinações contidas nestas Instruções e o desrespeito à equipe da coordenação e fiscalização podem eliminar você do Exame de Proficiência em Língua Estrangeira.

• Você será eliminado do Exame de Proficiência em Língua Estrangeira se seu celular estiver ligado, tocar durante a realização das provas ou se estiver fora do porta-objeto fornecido pelo aplicador no ato da recepção.

• Os Fiscais não estão autorizados a emitir opinião nem a prestar esclarecimentos sobre o conteúdo das provas. Cabe única e exclusivamente a você interpretar a questão e decidir sobre a alternativa correta.

• Se você possuir cabelos compridos, deve mantê-los presos, deixando as orelhas descobertas.

• Você não poderá usar boné, capacete, chapéu, chaveiro de qualquer tipo, óculos escuros, relógios e similares.

NOME: _____

CIDADE DA PROVA: _____

LOCAL DA PROVA: _____ **SALA:** _____

LÍNGUA INGLESA

TEXTO I:

Pet exposure may reduce allergy and obesity

If you need a reason to become a dog lover, how about their ability to help protect kids from allergies and obesity? A new University of Alberta study showed that babies from families with pets -- 70 per cent of which were dogs -- showed higher levels of two types of microbes associated with lower risks of allergic disease and obesity. But don't rush out to adopt a furry friend just yet.

"There's definitely a critical window of time when gut immunity and microbes co-develop, and when disruptions to the process result in changes to gut immunity," said Anita Kozyrskyj, a U of A pediatric epidemiologist and one of the world's leading researchers on gut microbes -- microorganisms or bacteria that live in the digestive tracts of humans and animals.

The latest findings from Kozyrskyj and her team's work on fecal samples collected from infants registered in the Canadian Healthy Infant Longitudinal Development study build on two decades of research that show children who grow up with dogs have lower rates of asthma.

The theory is that exposure to dirt and bacteria early in life -- for example, in a dog's fur and on its paws -- can create early immunity, though researchers aren't sure whether the effect occurs from bacteria on the furry friends or from human transfer by touching the pets, said Kozyrskyj.

Her team of 12, including study co-author and U of A post-doctoral fellow Hein Min Tun, take the science one step closer to understanding the connection by identifying that exposure to pets in the womb or up to three months after birth increases the abundance of two bacteria, Ruminococcus and Oscillospira, which have been linked with reduced childhood allergies and obesity, respectively.

"The abundance of these two bacteria were increased twofold when there was a pet in the house," said Kozyrskyj, adding that the pet exposure was shown to affect the gut microbiome indirectly -- from dog to mother to unborn baby -- during pregnancy as well as during the first three months of the baby's life. In other words, even if the dog had been given away for adoption just before the woman gave birth, the healthy microbiome exchange could still take place.

The study also showed that the immunity-boosting exchange occurred even in three birth scenarios known for reducing immunity, as shown in Kozyrskyj's previous work: C-section versus vaginal delivery, antibiotics during birth and lack of breastfeeding.

What's more, Kozyrskyj's study suggested that the presence of pets in the house reduced the likelihood of the transmission of vaginal GBS (group B Strep) during birth, which causes pneumonia in newborns and is prevented by giving mothers antibiotics during delivery.

It's far too early to predict how this finding will play out in the future, but Kozyrskyj doesn't rule out the concept of a "dog in a pill" as a preventive tool for allergies and obesity.

"It's not far-fetched that the pharmaceutical industry will try to create a supplement of these microbiomes, much like was done with probiotics," she said.

Disponível em:

<https://www.sciencedaily.com/releases/2017/04/170413141122.htm>.

Acesso em: 08 abr. 2017.

Leia o **TEXTO I** e responda às questões **01 a 06**:

01. A principal função comunicativa do Texto I é:

- apresentar os resultados das pesquisas desenvolvidas por Anita Kozyrskyj.
- informar acerca dos benefícios da exposição a animais de estimação.
- explicar qual é a função das bactérias presentes em animais de estimação.
- estimular as pessoas a terem animais de estimação.
- informar acerca da relação entre a exposição a animais de estimação e a redução de alergias e obesidade.

02. No fragmento "A new University of Alberta study showed that babies from families with pets -- 70 per cent of **which** were dogs -- showed higher levels.", a palavra destacada se refere:

- aos bebês.
- aos cachorros.
- aos animais de estimação.
- à Universidade de Alberta.
- ao novo estudo conduzido pela Universidade de Alberta.

03. Escolha a alternativa que melhor explica o que é "gut microbes":

- Micro-organismos ou bactérias que destroem os canais digestivos.
- Micro-organismos ou bactérias que podem causar alergias e obesidade.
- Micro-organismos ou bactérias que podem ajudar a reduzir alergias e obesidade.
- Micro-organismos ou bactérias que vivem nos canais digestivos de humanos e animais.
- Micro-organismos ou bactérias que vivem nos canais digestivos de animais de estimação.

04. Com base nas citações de Anita Kozyrskyj, presente no Texto I, analise as afirmativas a seguir:

- O número de bactérias Ruminococcus and Oscillospira duplicaram quando havia um animal de estimação na casa.
- Se o animal de estimação for entregue para adoção antes da mulher ter dado à luz, a troca de micróbios, que pode reduzir alergias e obesidade, não ocorrerá.
- Não é exagero pensar que a indústria farmacêutica vai tentar criar um suplemento para esses microbiomas que podem ajudar a reduzir alergias e obesidade.

Assinale a alternativa correta:

- Somente a afirmativa I está correta.
- Somente a afirmativa II está correta.
- Somente a afirmativa III está correta.
- Somente as afirmativas I e III estão corretas.
- Somente as afirmativas II e III estão corretas.

05. As palavras destacadas no fragmento “[...] which have been linked with reduced childhood allergies and obesity [...]” podem ser traduzidas ao português como:

- a) alergias de pele
- b) alergias no adolescente.
- c) alergias na infância.
- d) alergias respiratórias.
- e) alergias a medicamentos.

06. Conforme o Texto I, as pesquisas de Anita Kozyrskyj demonstram que a exposição a animais de estimação podem reduzir alergias e obesidade na criança porque:

- a) pode tornar a pele da criança mais resistente.
- b) pode desenvolver a aptidão para praticar atividades físicas.
- c) pode equilibrar a quantidade de bactérias do sistema imunológico da criança.
- d) pode reduzir a quantidade de bactérias que causam alergias e obesidade em crianças.
- e) pode aumentar a abundância de bactérias associadas à redução de alergias e obesidade em crianças.

TEXTO II:

Ama Ata Aidoo

Ama Ata Aidoo has since the publication of her first play in 1964 been an important and vocal figure in the struggle for Ghanaian national liberation and self-determination in the context of colonialism and neo-colonialism, as well as the broader pan-Africanist struggles against imperialism and racism generally; at the same time she has been an outspoken proponent for women's liberation in the national and international contexts and an avid critic of the corruption and hypocrisy of the national bourgeoisie in post-independence Ghana. She has likewise made important contributions to both the development of African literature and literary criticism both as a writer and as a scholar.

Born in 1940, in the central region of Ghana, then called by its colonial name, the Gold Coast; Aidoo was the daughter of a chief in the town of A beadzi Kyiakor and grew up in the royal household. She attended the Wesley Girls High School in Cape Coast and, subsequently, the University of Ghana at Legon from 1961 to 1964, where she was an active participant in the school of drama and the writer's workshop and produced her first play *The Dilemma of a Ghost* in 1964. Between 1964 and 1966 Aidoo was a Junior Research Fellow at the Institute of African Studies at the University, which most likely influenced her writing by strengthening her commitment to the use of African oral traditions in her work. She was also undoubtedly influenced by the pan-Africanist and socialist ideas that were prevalent in the 1950s and 60s in the period leading up to and immediately after the independence of Ghana in 1957.

Like many of her contemporaries, she was greatly affected by the disillusionment that followed independence, as it became apparent that the national liberation struggle had

failed to live up to that which had been expected of it. Since her first play was published in 1964, Aidoo has written one other play, two novels, a collection of short stories and two collections of poetry as well as numerous essays on African literature and the status of women in African society. As well as being a writer and a critic, she has also pursued a career in education, teaching and lecturing in various parts of Africa as well as the United States. She has also been involved in Ghanaian politics and was in the early 1980s the Minister of Education in Ghana under Jerry Rawlings government.

Aidoo's writing reflects the breadth of her career and has certainly been influenced by the historical events which have shaped her life and her country. Aidoo's intervention in many of the debates **surrounding** African literature and particularly African women's literature has been extremely important, particularly in her insistence that the struggle for women's liberation must not be subordinated to nationalist or anti-imperialist struggles, but rather must be an intrinsic part of these.

Disponível em:

<http://www.postcolonialweb.org/africa/ghana/aidoo/aidoobio.html>. Acesso em: 08 abr. 2017.

Leia o **TEXTO II** e responda às questões **07 a 12**:

07. Conforme o Texto II, podemos afirmar que Ama Ata Aidoo nasceu em:

- a) 1910
- b) 1939
- c) 1940
- d) 1943
- e) 1944

08. Conforme o Texto II, todas as afirmações a seguir sobre Ama Ata Aidoo estão corretas, **EXCETO**:

- a) Ela estudou em Cape Coast.
- b) Ela se envolveu na política de Gana.
- c) Ela foi influenciada por ideias socialistas.
- d) Ela escreveu peças, romances, contos, poesias e ensaios.
- e) Ela acredita que a luta pela libertação das mulheres deveria estar subordinada à luta anti-imperialista.

09. Analise as sentenças a seguir e marque verdadeiro (V) ou falso (F), de acordo com o Texto II:

- () Ama Ata Aidoo teve uma infância com muitos problemas financeiros.
- () Ama Ata Aidoo foi apenas escritora.
- () Ama Ata Aidoo é uma importante figura na luta pela libertação nacional de Gana.
- () A primeira peça de Ama Ata Aidoo foi publicada em 1964.

Assinale a alternativa que apresenta a sequência **CORRETA** de cima para baixo.

- a) V - V - V - V
- b) V - F - V - V
- c) V - F - F - V
- d) F - V - F - V
- e) F - F - V - V

10. A principal função comunicativa do Texto II é:

- a) apresentar os principais acontecimentos da vida da biografada.
- b) informar acerca da situação da mulher na África.
- c) traçar um panorama da literatura africana.
- d) descrever a cultura da África.
- e) oferecer uma viagem à Gana.

11. De acordo com o Texto II, Ama Ata Aidoo compartilha com seus contemporâneos:

- a) o mesmo estilo literário.
- b) uma desilusão que se seguiu após a independência de seu país.
- c) o impulso em retratar a África e a situação das mulheres africanas.
- d) uma infância e juventude com dificuldades econômicas.
- e) uma infância e juventude privilegiada.

12. No fragmento “Aidoo's intervention in many of the debates **surrounding** African literature and particularly African women's literature has been extremely important, [...]”, a palavra destacada pode ser traduzida ao português como:

- a) acerca da
- b) ao redor da
- c) por causa da
- d) incluindo a
- e) excetuando a

TEXTO III:

Inequality is not just bad economics – it's bad for the planet too

by Craig Bennett

When we are in the midst of economic strife, as we saw in 2008, the health of our environment often gets shunted down the priority list by tough-talking governments. Environmental problems are often characterised as oppositional to raising living standards. Yet, tackling inequality is exactly what we need to do if we are serious about building a safe and healthy natural environment, as well as essential for a sustainable economy.

Since the publication of Thomas Piketty's Capital there has been increasing political and academic agreement that rampant inequality is bad economics, with Christine Lagarde and Mark Carney some of the more recent ambassadors for closing the gap between the haves and the have-nots. But it's not just bad economics – it's bad for the planet too.

Inequality of income, opportunity, and ability to participate often correlate and lead to the least well-off – and least able to effectively demand that things are done differently – being hit hardest by pollution and environmental impacts.

To take just one topical example, particulate air pollution is higher in the poorest 20% of neighbourhoods in the UK. But it's a common theme. Ask yourself how often a new incinerator is proposed for the middle of a

millionaire's row. People that are better off are simply more able to speak up – or perhaps more accurately, be heard – on things that affect them.

That's why Friends of the Earth has always been proud to stand with those at the sharp end of environmental problems. Just a few months ago we celebrated with Valley communities as Caerphilly Council threw out plans for a massive, open-cast coal mine in Nant Llesg in Wales – although we hear that the company is likely to appeal the planning decision.

The fundamental injustice of environmental damage is that it usually happens to those least able to act against it. This is writ large with crises like climate change: largely caused by rich countries, yet which overwhelmingly impact those in the poorest countries. It's why a core focus for NGOs at the upcoming climate talks in Paris is 'fair shares' – with rich countries cutting their emissions fastest, and helping developing countries switch to clean energy.

Research also suggests that more unequal societies find it hardest to deliver strong environmental policies. Indeed, as Kate Pickett and Richard Wilkinson, authors of The Spirit Level, argue, “inequality is being taken up as an important environmental issue; because it drives status competition, it intensifies consumerism and adds to personal debt.”

Ultimately, tackling inequality is integral to giving everyone a chance of a decent life on an increasingly crowded, resource-stressed planet. Most governments see their overriding priority as delivering growth in GDP, but for as long as economic growth relies on consumption of natural resources, is there enough planet for everyone to aspire to the resource consumption of the very richest? I doubt it. If the aim is – as it should be – to deliver decent lives for all on a thriving and abundant planet, we're going to have to share things out more effectively than we do at present.

One thing employers should do to narrow the gap between rich and poor is pay a decent living wage. Although Friends of the Earth has been paying well above the Living Wage for years, we're very proud this week to add our name to the growing roster of Living Wage accredited organisations.

Ignoring the wider macro economic and environmental problems, paying a decent wage is just the right thing for employers to do, and to be seen to be doing. The cost of living has soared relative to wages over the last decade, with the gulf particularly pronounced in London but keenly felt nationwide.

The Living Wage Foundation calculate the rate (newly confirmed today) as the amount people actually need to get by; it's worked out by the actual cost of basic goods. George Osborne may have appropriated the phrase in his July 2015 Budget, but his new 'National Living Wage' – while a step in the right direction – isn't calculated like this and isn't good enough.

So paying the (real) Living Wage is an important start, and it's great to see so many other organisations and businesses doing the right thing and accrediting, during Living Wage Week and beyond. But we need to look to our politicians to do much more on inequality in all its various incarnations. While the last 40 years has seen huge growth in the UK economy, this has been

alongside big rises in inequality and no increase in reported wellbeing.

We need higher environmental standards and quality of life for everyone. Better priorities – reducing economic inequality, and giving people far stronger legal rights to influence decisions that affect them and their localities – would be a good start.

Disponível em:

<https://www.theguardian.com/environment/2015/nov/02/inequality-is-not-just-bad-economics-its-bad-for-the-planet-too>. Acesso em: 08 abr. 2017.

Leia o **TEXTO III** e responda às questões 13 a 20:

13. A informação principal do Texto III está **CORRETAMENTE** resumida em:

- É preciso melhorar o salário mínimo dos trabalhadores ingleses.
- É preciso combater a desigualdade social para termos um meio ambiente melhor.
- Uma sociedade desigual é resultado de uma má economia.
- As pessoas precisam se unir para melhorar o meio ambiente.
- Apesar da melhoria na economia britânica, ainda há muita desigualdade social na Inglaterra.

14. Com base no que foi apresentado no Texto III, analise as afirmativas a seguir:

- Os danos ambientais geralmente acontecem com os que têm mais condições de agir contra esses danos.
- A poluição do ar é mais elevada nos bairros mais pobres do Reino Unido.
- As pessoas que estão em melhor situação social têm mais oportunidade de falar e serem ouvidas sobre as coisas que as afetam, e isso está estritamente relacionado com os problemas ambientais.

Assinale a alternativa correta:

- Somente a afirmativa I está correta.
- Somente a afirmativa II está correta.
- Somente a afirmativa III está correta.
- Somente as afirmativas I e III estão corretas.
- Somente as afirmativas II e III estão corretas.

15. Conforme o Texto III, podemos afirmar que:

- é preciso combater a ideia de que desigualdade social é resultado de uma economia ruim.
- a poluição causada pelos países ricos não afeta os países mais pobres.
- países com maior desigualdade social têm mais facilidade em criar políticas de preservação do meio ambiente.
- a economia do Reino Unido cresceu muito nos últimos 40 anos, porém a desigualdade social aumentou e não houve melhoras no bem-estar.
- o custo de vida dos ingleses não aumentou nas últimas décadas, porém a poluição piorou.

16. Com base na afirmação de Kate Pickett e Richard Wilkinson, presente no Texto III, analise as afirmativas a seguir:

- A desigualdade social está sendo considerada um importante problema ambiental, pois impulsiona a competição por status.
- A desigualdade social está sendo considerada um importante problema ambiental, pois intensifica o consumismo.
- A desigualdade social está sendo considerada um importante problema ambiental, pois afasta as pessoas das escolas.

Assinale a alternativa correta:

- Somente a afirmativa I está correta.
- Somente a afirmativa II está correta.
- Somente as afirmativas I e II estão corretas.
- Somente as afirmativas I e III estão corretas.
- Somente as afirmativas II e III estão corretas.

17. Com base no Texto III, para termos vidas decentes em um planeta abundante de recursos naturais é preciso:

- Evitar usar carros e poluir menos os rios.
- Investir em tecnologia e estudos ambientais.
- Controlar o fluxo migratório, sobretudo nos países europeus.
- Compartilhar as coisas de forma mais efetiva do que fazemos no presente.
- Barrar o crescimento desmedido de indústrias que poluem o meioambiente.

18. Conforme o Texto III, essas são atitudes essenciais para vivermos em um planeta mais sustentável, **EXCETO**:

- Pagar um salário mínimo justo.
- Melhorar a qualidade de vida para todos.
- Garantir e fortalecer os direitos legais das pessoas.
- Desenvolver carros que funcionem eletricamente.
- Dar às pessoas a oportunidade de influenciar nas decisões que afetam o lugar onde vivem.

19. No fragmento “[...] we celebrated with Valley communities as Caerphilly Council threw out plans for a massive, open-cast coal mine in Nant Llesg in Wales – **although** we hear that the company is likely to appeal the planning decision.”, a palavra destacada indica sentido de:

- causa
- adição
- contraste
- exemplificação
- sequência cronológica

20. No fragmento “Research also suggests that more unequal societies find it hardest to deliver strong **environmental policies**.”, as palavras destacadas podem ser traduzidas ao português como:

- a) Políticas ambientais
- b) Polícias ambientais
- c) Políticas enviesadas
- d) Polícias enviesadas
- e) Natureza política

TEXTO IV:

The importance of relating to others: Why we only learn to understand other people after the age of four

When we are around four years old we suddenly start to understand that other people think and that their view of the world is often different from our own. Researchers in Leiden and Leipzig have explored how that works. Publication in *Nature Communications* on 21 March.

At around the age of four we suddenly do what three-year-olds are unable to do: put ourselves in someone else's shoes. Researchers at the Max Planck Institute for Human Cognitive and Brain Sciences (MPI CBS) in Leipzig and at Leiden University have shown how this enormous developmental step occurs: a critical fibre connection in the brain matures. Senior researcher and Leiden developmental psychologist Nikolaus Steinbeis, co-author of the article, took part in the research. Lead author, PhD candidate Charlotte Grosse-Wiesmann, worked under his supervision.

Little Maxi

If you tell a 3-year-old child the following story of little Maxi, they will most probably not understand: Maxi puts his chocolate on the kitchen table, then goes to play outside. While he is gone, his mother puts the chocolate in the cupboard. Where will Maxi look for his chocolate when he comes back? A 3-year-old child will not understand why Maxi would be surprised not to find the chocolate on the table where he left it. It is only by the age of 4 years that a child will correctly predict that Maxi will look for his chocolate where he left it and not in the cupboard where it is now.

Theory of Mind

The researchers observed something similar when they showed a 3-year-old child a chocolate box that contained pencils instead of chocolates. When the child was asked what another child would expect to be in the box, they answered "pencils," although the other child would not know this. Only a year later, around the age of four years, however, will they understand that the other child had hoped for chocolates. Thus, there is a crucial developmental breakthrough between three and four years: this is when we start to attribute thoughts and beliefs to others and to understand that their beliefs can be different from ours. Before that age, thoughts don't seem to exist independently of what we see and know about the world. That is, this is when we develop a Theory of Mind.

Independent development

The researchers have now discovered what is behind this breakthrough. The maturation of fibres of a brain structure called the arcuate fascicle between the ages of three and

four years establishes a connection between two critical brain regions: a region at the back of the temporal lobe that supports adult thinking about others and their thoughts, and a region in the frontal lobe that is involved in keeping things at different levels of abstraction and, therefore, helps us to understand what the real world is and what the thoughts of others are. Only when these two brain regions are connected through the arcuate fascicle can children start to understand what other people think. This is what allows us to predict where Maxi will look for his chocolate. Interestingly, this new connection in the brain supports this ability independently of other cognitive abilities, such as intelligence, language ability or impulse control.

Disponível em

<https://www.sciencedaily.com/releases/2017/03/170327083433.htm>. Acesso em 05 Abr 2017.

Leia o **TEXTO IV** e responda às questões **21 a 25**.

21. A principal função comunicativa do Texto IV é:

- a) convidar os leitores a conhecer o Maxi.
- b) informar acerca do comportamento de crianças de três anos de idade.
- c) descrever como as crianças de quatro anos são mais independentes que as de três anos.
- d) apresentar o principal acontecimento da nossa vida depois que completamos quatro anos de idade.
- e) explicar o porquê de começarmos a entender que as pessoas pensam diferentemente de nós a partir dos quatro anos de idade.

22. Conforme o Texto IV, podemos afirmar que a Teoria da Mente ocorre quando:

- a) atribuímos nossos pensamentos e crenças a outras pessoas e percebemos que os pensamentos e crenças delas não são diferentes dos nossos.
- b) atribuímos nossos pensamentos e crenças a outras pessoas e percebemos que os pensamentos e crenças delas podem ser diferentes dos nossos.
- c) mantemos as coisas a certos níveis de abstração.
- d) atribuímos nossos pensamentos e crenças a outras pessoas e percebemos que não entendemos o mundo real.
- e) nosso cérebro não sustenta nenhuma habilidade cognitiva como inteligência, habilidade linguística ou controle de impulso.

23. No fragmento “At around the age of four we suddenly do what three-year-olds are unable to do: **put ourselves in someone else's shoes**.”, a expressão idiomática destacada é equivalente, na língua portuguesa a:

- a) colocar-se no lugar do outro.
- b) fazer o que bem entender.
- c) ser a pedra no sapato.
- d) falar com as paredes.
- e) cada um sabe onde o sapato aperta.

24. Com base no Texto IV, analise as afirmativas a seguir e identifique quais são verdadeiras (V) e quais são falsas (F):

- () O amadurecimento das fibras de uma estrutura cerebral chamada *Fascículo Arqueado* estabelece uma conexão necessária entre duas regiões críticas do cérebro, para que as crianças entendam o que as outras pessoas pensam.
- () A nova conexão no cérebro sustenta a habilidade de compreensão do mundo real, independentemente de outras habilidades cognitivas como a inteligência, habilidade linguística e controle de impulso.
- () A nova conexão no cérebro sustenta a habilidade de compreensão do mundo real, dependentemente de outras habilidades cognitivas como a inteligência, habilidade linguística e controle de impulso.
- () Maxi não ficará surpreso ao não encontrar o chocolate em cima da mesa.

Assinale a alternativa que apresenta a sequência **CORRETA** de cima para baixo:

- a) F- V -V -V
- b) F- V- F- V
- c) F- V- V- F
- d) V- V- F- F
- e) V- V- F- V

25. No fragmento “Only a year later, around the age of four years, **however**, will they understand that the other child had hoped for chocolates.”, a palavra destacada indica o sentido de:

- a) causa
- b) adição
- c) contraste
- d) exemplificação
- e) sequência cronológica

TEXTO V:

Impressionism

Synopsis:

Impressionism can be considered the first distinctly modern movement in painting. Developing in Paris in the 1860s, its influence spread throughout Europe and eventually the United States. Its originators were artists who rejected the official, government-sanctioned exhibitions, or salons, and were consequently shunned by powerful academic art institutions. In turning away from the fine finish and detail to which most artists of their day aspired, the Impressionists aimed to capture the momentary, sensory effect of a scene - the *impression* objects made on the eye in a fleeting instant. To achieve this effect, many Impressionist artists moved from the studio to the streets and countryside, painting *en plein air*.

Key Ideas:

The Impressionists loosened their brushwork and lightened their palettes to include pure, intense colors.

They abandoned traditional linear perspective and avoided the clarity of form that had previously served to distinguish the more important elements of a picture from the lesser ones. For this reason, many critics faulted Impressionist paintings for their unfinished appearance and seemingly amateurish quality.

Picking up on the ideas of Gustave Courbet, the Impressionists aimed to be painters of *the real* - they aimed to extend the possible subjects for paintings. Getting away from depictions of idealized forms and perfect symmetry, but rather concentrating on the world as they saw it, imperfect in a myriad number of ways.

At the time, there were many ideas of what constituted modernity. Part of the Impressionist idea was to capture a split second of life, an ephemeral moment in time on the canvas: the impression.

Scientific thought at the time was beginning to recognize that what the eye perceived and what the brain understood were two different things. The Impressionists sought to capture the former - the optical effects of light - to convey the passage of time, changes in weather, and other shifts in the atmosphere in their canvases. Their art did not necessarily rely on realistic depictions.

Impressionism records the effects of the massive mid-nineteenth-century renovation of Paris led by civic planner Georges-Eugène Haussmann, which included the city's newly constructed railway stations; wide, tree-lined boulevards that replaced the formerly narrow, crowded streets; and large, deluxe apartment buildings. The works that focused on scenes of public leisure - especially scenes of cafes and cabarets - conveyed the new sense of alienation experienced by the inhabitants of the first modern metropolis.

Most Important Art:

Vetheuil in the Fog (1879)

Artist: Claude Monet

Artwork description & Analysis: In 1878, Monet moved his family to the town of Vetheuil in northern France. They temporarily lived with a wealthy magnate who became Monet's patron. His *Vetheuil in the Fog* is among his finest works, offering a subtle, albeit distinct impression of a figural form. As was characteristic of many of Monet's paintings, he applied his brush rather quickly to the canvas in order to capture the exact image he wanted before the sunlight shifted or faded away altogether. Monet's emphasis on the fleeting changes in the natural world was a central aspect of his *oeuvre* that captures the ephemerality of nature and preserves it within the picture plane; thus, the momentary perception is crystallized in the replication of the optical experience of it.

Disponível em <http://www.theartstory.org/movement-impersonism.htm>. Acesso em 05 Abr 2017.

Leia o **TEXTO V** e responda às questões **26 a 30**.

26. Com base no Texto V, analise as afirmativas a seguir:

- I. Os artistas impressionistas não se prendiam a formas idealizadas e simetrias perfeitas, pois se concentravam no mundo como eles viam: imperfeito.
- II. Os artistas impressionistas gostavam de capturar o momentâneo, um efeito sensorial de cena – a

impressão que os objetos deixavam em um breve instante.

III. Os artistas impressionistas preferiam não pintar ao ar livre por não ser possível capturar o efeito desejado.

IV. Muitos críticos consideravam as pinturas impressionistas de qualidade amadora devido ao abandono da perspectiva linear tradicional e sua aparência inacabada.

Assinale a alternativa correta:

- a) Somente as afirmativas I, II e III estão corretas.
- b) Somente as afirmativas I, II e IV estão corretas.
- c) Somente as afirmativas II e III estão corretas.
- d) Somente as afirmativas II, III e IV estão corretas.
- e) Todas as afirmativas estão corretas.

27. Vethheuil é:

- a) uma cidade
- b) uma pintura
- c) uma mulher
- d) um cabaré
- e) um magnata

28. Dentre as palavras a seguir, a que **NÃO** apresenta cognato na língua portuguesa é:

- a) modern
- b) wealthy
- c) impression
- d) image
- e) idea

29. No fragmento “For **this** reason, many critics faulted Impressionist paintings for their unfinished appearance and seemingly amateurish quality.”, o pronome destacado refere-se:

- a) ao fato de os impressionistas terem abandonado a perspectiva linear tradicional e evitado a clareza da forma, que anteriormente servia para distinguir os elementos mais importantes da pintura daqueles menos importantes.
- b) ao fato de os impressionistas não terem abandonado a perspectiva linear tradicional e não terem evitado a clareza da forma, que anteriormente servia para distinguir os elementos mais importantes da pintura daqueles menos importantes.
- c) ao fato de muitos críticos considerarem as pinturas impressionistas de qualidade amadora devido ao abandono da perspectiva linear tradicional e sua aparência inacabada.
- d) ao fato de os impressionistas terem se inspirado no movimento dadaísta.
- e) ao fato de os impressionistas terem se inspirado nas obras de Gustave Courbet.

30. No português, a correta tradução para **patron**, no fragmento “[...] who became Monet’s patron” é:

- a) pai
- b) patrão
- c) padrasto
- d) professor
- e) patrocinador

TEXTO VI:

Asian Americans Are High Achievers Because They Work Harder

Asian Americans are academic high-achievers. Though they make up just 5 percent of the U.S. population, Asian Americans represent 12 to 18 percent of the student body at Ivy League universities. Compared to white students they have higher grades and standardized test scores, and are more likely to finish high school and attend college.

Many theories exist as to why this is, but none has been widely accepted. Now, researchers, having analyzed longitudinal datasets, believe the recipe for Asian Americans’ educational advantage is simple: They exert greater academic effort than their white peers.

Hard Work Pays Off

Researchers began with data from two national, longitudinal surveys that followed students from kindergarten through high school. In total over 4,000 white students and nearly 1,000 Asian American students were included. The data included GPA, standardized test scores, teacher reports, socio-demographic information and immigration status.

Using the data, they tested three popular theories to explain Asian Americans’ superior academic performance: socio-demographic characteristics, innate cognitive ability, and work ethic.

They found that both socio-demographic characteristics and cognitive ability didn’t significantly contribute to the achievement gap. When students started kindergarten, for example, there was no discernible difference in the cognitive abilities of Asian Americans and white Americans. However, over time, the achievement gap grew. But why?

A Culture of Achievement

Researchers believe the gap grew due to differences in tenacity. Asian American students, according to survey responses, tended to believe intelligence is something that could be developed, whereas white students viewed cognitive abilities as inborn qualities. Asian American students also said their parents exerted more pressure on them to succeed than white Americans did.

Researchers said Asian Americans’ cultural orientation and immigrant status are key drivers to a high-effort mentality. Asian Americans, they said, view education as a primary means for upward mobility. Researchers published their findings Monday in the journal [Proceedings of the National Academy of Sciences](#).

But this high academic effort may come at a cost. Asian American students reported that they felt worse about themselves and spent less time with friends than their white peers. However, researchers conceded they didn’t

know what exactly caused Asians to harbor a less positive self-image and spend less time with friends.

Disponível em: <http://blogs.discovermagazine.com/d-brief/2014/05/05/asian-americans-are-high-achievers-because-they-work-harder/#.WOVIkNLyvlIU>. Acesso em 06 Abr 2017.

Leia o **TEXTO VI** e responda às questões **31 a 35**.

31. A informação principal do Texto VI está **CORRETAMENTE** resumida em:

- a) Asiático-americanos são altamente bem-sucedidos por se esforçarem mais que os norte-americanos brancos.
- b) Asiático-americanos são altamente bem-sucedidos por já nascerem mais inteligentes que os norte-americanos brancos.
- c) Asiático-americanos são altamente bem-sucedidos por passarem mais tempo com seus amigos que os norte-americanos brancos.
- d) Os pais dos norte-americanos brancos exercem maior pressão para que eles sejam melhores que os asiático-americanos.
- e) Os norte-americanos brancos são altamente bem-sucedidos por serem mais obstinados que os asiático-americanos.

32. No fragmento “Using the data, **they** tested three popular theories to explain Asian Americans’ superior academic performance [...]”, o pronome destacado se refere:

- a) aos testes realizados
- b) aos pesquisadores
- c) aos asiático-americanos
- d) aos norte-americanos brancos
- e) aos alunos do jardim de infância

33. Com base no Texto VI, o custo do alto esforço acadêmico dos asiático-americanos resulta em:

- a) eles não possuem uma imagem positiva de si mesmos e passarem menos tempos com seus amigos.
- b) eles não possuem uma imagem positiva de si mesmos e passarem mais tempo com seus amigos.
- c) eles não possuem uma imagem positiva de si mesmos e passarem mais tempo com seus pais e amigos.
- d) eles possuem uma imagem positiva de si mesmos e passarem menos tempo estudando.
- e) eles possuem uma imagem positiva de si mesmos e não estudarem tanto quanto gostariam.

34. De acordo com o Texto VI, os pesquisadores acreditam que a orientação cultural e o *status* de imigrantes são os fatores cruciais para essa mentalidade de alto desempenho que os asiático-americanos possuem. Além disso, eles veem a educação como um meio principal de:

- a) diplomacia
- b) imigração
- c) ascensão social
- d) declínio social
- e) mobilidade urbana

35. No fragmento “ [...] according to survey responses, tended to believe intelligence is something that could be developed, **whereas** white students viewed cognitive abilities as inborn qualities”, a palavra destacada pode ser traduzida para o português como:

- a) onde
- b) pois
- c) como
- d) quando
- e) enquanto

Texto VII:

Student Fights Harassment with Wikipedia

Every time Emily Temple-Wood receives an inappropriate email, she writes a Wikipedia entry about a woman scientist.

In 2012, Loyola University undergraduate Emily Temple-Wood cofounded WikiProject Women Scientists dedicated to giving women scientists equal representation on Wikipedia. It all started when she discovered that relatively few female members of the Royal Society had their own Wikipedia pages, while many male members did. “I got [angry] and wrote an article that night,” she told [Wikimedia Blog](#) this week (March 8). “I literally sat in the hallway in the dorm until 2 am writing [my] first women in science article.”

Today, she continues to write Wikipedia entries on women scientists, but her motivation has shifted slightly; she now writes an entry for every harassing email she receives simply because she is a woman. Whether it be an inappropriate date request, condescending remarks on her body, or suggestions that her success is due to her willingness to give sexual favors, she explained, Temple-Wood responds not to her harassers, but to the world, penning a new entry on Wikipedia about the women researchers who have contributed to science past and present.

Siko Bouterse, a former Wikimedia Foundation staff member, said Temple-Wood’s impact on the online encyclopedia’s gender gap has been “epic.”

“She’s created hundreds of articles about women scientists, including articles that address multiple gaps in Wikipedia—it’s really important that she’s not just writing about white women scientists, she’s also working to address underrepresentation of women of color in Wikipedia and looking at other points of intersectionality as well,” Bouterse told [Wikimedia Blog](#). “And perhaps most importantly, because we’re much stronger collectively than alone, Emily has taught and inspired others to do the same.”

Disponível em: <http://www.the-scientist.com/?articles.view/articleNo/45541/title/Student-Fights-Harassment-with-Wikipedia/>. Acesso em 6 Abr 2017.

Leia o **TEXTO VII** e responda às questões **36 a 40**:

- 36.** De acordo o texto VII, o motivo que impulsionou Emily a fundar o *WikiProject Women Scientists* foi:
- a) a descoberta que nenhum membro feminino da Real Sociedade possuía sua página no *Wikipedia*, enquanto muitos membros masculinos possuíam.
 - b) a descoberta que todos os membros femininos da Real Sociedade possuíam suas páginas no *Wikipedia* enquanto muitos membros masculinos não possuíam.
 - c) a descoberta que relativamente poucos membros femininos da Real Sociedade possuíam suas páginas no *Wikipedia* enquanto muitos membros masculinos possuíam.
 - d) a descoberta que relativamente poucos membros femininos da Real Sociedade possuíam suas páginas no *Wikipedia* enquanto muitos membros masculinos não possuíam.
 - e) a descoberta que nenhum membro masculino ou feminino da Real Sociedade não possuía sua página no *Wikipedia*.
- 37.** Em inglês, sem alterar o sentido, a palavra destacada no fragmento “[...] but to the world, **penning** a new entry on Wikipedia about the women researchers who have contributed to science past and present.”, **NÃO** pode ser substituída por:
- a) creating
 - b) writing
 - c) reading
 - d) composing
 - e) typewriting
- 38.** Dentre as palavras a seguir, a palavra que apresenta cognato na língua portuguesa é:
- a) hallway
 - b) hundreds
 - c) willingness
 - d) representation
 - e) women
- 39.** Siko Bouterse é:
- a) um assediador virtual
 - b) o fundador do *WikiProject Women Scientists*
 - c) um membro atual da equipe da Fundação Wikimedia
 - d) um membro da nova equipe da Fundação Wikimedia
 - e) um membro da equipe anterior da Fundação Wikimedia
- 40.** No fragmento “[...] she’s also working to address underrepresentation of women of color in Wikipedia and looking at other points of intersectionality **as well** [...]”, a expressão em destaque indica sentido de:
- a) causa
 - b) adição
 - c) contraste
 - d) comparação
 - e) exemplificação



REALIZAÇÃO E EXECUÇÃO

COMPEC/UFAM