

LÍNGUA INGLESA

TEXTO I

Nelson Rolihlahla Mandela (also known as **Madiba**), a South African anti-apartheid revolutionary and politician who served as President of South Africa from 1994 to 1999, was the first black South African to hold the office, and the first elected in a fully representative, multiracial election. Mandela was born to the *Thembu* royal family. He attended Fort Hare University and the University of Witwatersrand where he studied law. After the *Afrikaner nationalists* of the *National Party* came to power in 1948 and began implementing the policy of apartheid, a system of racial segregation, he rose to prominence in the the *African National Congress's* 1952 *Defiance Campaign*. Working as a lawyer, he was repeatedly arrested for seditious activities and, with the ANC leadership, was prosecuted in the Treason Trial from 1956 to 1961 but was found not guilty. Although initially committed to non-violent protest, he was arrested in 1962, convicted of sabotage and conspiracy to overthrow the government, and sentenced to life imprisonment in the Rivonia Trial. An international campaign lobbied for his release, which was granted in 1990 after 27 years of imprisonment. Becoming ANC President, Mandela led negotiations with President F.W. de Klerk to abolish apartheid and establish multi-racial elections in 1994, in which he led the ANC to victory. He was elected President and formed a Government of National Unity. As President, he established a new constitution and initiated the Truth and Reconciliation Commission to investigate past human rights abuses, while introducing policies to encourage land reform, combat poverty and expand healthcare services.

http://www.myenglishpages.com/site_php_files/reading-nelson-mandela.php

Acessado no dia 06 de abril de 2018

Responda às questões de **01** a **05** com base no texto I.

01. Mandela esteve preso entre os anos de:

- a) 1952 – 1990
- b) 1956 – 1961
- c) 1961 – 1962
- d) 1962 – 1990
- e) 1990 – 1994

02. Que função Mandela exerceu entre os anos de 1994 e 1999?

- a) Deputado Federal
- b) Presidente da África do Sul
- c) Representante da família real Thembu
- d) Reitor da Universidade Fort Hare
- e) Governador da Rivonia

03. Quais as políticas introduzidas por Mandela quando estava no cargo?

- a) Combate à não violência
- b) Implantação da não segregação racial
- c) Estabelecimento de eleições multirraciais
- d) Reformas contra sabotagem e conspirações
- e) Reforma agrária, combate à pobreza e expansão de serviços médicos

04. Assinale a alternativa **INCORRETA** sobre o texto I:

- a) Ele formou-se em Direito
- b) Ele formou um governo de Unidade Nacional
- c) Ele foi preso inúmeras vezes, mas na maioria delas era julgado e considerado inocente
- d) Ele venceu eleições na África do Sul quando era o único candidato
- e) O que o levou de fato à prisão foi um ato de sabotagem e conspiração para derrubar o governo

05. Assinale a alternativa **CORRETA** sobre o texto I:

- a) Mandela foi para a prisão em 1997
- b) Mandela nunca esteve envolvido em protestos não violentos
- c) A sigla ANC significa Campanha Nacional do Apartheid
- d) A comissão da Verdade e Reconciliação foi instaurada para investigar somente crimes raciais
- e) Mandela manteve negociações com o Presidente F.W. para estabelecer eleições multirraciais

TEXTO II

New York is the most populous city in the United States and the center of the New York metropolitan area, the premier gateway for legal immigration to the United States and one of the most populous urban agglomerations in the world. The city is referred to as New York City or the City of New York to distinguish it from the State of New York, of which it is a part. It has also been called by many nicknames such as the “City that Never Sleeps” and the “Center of the Universe.” But the Big Apple is the most famous nickname.

A global power city, New York exerts a significant impact upon commerce, finance, media, art, fashion, research, technology, education, and entertainment. The home of the United Nations Headquarters, New York is an important center for international diplomacy and has been described as the cultural and financial capital of the world.

New York traces its roots back to 1624 when it was founded as a trading post by colonists of the Dutch Republic. It was named New Amsterdam in 1626. The city and its surroundings came under English control in 1664. New York served as the capital of the United States from 1785 until 1790. It has been the country's largest city since 1790.

The Statue of Liberty, which is a colossal neoclassical sculpture on Liberty Island in the middle of New York Harbor, in Manhattan, was designed by Frédéric Auguste Bartholdi and dedicated on October 28, 1886. It was a gift to the United States from the people of France. The statue greeted millions of immigrants as they came to America by ship in the late 19th and early 20th centuries and is a globally recognized as a symbol of the United States and its democracy.

http://www.myenglishpages.com/site_php_files/reading-new-york-city.php

Acessado em 06 de abril de 2018

Responda às questões de **06** a **10** com base no texto II.

06. Assinale a alternativa **CORRETA** sobre o texto II:

- a) Nova Iorque é a cidade mais populosa do mundo
- b) Nova Iorque é somente a designação da cidade, não há nenhum estado com esse nome.
- c) Nova Iorque é a cidade mais populosa dos Estados Unidos
- d) Nova Iorque não é considerada o maior porto de imigração para os Estados Unidos
- e) A área metropolitana de Nova Iorque é considerada a maior da América do Norte

07. O apelido mais famoso da cidade de Nova Iorque é:

- a) A cidade que nunca dorme
- b) O centro do universo
- c) A grande maçã
- d) A Cidade Poderosa
- e) O Portão da Entrada

08. Assinale a alternativa **INCORRETA** sobre o texto II:

- a) Apesar de possuir várias universidades, Nova Iorque não se destaca na área da Educação
- b) Nova Iorque é considerada a capital financeira do mundo
- c) Em Nova Iorque está localizado o escritório das Nações Unidas
- d) Nova Iorque é um centro importante para a diplomacia internacional
- e) Nova Iorque exerce grande influência nas Artes, Tecnologia e Pesquisa dentre várias áreas.

09. Nova Iorque foi capital dos Estados Unidos entre os anos de:

- a) 1785 – 1790
- b) 1624 – 1626
- c) 1624 – 1664
- d) 1626 – 1664
- e) 1664 – 1785

10. Assinale a alternativa **INCORRETA** sobre a Estátua da Liberdade:

- a) A estátua foi um presente do povo francês
- b) A estátua simboliza os Estados Unidos e sua democracia
- c) A estátua saudava os imigrantes que chegavam de navio no final do século IX e início do século XX
- d) A estátua fica localizada em frente ao porto de Nova Iorque
- e) A estátua colossal é uma escultura neoclássica

TEXTO III

A **stereotype** is a fixed idea that people have about what specific social groups or individuals are like, especially an idea that is wrong. Other terms that are associated with the term stereotype are *prejudice* and *cliché*. The term has a Greek origin: *stereos* means *solid* or *firm* and *typos* mean *blow*, *impression*, *engraved* or *mark*. The term was first used in the printing business. The first

modern English use of the term was in 1850, meaning "image perpetuated without change."

Because stereotypes are standardized and simplified ideas of groups, based on some prejudices, they are not derived from objective facts, but rather subjective and often unverifiable ideas. As Sociologist Charles E. Hurst states* "One reason for stereotypes is the lack of personal, concrete familiarity that individuals have with persons in other racial or ethnic groups. Lack of familiarity encourages the lumping together of unknown individuals".

The existence of stereotypes may be explained by the need of groups of people to view themselves as more normal or more superior than other groups. Consequently, stereotypes may be used to justify ill-founded prejudices or ignorance and prevent people of stereotyped groups from entering or succeeding in various activities or fields. The stereotyping group are, generally, reluctant to reconsider their attitudes and behavior towards stereotyped group.

Stereotypes may affect people negatively. This includes forming inaccurate and distorted images and opinions of people. Stereotypes may also be used for scapegoating or for making general erroneous judgments about people. Some stereotyping people may feel comfortable when they prevent themselves from emotional identification with the stereotyped group, which leads to xenophobic or racist behavior. Finally another serious consequence of stereotypes is the feeling of inferiority that the stereotyped people may have and which may **impair** their performance.

*Hurst, Charles E. *Social Inequality: Forms, Causes, and Consequences*. 6. Boston: Pearson Education, Inc, 2007
http://www.myenglishpages.com/site_php_files/reading_culture.php
 Acessado em 07 de abril de 2018

Responda às questões de 11 a 15 com base no texto III.

11. Assinale a alternativa **INCORRETA**:

- a) Estereótipo é uma ideia fixa, sobre um grupo ou indivíduos, geralmente errônea
- b) Os termos "Clichê" e "Preconceito" estão associados ao termo "estereótipo".
- c) O termo estereótipo originou-se de duas palavras gregas
- d) Estereótipo foi usado pela primeira vez em inglês moderno em 1850
- e) O termo "estereótipo" é único, não possuindo outros termos associados a ele.

12. Assinale a alternativa **CORRETA** sobre o texto III:

- a) Estereótipos são baseados em fatos reais
- b) Estereótipos são ideias simplificadas baseadas em preconceitos
- c) Estereótipos apareceram primeiro em transmissões de rádio
- d) Estereótipos não trazem consequências errôneas sobre as pessoas
- e) Estereótipos não provocam sentimentos de inferioridade

13. De que maneira os estereótipos podem afetar as pessoas?
- Formando opiniões exatas sobre as pessoas
 - Formando uma imagem distorcida e inexata das pessoas
 - Fazendo com que as pessoas se sintam confortáveis com as opiniões formadas sobre elas
 - Fazendo com que as pessoas se sintam superiores em seus julgamentos
 - Prevenindo a comparação entre grupos de pessoas
14. O sociólogo Charles Hurst disse que:
- Estereótipos são ideias fixas que as pessoas possuem sobre determinadas raças ou grupos étnicos
 - Estereótipos são usados para justificar preconceitos infundados
 - Uma das razões para o estereótipo é a falta de familiaridade concreta e pés
 - Estereótipos são ideias simplificadas baseadas em preconceitos
 - Os grupos que usam estereótipos geralmente são relutantes em reconsiderar suas atitudes e comportamento em relação aos grupos estereotipados.
15. Na frase "which may impair their performance", a melhor tradução para o verbo "impair" é:
- Prevenir
 - Unificar
 - Emparelhar
 - Prejudicar
 - Complementar

TEXTO IV

It is not made of silicon; and it is not a river valley; but forgetting that, Silicon Valley is probably the most famous valley in the world. Although it is not the place where the first computer was built (that was Manchester, England), Silicon Valley, near San Francisco, was the birthplace of the modern computer industry.

For this, we can say thank you to scientists at the universities in California, and to the Hippies of the 1960's.

It was in the nineteen-sixties that American "youth culture" really began. California, of course, already existed; but the Sixties Generation rediscovered it.

At the time there were really two different forms of youth culture; the "Beach Boy" culture on the one hand, and the anti-establishment hippies and radical students on the other hand; and they all dreamed of California.

For the Beach Boys, that meant southern California, where they could sing about surfing and cars; for the

Hippies and radicals, it meant San Francisco, "flower power" and revolutionary new ideas. The campuses at Berkeley and Stanford, near San Francisco, were hotbeds of new ideas, new technology, new culture, and new ways of living.

When they finished university, many of the best students did not look for jobs with big companies like Ford or Exxon. Instead they wanted to be free and **run** their own operations.... and stay in California, not far from San Francisco. Silicon Valley is thus a group of small towns, including Palo Alto and San José, a few miles south of San Francisco.

The high-technology industry was already present around San Francisco. Intel had been founded in 1968, and in the same year the first computer mouse was built at Stamford University. In 1970, Xerox opened a research center in Palo Alto. There were also other electronics companies, like Hewlett Packard, and Fairchild, the world's first "semiconductor" company. Then, in 1976, an electronics student called Steve Jobs started a small computer company in his garage; he gave it the same name as the Beatles' record company: *Apple*.

Very soon, more companies, like Seagate and Google appeared. "Silicon Valley" had arrived. There was even a sort of primitive Internet connecting many addresses in Silicon Valley, called the Arpanet.

Today, Silicon Valley is still the home of the computer industry; it is still full of high technology, but it is not the only center for high-tech in the USA. Today here are computer firms all over the USA.... and all over the world; but Silicon Valley still has the largest concentration of high-tech companies and research centers.

Microsoft, the world's biggest high-tech company, is not based in Silicon Valley. It is further north, near Seattle in the state of Washington.

<https://linguapress.com/intermediate/silicon-valley.htm>
Acessado em 06 de abril de 2018

Responda às questões de **16 a 20** com base no texto IV.

16. O Vale do Silício é:

- O lugar onde foi construído o primeiro computador do mundo
- Provavelmente o vale mais famoso do mundo
- Um vale de um rio famoso nos EUA
- Um bairro de São Francisco
- Um vale rico em silício

17. Quais destas companhias não estão instaladas no Vale do Silício?

- Intel e Apple
- Microsoft e Exxon
- Fairchild e Apple
- Seagate e Google
- Hewlett Packard e Xerox

18. Assinale a alternativa **INCORRETA**:

- a) As universidades da Califórnia pouco contribuíram para o desenvolvimento do vale do silício
- b) As universidades de Stanford e Berkeley foram centros de novas ideias e tecnologia, além de apresentarem uma nova cultura e novos modos de vida
- c) Havia, naquela época, duas formas diferentes de Cultura Jovem
- d) Os “Beach Boys” cantavam sobre surf e carros e para eles o local dos sonhos era o sul da Califórnia
- e) Os hippies e radicais se interessavam por São Francisco e suas ideias revolucionárias

19. O Vale do Silício é formado por:

- a) Cidades pequenas e São Francisco
- b) Toda a região sul do Estado da Califórnia
- c) Um grupo de pequenas cidades, incluindo Palo Alto e San José
- d) Somente uma parte da cidade de São Francisco
- e) Parte do Estado da Califórnia e do Estado de Washington

20. Assinale a alternativa **CORRETA**:

- a) O Vale do Silício é considerado o lugar de nascimento da Indústria da Computação
- b) Várias companhias importantes, como Google e Seagate, não se instalaram no Vale do Silício
- c) Atualmente o Vale do Silício ainda é o único centro de alta tecnologia nos E U A
- d) A maior companhia de alta tecnologia em computação, a Microsoft, também está situada no Vale do Silício
- e) Steve Jobs, criador da Apple, começou sua companhia em Seattle, Washington

TEXTO V

Centenary of the Panama Canal: Year In Review 2014
Written by Raymond Paul Giroux *Last Updated 11-17-2014*

On Aug. 15, 2014, the citizens of Panama celebrated the 100th anniversary of the opening of the Panama Canal. The gala event was attended by descendants of Ferdinand de Lesseps, the French engineer who oversaw the first attempt to construct the canal, and of Theodore Roosevelt, the U.S. president under whose watch work began on the ultimately successful American canal project. Observances in Panama had spanned several months.

When the 80-km (50-mi)-long canal across the Isthmus of Panama opened in 1914, it proved to be a virtual time machine, allowing ships traveling between New York City and San Francisco to shorten their journey by a month by taking an approximately 15,000-km (8,000-nautical mile) shortcut on the trip that previously required rounding Cape Horn in South America. Present-day travelers using the canal experience a model of professionalism and efficiency, as the Panama Canal

Authority (Autoridad del Canal de Panamá; ACP) safely oversees the passage of thousands of ships and hundreds of millions of tons of cargo through the canal each year. The story of the building of the canal, **however**, is filled with failure and sacrifice, and its enduring massive concrete monolithic structures have continued to stand as a memorial to all those who dared to challenge the daunting narrow land bridge between the Atlantic and Pacific oceans.

In 1497 Christopher Columbus and his crew became the first Europeans to enter Limón Bay on the Atlantic side of the Isthmus of Panama. In 1513 Spanish explorer Vasco Núñez de Balboa led an expedition across the isthmus; they were the first Europeans to reach the Pacific side. Although they had blazed a trail across the isthmus, more than three centuries would pass before an attempt was made to construct a reliable mode of transportation that would connect the two oceans there. The Panama Railroad, built by a private American company, opened in 1855 and allowed passengers to travel from coast to coast in relative safety and luxury. Thousands of workers lost their lives during the construction of the line, however, and upon its completion it was said to have been the most-expensive railroad ever built on a cost-per-mile basis.

Construction of the Canal

In 1879 the French proposed building a canal across Panama to try to replicate the success of their sea-level Suez Canal (completed 1869) between the Mediterranean and Red seas. Work began in 1881. Like the Suez project, the Panama effort was intended to be built at sea level and was to be led by Ferdinand de Lesseps. By 1889, however, the French enterprise had collapsed, the casualty of huge cost overruns, mismanagement, corruption, the flooding of the Chagres River in the construction zone, terrible living conditions, and the deaths of more than 20,000 people there, caused primarily by yellow fever and malaria.

Theodore Roosevelt, who had served as assistant secretary of the U.S. Navy in the late 1890s, strongly advocated that the U.S. become an effective two-ocean naval power. When he became president in 1901, he recognized that a canal in Central America was essential to meeting his vision. By 1902 Roosevelt had been able to gain sufficient political support for building a canal in Panama, and in 1904 the U.S. government bought the remaining French assets there and resumed work on the earlier project.

<http://www.britannica.com/EBchecked/topic/2001230/Centenary-of-the-Panama-Canal-Year-In-Review-2014>

Responda às questões de 21 a 25 com base no texto V.

21. As celebrações do 100º aniversário da abertura do Canal do Panamá:

- a) engrandeceram um importante engenheiro americano.
- b) tiveram a presença de Theodore Roosevelt.
- c) ocorreram no início de 2014.
- d) ocorreram no Panamá por muitos meses.
- e) não tiveram a presença de familiares do construtor do Canal.

22. Por que o Canal do Panamá é comparado a uma máquina do tempo virtual?
- Porque permite viagens de Nova York a São Francisco.
 - Porque diminui a duração das viagens dos navios.
 - Porque faz com que toda viagem de navio dure um mês.
 - Porque permite que navios rodeiem o Cape Horn ao Sul.
 - Porque acrescenta alguns dias às viagens de navio.
23. A palavra “however” em “The story of the building of the canal, **however**, is filled with failure and sacrifice, and its enduring massive concrete monolithic structures have continued to stand as a memorial to all those who dared to challenge the daunting narrow land bridge between the Atlantic and Pacific oceans.”, no segundo parágrafo, pode ser traduzida como:
- aliás
 - além disso
 - contudo
 - por isso
 - portanto
24. A construção de um Canal que inspirou a do Canal do Panamá foi concluída em:
- 1869
 - 1879
 - 1881
 - 1889
 - 1890
25. **NÃO** foi um dos motivos do fracasso da tentativa de construção do Canal em 1889:
- As péssimas condições de moradia.
 - A morte de milhares de pessoas.
 - O gerenciamento ruim.
 - Os altos custos.
 - O nível do mar.

TEXTO VI

The first Christmas tree
Writer: Alison Barnes

Prince Albert, Queen Victoria's consort, is usually credited with having introduced the Christmas tree into England in 1840. However, the honor of establishing this tradition in the United Kingdom rightfully belongs to 'good Queen Charlotte', the German wife of George III, who set up the first known English tree at Queen's Lodge, Windsor, in December, 1800.

Legend has it that Queen Charlotte's compatriot, Martin Luther, the religious reformer, invented the Christmas tree. One winter's night in 1536, so the story goes, Luther was walking through a pine forest near his home in Wittenberg when he suddenly looked up and saw thousands of stars glinting jewel-like among the

branches of the trees. This wondrous sight inspired him to set up a candle-lit fir tree in his house that Christmas to remind his children of the starry heavens from whence their Savior came.

Certainly by 1605 decorated Christmas trees had made their appearance in Southern Germany. For in that year an anonymous writer recorded how at Yuletide the inhabitants of Strasburg 'set up fir trees in the parlors ... and hang thereon roses cut out of many-colored paper, apples, wafers, gold-foil, sweets, etc.'

In other parts of Germany box trees or yews were brought indoors at Christmas instead of firs. And in the duchy of Mecklenburg-Strelitz, where Queen Charlotte grew up, it was the custom to deck out a single yew branch.

The poet Samuel Taylor Coleridge (1772-1834) visited Mecklenburg-Strelitz in December, 1798, and was much struck by the yew-branch ceremony that he witnessed there, the following account of which he wrote in a letter to his wife dated April 23rd, 1799: 'On the evening before Christmas Day, one of the parlors is lighted up by the children, into which the parents must not go; a great yew bough is fastened on the table at a little distance from the wall, a multitude of little tapers are fixed in the bough ... and colored paper etc. hangs and flutters from the twigs. Under this bough the children lay out the presents they mean for their parents, still concealing in their pockets what they intend for each other. Then the parents are introduced, and each presents his little gift; they then bring out the remainder one by one from their pockets, and present them with kisses and embraces'.

When young Charlotte left Mecklenburg-Strelitz in 1761, and came over to England to marry King George, she brought with her many of the customs that she had practiced as a child, including the setting up of a yew branch in the house at Christmas. But at the English Court the Queen transformed the essentially private yew-branch ritual of her homeland into a more public celebration that could be enjoyed by her family, their friends and all the members of the Royal Household.

Queen Charlotte placed her yew bough not in some poky little parlor, but in one of the largest rooms at Kew Palace or Windsor Castle. Assisted by her ladies-in-waiting, she herself dressed the bough. And when all the wax tapers had been lit, the whole Court gathered round and sang carols. The festivity ended with a distribution of gifts from the branch, which included such items as clothes, jewels, plate, toys and sweets.

These royal yew boughs caused quite a stir among the nobility, **who had never seen anything like them before**. But it was nothing to the sensation created in 1800, when the first real English Christmas tree appeared at court.

[...]

History today [0018-2753] Barnes, A yr:2006 vol:56 iss:12 pg:2 -3

Responda às questões de 26 a 30 com base no texto VI.

26. Acredita-se que a primeira pessoa a apresentar uma árvore de natal na Inglaterra foi:
- A esposa de George III.
 - A esposa do príncipe Albert.
 - O compatriota da rainha Charlotte.
 - O marido da rainha Victoria.
 - O filho da rainha Victoria.
27. A inspiração para a criação de uma árvore de natal surgiu:
- Através do nascimento do poeta Samuel Taylor Coleridge.
 - Por meio dos costumes de Charlotte.
 - Por conta da tradição da boa rainha Charlotte.
 - Por meio de uma visão de Martin Luther.
 - De uma lenda de Martin Luther.
28. O que Luther utilizou para decorar sua casa no natal?
- Velas
 - Maçãs
 - Doces
 - Biscoitos
 - Lâmpadas
29. O que o poeta Samuel Taylor Coleridge percebeu embaixo dos ramos da árvore que enfeitava uma cerimônia em 1798?
- Presentes
 - Velas
 - Papeis coloridos
 - Crianças
 - Bolsas
30. O extrato destacado em “These royal yew boughs caused quite a stir among the nobility, **who had never seen anything like them before**”, no oitavo parágrafo, pode ser traduzido como:
- Que nunca havia gostado de nada como eles antes.
 - Que nunca havia apreciado nada como eles antes.
 - Que nunca havia visto nada como eles antes.
 - Que nunca havia visto ninguém gostar deles antes.
 - Que nunca foi visto alguém gostar deles antes.

TEXTO VII

Feng Shui Principles in Residential Housing Selection
Wann-Yih Wu
Chinese Culture University and National Cheng Kung University

Oliver H. M. Yau
City University of Hong Kong

Hsiao-Yun Lu
National Cheng Kung University

[...] According to a housing demand survey conducted in Taiwan, housing payments accounted for up to 30.9% of household income in 2006 (Construction and Planning Agency, Ministry of the Interior, 2007), and so housing represents a significant cost for most households, in addition to its obvious importance as the location within which most daily activities occur or begin from. The decision process for location selection normally involves a comprehensive evaluation of a wide range of factors. In addition to physical and environmental concerns, the spiritual significance and luck that a particular location might bring to its occupants are also of considerable importance in Chinese societies, and it is with regard to these elements that Feng Shui plays an important role in the decision-making process. Though the practices of Feng Shui do not conform to any scientific model (Whedon, 2000), the majority of people in Asian countries still consult this ancient philosophy to find the best locations (Mak & Ng, 2005; Schmitt & Pan, 1994), to alleviate their anxieties (Tsang, 2004; Whedon, 2000), and to attract both wealth and health (Schmitt & Pan, 1994; Tam, Tso, & Lam, 1999). According to Schmitt and Pan (1994), Feng Shui is a multibillion dollar business in Hong Kong, and is much bigger in Taiwan and China. Moreover, Leu's (1999) survey of a Chinese population indicated that about 70% of them recognized Feng Shui as important when considering the purchase of a residential property.

Feng Shui originated in China about 3000 years ago. Directly translated, it means wind and water, and the basic principles of Feng Shui are to avoid strong winds and to maintain access water in order to accumulate “Qi,” or the vital energy that is believed to support all life (Hwangbo, 1999). According to this philosophy, the world is **thus** full of invisible forces that can bring good or bad fortune. However, since many residential property buyers are not very familiar with all the details of Feng Shui principles, throughout history Feng Shui masters have tried to elaborate them in a more practical way. Moreover, Feng Shui was developed in a rural context, and so practical application of its principles is obviously more difficult in urban areas, which usually lack the standard reference points of mountain peaks and bodies of water. For example, the Feng Shui principles related mountains and hills are now used to consider whether a residential property is hidden by a taller building, while the principles related to water are applied to whether the property has a good road and drainage system. As a result, such principles remain important enough that many residential property purchasers consult with Feng Shui masters before they decide to purchase a property. However, the importance of various Feng Shui factors has not been investigated in previous studies, and further validation is required.

Psychology & marketing [0742-6046] Wu, WY yr:2012 vol:29 iss:7 pg:502 -518

Responda às questões de **31** a **35** com base no texto VII.

31. Os princípios do Feng Shui, aplicados no mercado imobiliário, estão relacionados:
- À energia que uma casa traz ao seu morador.
 - Aos aspectos estéticos de um edifício.
 - Ao custo das casas na Ásia
 - Às atividades desenvolvidas em casa.
 - Aos moradores de uma casa.
32. A palavra “thus”, em “According to this philosophy, the world is **thus** full of invisible forces that can bring good or bad fortune”, no segundo parágrafo, pode ser traduzida como:
- no entanto
 - ao contrário
 - apenas
 - contudo
 - portanto
33. Um dos problemas enfrentados por quem pratica os princípios do Feng Shui, em áreas urbanas, é que estes:
- Foram criados no contexto de vida rural.
 - Evitam fortes ventos em áreas urbanas.
 - Não seguem um modelo científico.
 - Podem trazer forças invisíveis para a casa.
 - Só podem ser aplicados em centros urbanos.
34. De acordo com o texto, qual o significado de Feng Shui?
- Vento e energia
 - Energia e água
 - Força e energia
 - Força e água
 - Vento e água
35. De acordo com o Ministério do Interior, pessoas gastam muito dinheiro:
- Procurando o melhor lugar para viver.
 - Aliviando suas ansiedades.
 - Consertando suas casas.
 - Com custos relacionados à moradia.
 - Comprando comida para se alimentar.

TEXTO VIII

Music Lessons Enhance IQ
 E. Glenn Schellenberg
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Current interest in associations between music and intelligence stems from two independent areas of research (Schellenberg, 2003). One focuses on short-term effects of simple listening to music. The so-called Mozart effect refers to the finding that passive listening to music composed by Mozart produces temporary increases in spatial abilities (Hetland, 2000b; Rauscher, Shaw, & Ky, 1993). Subsequent studies indicate, however, that the Mozart effect is difficult to replicate

(Chabris, 1999; Steele, Bass, & Crook, 1999; Steele, Dalla Bella, et al., 1999). When evident, it can be attributed to differences in arousal and mood generated by the different testing conditions (Husain, Thompson, & Schellenberg, 2002; Nantais & Schellenberg, 1999; Thompson, Schellenberg, & Husain, 2001). Compared with sitting in silence for 10 min, listening to Mozart induces more positive moods and relatively optimal levels of arousal, which lead to higher levels of performance on tests of spatial abilities.

The focus of the present report is on a separate line of research, which examines whether music lessons have collateral benefits that extend to nonmusical areas of cognition. Such transfer effects (see Barnett & Ceci, 2002) could be unique to children who take music lessons for extended periods of time because their experiences differ substantially from those of other children. Music lessons involve long periods of focused attention, daily practice, reading musical notation, memorization of extended musical passages, learning about a variety of musical structures (e.g., intervals, scales, chords, chord progressions), and progressive mastery of technical (i.e., fine-motor) skills and the conventions governing the expression of emotions in performance.

This combination of experiences could have a positive impact on cognition, particularly during the childhood years, when brain development is highly plastic and sensitive to environmental influence (Huttenlocher, 2002). Previous findings are consistent with the hypothesis that music lessons promote intellectual development. For example, musical aptitude is associated with literacy (Anvari, Trainor, Woodside, & Levy, 2002; Lamb & Gregory, 1993) and general intelligence (Lynn, Wilson, & Gault, 1989). Presumably, music lessons would increase musical aptitude, as well as the nonmusical abilities associated with aptitude. **Indeed**, correlational and quasi-experimental studies reveal that music lessons have positive associations with verbal memory (Ho, Cheung, & Chan, 2003), spatial ability (for review, see Hetland, 2000a), reading ability (Hurwitz, Wolff, Bortnick, & Kokas, 1975), selective attention (Hurwitz et al., 1975), and mathematics achievement (Cheek & Smith, 1999). Nonetheless, the most parsimonious explanation of these diffuse associations is that they stem from a common component, such as general intelligence. Put simply, children with high IQs are more likely than other children to take music lessons because better educated and more affluent parents tend to provide music lessons for their children (Orsmond & Miller, 1999). To conclude that music lessons have a causal association with IQ that is specific to music, one must rule out potentially confounding factors such as prior IQ, socioeconomic status, and education (Ceci & Williams, 1997) and demonstrate that nonmusical, extracurricular activities (e.g., sports, drama) do not have comparable effects on IQ.

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Responda às questões de **36** a **40** com base no texto VIII.

36. O objetivo do artigo é investigar:

- a) Os benefícios das aulas de música para a cognição.
- b) Os efeitos de ouvir músicas de Mozart.
- c) O desempenho em testes de habilidades espaciais.
- d) Os efeitos de curto prazo causados por ouvir música.
- e) Os efeitos de longo prazo causados por ouvir música.

37. A palavra “indeed”, em “Presumably, music lessons would increase musical aptitude, as well as the nonmusical abilities associated with aptitude. **Indeed**, correlational and quasi-experimental studies reveal that music lessons have positive associations with verbal memory (Ho, Cheung, & Chan, 2003),[..]”, no terceiro parágrafo, pode ser traduzida como:

- a) necessariamente
- b) possivelmente
- c) por outro lado
- d) embora
- e) de fato

38. No artigo, a aptidão musical é relacionada:

- a) À genética
- b) À atenção
- c) À memória
- d) À alfabetização
- e) À intelectualidade

39. Imagina-se que crianças com elevado QI:

- a) Tenham pais de baixo nível educacional.
- b) Tenham aulas de música por influência de pais mais educados.
- c) Sejam mais educadas por causa de sua inteligência.
- d) Tenham vidas prósperas por causa de seus estudos.
- e) Já nascem sabendo música por causa do seu QI.

40. Para concluir que as aulas de música têm uma associação causal com o QI que é específico para a música, deve-se descartar os seguintes fatores potencialmente confundidores, **exceto**:

- a) Atividades não musicais
- b) Status socioeconômico
- c) QI anterior
- d) Educação
- e) Genética