

INGLÊS INSTRUMENTAL

Uma metodologia visando o ensino de inglês voltado às estratégias de leitura

MÓDULO II



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Sufixos (-ing, -ed)

MÓDULO II



Suffixos (-ing, -ed)

Following the Rules

GULF TRAVEL PRESENTS A SEPARATE SET OF CHALLENGES FOR WOMEN.

Sophie Grove

NEWSWEEK, Updated: 9:19 AM Apr 12, 2008

Tamara Kosta doesn't usually wear her wedding ring at home in London. But when she's in Oman her conjugal band sends an important message. "Most people in Europe wouldn't notice a wedding ring, but in a traditional society it can make a real difference," says the Lebanese-born shoe designer, who has traveled widely throughout the U.A.E. and Oman. "There is a different set of rules here."

A trip to the Middle East can present some significant challenges for women. "What is viewed as the norm in Western society can be seen quite differently in the Gulf," adds Kosta. "Even an enthusiastic chat can be interpreted the wrong way. You have to remember that these men's wives are covered from head to toe. Try and keep discreet - even at times aloof. It's almost like taking your femininity away, or at least toning it down. Remember, it's not St-Tropez."

Apart from super modern enclaves like Dubai, most of the Middle East is governed by a strict Islamic code that dictates modesty for women. Lone female travelers are unusual in Arabic culture, where the patriarchal family plays a strong role. Some countries, like Bahrain, have specific visa requirements for single women, who are typically viewed with suspicion.

To be sure, travel in the Gulf is relatively safe – personal-crime rates are among the lowest in the world – and men tend to be respectful toward women. But single women can still elicit unwanted attention. "Men here see such astonishing liberal images of Western women," says Rebecca Stephenson, a British language student in Cairo who has traveled throughout the Middle East. "You are going to get some hassle. Sometimes it's more of a cultural misunderstanding than anything else. My advice is to ignore them. Be firm, of course, but don't engage too much. A hiss or a heckle might make you feel furious but it's best to ignore it rather than get militant; you'll only become more embroiled in an argument."

Jessica Moxam, a British architect living in Doha, agrees. "It might not sit too well with feminists, but I often find that being slightly more submissive than I would be at home helps," she says. "Now, when I travel with my husband, I often let him deal with people I don't want to talk to."

To ensure that women travelers have a safe and rewarding trip, experts advise following basic guidelines:

DON'T wear short skirts or vest tops. Wear loose-fitting clothes and be sure to cover knees, arms and shoulders. Avoid see-through garments.

DO travel light; the less luggage you have the more mobile and independent you'll be.

DON'T flirt with Gulf men. It might be innocent but can easily be interpreted as something else.

DO learn some Arabic, however minimal. A firm "no" ("lah") or "go away" ("emshi") can go a long way.

DON'T drink too much. Apart from leaving women vulnerable, drunkenness in public is illegal in most Gulf states - including the U.A.E. - and carries a jail sentence.

DO avoid too much eye contact. In some Gulf states, staring directly at a man is considered flirtatious. Dark glasses can reduce harassment, but be sure to take them off when you speak to people directly. In many cultures, hiding the eyes can be seen as rude.

DO read up on the cultural codes of the country you're visiting. In Saudi Arabia, for instance, it is illegal for women to drive, vote or travel independently without permission from a husband, brother or father. Saudi law stipulates that all women - including foreigners - must wear an abaya.

DON'T get in the front seat of a taxi. You will give the driver the wrong idea.

DO walk with purpose and try to ignore any comments you might hear.

DO try to travel in pairs.

DON'T wander around on your own at night. Always tell a friend, hotel or tour group where you're going.

DO wear a wedding ring. Whether or not you're married, sporting a wedding band can temper male advances. If asked, single women are advised to claim to be married.

(Disponível em: www.newsweek.com/following-rules-85581. Acessado em 10/09/2017)

FAMILIARIZAÇÃO COM O TEXTO

1. Observando apenas o título e subtítulo, descreva o provável assunto do texto.

2. Faça o *skimming* do texto para confirmar suas previsões e acrescente alguma informação extra que você obteve durante esta primeira leitura.

3. Localize as seguintes informações no texto:

a) As profissões e nacionalidades de Tamara Kosta, Rebecca Stephenson e Jessica Moxam.

b) Um país que exige visto especial para mulheres solteiras.

c) O significado dos termos árabes “*lah*” e “*emshi*”.

4. Leia o texto integralmente e responda as questões abaixo:

a) Por que a autora considera que as expressões “*lah*” e “*emshi*” podem ser úteis à turista ocidental?

b) O que a autora quer dizer com a expressão: “*Remember, it’s not St. Tropez*”?

c) Na parte final do texto, a autora começa as orações com “**DO**” e “**DON’T**” em negrito e caixa alta. Por quê?

Discussão: Quais DO’s e DONT’ts mais chamaram sua atenção?

5. No texto são dados conselhos às mulheres que planejam viajar pelo Oriente Médio. Resuma a ideia de cada um deles em uma frase:

- **TAMARA:** “Even an enthusiastic chat can be interpreted the wrong way. You have to remember that these men’s wives are covered from head to toe. Try and keep discreet - even at times aloof.”

- **REBECCA:** “Sometimes it’s more of a cultural misunderstanding than anything else. My advice is to ignore them. Be firm, of course, but don’t engage too much. A hiss or a heckle might make you feel furious but it’s best to ignore it rather than get militant; you’ll only become more embroiled in an argument.”

- **JESSICA:** “It might not sit too well with feminists, but I often find that being slightly more submissive than I would be at home helps.”

PRÁTICA DE ASPECTO LINGUÍSTICO

SUFIXOS -ED, -ING

1. Partindo do que foi estudado sobre sufixos, identifique as funções das palavras sublinhadas e traduza-as:

a) “Most people in Europe wouldn’t notice a wedding ring, [...]”

b) “What is viewed as the norm in Western society can be seen quite differently in the Gulf.”

c) “But single women can still elicit unwanted attention.”

d) “Sometimes it’s more of a cultural misunderstanding than anything else.”

e) “[...] you’ll only become more embroiled in an argument.”

f) “In many cultures, hiding the eyes can be seen as rude.”

g) “Do read up on the cultural codes of the country you’re visiting.”

CONSOLIDAÇÃO

GRUPOS NOMINAIS E AFIKOS

1. Sublinhe os grupos nominais nos trechos abaixo e circule seus respectivos núcleos. Em seguida, traduza as frases.

a) "Gulf travel presents a separate set of challenges for women."

b) "Some countries, like Bahrain, have specific visa requirements for single women."

c) "To ensure that women travelers have a safe and rewarding trip, experts advise following a few basic guidelines."

2. Classifique as palavras sublinhadas como substantivo, adjetivo ou advérbio. Em seguida, traduza-as.

a) "Lone female travelers are unusual in Arabic culture [...]"

b) "[...] and men tend to be respectful toward women. But single women can still elicit unwanted attention."

c) "Apart from leaving women vulnerable, drunkenness in public is illegal in most Gulf states [...]"

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Revisão de Afixos

MÓDULO II



What is Misokinesia?

By Allergic to Sound
Posted February 5, 2015

As if misophonia wasn't enough, many of us suffer from a related condition called misokinesia.

If misophonia is best defined as a 'hatred' of certain sounds, misokinesia is probably best defined as a 'hatred' of certain movements. These movements tend to be small and repetitive and often involve someone's hands or face, or both.



Sufferers feel a combination of frenzied panic and confusion if they can see someone repeatedly touching their face out of the corner of their eye... fidgeting with something... or making other, irregular movements.

Does that sound like you? If it does, the chances are you have misokinesia. If you already suffer from misophonia and can identify with this, then you almost certainly do.

I first discovered I had this aversion to movement when I was at University. I'd gone to the cinema with my best friend and we were sat next to each other in the theatre. About 20 minutes into the film, he took a ring off his finger and started twirling it around his hand. He then raised it to his mouth and spent the rest of the film popping it in and out of his mouth. He did this silently and didn't make any dramatic or disruptive movements, but to me it felt like my whole world was on red alert. All I could focus on was that irritating movement out of the corner of my eye.

It was so bad that I can't remember a single thing that happened in the film – I don't even remember what the film was called. What I do remember, in painstaking detail, is every single minute little movement he made with his hands.

At the time, I didn't know whether to say something or ask him to stop. It was confusing. I felt furious and upset, but I was also aware everyone else in the theatre seemed to be fine with it. No one else had noticed, no-one else seemed bothered. Because of this,

the rational part of my mind was saying: “come on now, he’s just fiddling with a bit of jewellery, he’s not interrupting the film in any way. He’s not being noisy or doing anything particularly weird.”

I chatted to his girlfriend about it afterwards and asked her whether she found it annoying when he fidgets or chews his fingernails. She hadn’t really noticed it. Moreover, when I explained that I thought I might have an odd mental quirk regarding movements like this, she said that “yes, that does sound a bit strange”.

Even though I didn’t know it had a name at the time, I have memories of suffering from episodes of misophonia when I was 8 or 9 years old. The movement part, the misokinesia, I assumed was somehow related to the sound part – the act of seeing someone eat. So, when I got irritated by people clicking their fingers or making sudden movements, I just put it down to me being irritable about certain things. It wasn’t until cinema-gate that I realised that something wasn’t right.

Since then I’ve talked to a number of people, many via this website, who experience these misokinesia (visual) triggers alongside their misophonia (sound) ones.

Some people have reported feeling a sense of slight nausea with their misokinesia as opposed to the blind panic normally associated with misophonia. For others it’s the other way around. Many people have the same response to both (I fall into this category)... and then there are people who experience one but not the other.

My own, informal, surveying suggests that of the people I’ve communicated with, between a third and half of people with misophonia also have misokinesia. However comprehensive surveys under controlled conditions need to be run to determine the true figure.

Here’s a quick rundown of some visual triggers that are sometimes associated with misokinesia:

- Any kind of repetitive face touching (including pulling or playing with facial hair)
- Fidgeting or any unusual hand movements
- Chewing gum or food (specifically the visuals of the mouth contorting, as well as the sound)

There’s a fascinating bit of research a friend of mine is doing into something called ASMR (autonomous sensory meridian response). She is looking for possible connections between ASMR, misophonia and synaesthesia (synaesthetes often have an inter-sensory experience – for example, they might find numbers are represented by colours). I’ve been encouraging her to look into the misokinesia connection as well, because I sometimes have a very physical reaction to certain movements other people make.

On one occasion, I almost fell over when someone across the street made a noise and pointed sharply at something near me. I was 12 or 13 years old at the time and felt (and

probably looked!) ridiculous. The funny thing is I couldn't help it, it was if I was being physically jolted.

I'd be really interested to hear if anyone else suffers from misokinesia and if so, how it manifests itself.

As I write this I'm feeling pangs of irrational fury because I can see my work colleague to my left, pulling at his beard. His beard for goodness sake. Hand me the blinkers...

(Disponível em: <<https://www.allergictosound.com/articles/misokinesia/>>. Acesso em: 05 de setembro de 2017)

FAMILIARIZAÇÃO COM O TEXTO

1. Observando o título e a imagem do texto acima, qual assunto você acha que será abordado?

2. Faça uma leitura rápida (*skimming*) para confirmar ou descartar suas hipóteses. Em seguida, resuma com suas palavras o assunto geral do texto.

PRÁTICA DE ASPECTO LINGUÍSTICO

SUFIÇOS

1. Procure no texto o equivalente em inglês das seguintes palavras e, em seguida, classifique seus sufixos conforme a tabela abaixo:

Repetidamente: **REPEATEDLY**

Silenciosamente: _____

Vítimas: _____

Identificar: _____

Irritável: _____

Irracional: _____

RAIZ	SUFIXO
REPEATED	LY

2. Sabendo que os sufixos **-ing** e **-ed** possuem a função de formar diversas classes gramaticais, identifique nos trechos abaixo o significado e a classe das palavras destacadas.

a) “[...] many of us suffer from a related condition **called** misokinesia.”

b) “[...] **fidgeting** with something... or **making** other, irregular movements.”

c) “He then **raised** it to his mouth and spent the rest of the film **popping** it in and out of his mouth.”

e) “I have memories of **suffering** from episodes of misophonia when I was 8 or 9 years old.”

f) “[...] – for example they might find numbers are **represented** by colours.”

CONSOLIDAÇÃO

COMPREENSÃO GERAL E DETALHADA

1. Como você classificaria o texto *What is Misokinesia* em relação ao seu gênero textual?

() Propaganda

() Carta ao leitor

() Relato de pesquisa

() Artigo

2. De acordo com a sua compreensão geral do texto, explique o que são as condições de misofonia e misokinesia.

3. Leia o texto novamente, caso necessário, e assinale verdadeiro (V) ou falso (F) para as seguintes informações:

a) () A misokinesia é provavelmente melhor definida como o “ódio” a certos sons.

b) () Vítimas da misokinesia sentem uma combinação de suor frio e pânico ao verem pessoas realizando movimentos repetitivos.

c) () Mascar chiclete e mastigar comida são exemplos de situações que podem ser relacionadas à misokinesia.

d) () No cinema, o autor se sentiu incomodado por um amigo que estava brincando com sua pulseira durante o filme.

e) () Uma pesquisa informal realizada pelo autor indica que um terço e meio de pessoas que têm misofonia também possuem misokinesia.

3

Teste de Proficiência

MÓDULO II



TESTE DE PROFICIÊNCIA

TEXTO 1

Rise in use of contraception offers hope for containing global population

MORE WOMEN THAN EVER USE FAMILY PLANNING, SAYS THE UN, AND HAVING ONE CHILD FEWER COULD DRAMATICALLY REDUCE THE GLOBAL POPULATION BY 2030

The number of women using contraceptives in developing countries has risen to record levels in recent years, such that projections for global population growth could be cut by as much as 1 billion over the next 15 years.

The latest figures by the UN show more women than ever now use family planning, with some poorer regions recording the fastest pace of growth since 2000.

In 2015, an estimated 64% of married women, or women living with a partner, aged between 15 and 49, were using modern or traditional forms of family planning. In 1970, the rate was 36%.

The population division of the UN's Department of Economic and Social Affairs (Undesa) predicts high rates of contraceptive use in Africa over the next 15 years; a region with the largest demand but least access to modern contraceptives. Undesa's projections for global population range between 8 billion and 9 billion by 2030.

"The UN projections of population growth already give us an idea of the impact that increased access to family planning could have. If by 2030 the average family size is just one child fewer, then by 2030 the world population is estimated to be approximately 8 billion rather than 9 billion," said Jagdish Upadhyay, head of reproductive health commodity security and family planning at the UN population fund (UNFPA).

"Evidence shows that women who have access to family planning choose to use family planning, often resulting in smaller families, higher educational achievements, healthier children [and] greater economic power as well as influence in their households and communities," said Upadhyay.

“If all actors can work together to provide women in every country with the means, which is their right, to voluntarily exercise yet another right to freely determine their family size, then we are likely to see a significant slowing of global population growth.”

In Nigeria, one of the countries predicted to see the biggest population growth over the next few decades and with a contraceptive prevalence rate of 16%, an increase of one percentage point in the use of modern contraceptives would mean about 426,000 more women would be using family planning.

Upadhyay said many countries, particularly those in west Africa which has a high unmet need for contraception, could potentially reap the demographic dividend: a boost to the economy that occurs when there are growing numbers of people in the workforce relative to the number of dependants.

However, he cautioned that despite the successes of the past 40 years, huge, and sustained, investment in family planning is needed to keep up with demand and meet the needs of women who are unable to access services.

Julia Bunting, president of the Population Council, said: “To impact population projections will require real commitment from countries like Nigeria to invest in high quality, voluntary family planning programmes to expand access to contraceptives. The timing, scale and pace of those efforts will determine the magnitude of impact on population projections.”

According to Undesa figures, 142 million married women or those living with a partner, who would like to avoid pregnancy and use a modern form of contraception, are unable to access them. When single women are included, the number rises to 225 million.

Africa has the highest unmet need, with an estimated 33% of women using contraceptives in 2015. East, central and south Africa are expected to increase coverage over the next 15 years, but over that time its large youth population will be reaching reproductive age.

Sarah Onyango, a senior adviser for service delivery at the International Planned Parenthood Federation, said continued increases in contraceptive use could have an impact on population figures, but the trend requires more detailed analysis.

“Over the next 15 years, we’re going to see growth in contraceptive use and demand because an increasing number of women of reproductive age will require contraceptive services,” she said.

“Right now, the population of Africa is generally young people – almost 50% of the population are youths. If current trends in contraception use continue, we will probably see some shifts in population.”

1. Em português, responda às questões abaixo, referentes ao **Texto 1**. (2,3)

a) Qual a mudança na estimativa de crescimento populacional para o ano de 2030 se a taxa de natalidade for de um filho a menos por família? (0,7)

b) Quais os benefícios de se fazer um planejamento familiar de acordo com Jagdish Upadhyay? (0,8)

c) O que é necessário para que países como a Nigéria tenham uma redução demográfica significativa? (0,8)

2. Assinale com um X apenas a(s) assertiva(s) cuja(s) informação(ões) possa(m) ser confirmada(s) pelo **Texto 1**. (1,2 – 0,3 cada).

a) O uso do planejamento familiar tem crescido em regiões mais pobres e diminuído em países desenvolvidos desde os anos 2000.

b) A Nigéria é o país com o maior crescimento demográfico no mundo atualmente.

c) Parte das mulheres que gostaria de usar métodos contraceptivos não tem acesso a eles.

d) Apenas um terço das mulheres africanas utilizaram métodos contraceptivos no último ano.

3. Considerando os aspectos linguísticos do **Texto 1**, marque Verdadeiro (V) ou Falso (F) nas seguintes alternativas (1,5 – 0,3 cada).

a) () No excerto “a region with the largest demand **but** least access to modern contraceptives” a palavra em destaque indica oposição entre as orações anterior e posterior a ela.

b) () No excerto “but the trend requires more **detailed** analysis” a palavra em destaque qualifica o substantivo *analysis* que vem a seguir.

c) () No trecho “investment in family planning is needed to keep up with demand and meet the needs of women who **are unable to** access services” a expressão em destaque poderia ser substituída por *cannot*.

d) () Em “East, central and south Africa are expected to increase coverage over the next 15 years, but over that time **its** large youth population will be reaching reproductive age” a palavra em destaque se refere a *next 15 years*.

e) () No trecho “Over the next 15 years, we’re **going to see** growth in contraceptive use and demand because an increasing number of women of reproductive age **will require** contraceptive services” as expressões em destaque indicam ações futuras.

TEXTO 2

Is crying good for you?

IF YOU FEEL DOWN, SURELY IT'S BEST TO LET IT ALL OUT AND SHED A FEW TEARS? WELL, NOT ALWAYS, ACCORDING TO SOME STUDIES

Have a good cry, let it all out – who doesn't think it is healthy to shed a few tears? An analysis of 140 years of media articles on crying shows that a whopping 94% extol its virtues. Cancer, asthma and high blood pressure have all been linked (tenuously) to not crying enough, while a Huffington Post blog last week urged men to cry more because it "releases pain" and "helps individuals to heal".

The solution

Crying from emotion, be it sadness, anger or joy, is said to be exclusively human, although it is also claimed that elephants tear up. Opinions on crying are culturally determined. The Toraja in Indonesia think that crying – unless done by a bereaved person – is unhealthy, causing mental health problems and early death.

A study of 5,000 people in 35 countries led by Professor Ad Vingerhoets, a psychologist from Tilburg in the Netherlands and author of the book *Why Only Humans Weep: Unravelling the Mysteries of Tears*, found that, on average, woman cried between 30 and 64 times a year, compared with men's six to 17 times. Vingerhoets suggests that testosterone may inhibit men from crying, whereas women's higher prolactin levels may promote it. Prolactin levels are higher in pregnancy, when crying can be more frequent.

Consistent science is missing from the study of adult crying, and scientists have failed to determine whether it is a good thing. **Distress, which activates the sympathetic nervous system and makes people feel agitated, is thought to be resolved faster when the parasympathetic system is triggered.** Surveys find that 60% to 70% of people say that crying makes them feel less tense – but they are usually recalling an episode some time ago.

In laboratory studies where crying is induced, people actually report feeling more distressed. A study from the University of California at Berkeley showed 150 women a clip from the film *Steel Magnolias*, in which a mother is crying at her daughter's funeral. A total of 33 cried and 117 did not. Those who cried felt more pain and distress for a longer period of time. The authors argued that crying created a state of greater distress, which took longer to recover from.

Crying is often associated by helplessness and may make people feel better only if it helps to resolve the situations. Studies show that comfort from one person in particular, as opposed to a group, does make people feel that crying was a good idea. If crying is associated with shame, then it may not make you feel better – but the answer to “Should you have a good cry?” has to be yes – and try not to feel bad about it.

Adaptado de: <<http://www.theguardian.com/lifeandstyle/2016/mar/06/is-crying-good-for-you>>. Acesso em: 06 de abril de 2016.

1. Tendo em vista o **Texto 2**, qual o resultado do estudo realizado pelo professor Ad Vingerhoets e quais suas explicações para esse resultado? (Valor: 1,5)

2. Traduza o excerto abaixo, retirado do **Texto 2**. Observe que além da correspondência de sentido com o texto de partida, seu texto traduzido deve ter fluência, coesão e coerência. (Valor: 2,0)

“Surveys find that 60% to 70% of people say that crying makes them feel less tense – but they are usually recalling an episode some time ago.

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Crying is often associated by helplessness and may make people feel better only if it helps to resolve the situations. Studies show that comfort from one person in particular, as opposed to a group, does make people feel that crying was a good idea.”

- b)** () Embora o choro de emoção seja um comportamento exclusivamente humano, há quem afirme que elefantes também choram.
- c)** () Para o povo da etnia Toraja, na Indonésia, o choro é saudável, a menos que sua causa seja o luto.
- d)** () O estudo realizado na Universidade da Califórnia aponta que o choro associado à vergonha nem sempre resulta na sensação de bem estar.
- e)** () A pergunta do título é respondida afirmativamente, no último parágrafo do texto.

4

Grau de Adjetivos

MÓDULO II



Grau de Adjetivos

Your Amazing Brain

TEXT BY DOUGLAS A. RICHARDS

You carry around a three-pound mass of wrinkly material in your head that controls every single thing you will ever do. From enabling you to think, learn, create, and feel emotions to controlling every blink, breath, and heartbeat—this fantastic control center is your brain. It is a structure so amazing that a famous scientist once called it the most complex thing we have yet discovered in our universe.

Your brain is faster and more powerful than a supercomputer.

Your kitten is on the kitchen counter. She's about to step onto a hot stove. You have only seconds to act. Accessing the signals coming from your eyes, your brain quickly calculates when, where, and at what speed you will need to dive to intercept her. Then it orders your muscles to do so. Your timing is perfect and she's safe. No computer can come close to your brain's awesome ability to download, process, and react to the flood of information coming from your eyes, ears, and other sensory organs.

Your brain generates enough electricity to power a light bulb.

Your brain contains about 100 billion microscopic cells called neurons—so many it would take you over 3,000 years to count them all. Whenever you dream, laugh, think, see, or move, it's because tiny chemical and electrical signals are racing between these neurons along billions of tiny neuron highways. Believe it or not, the activity in your brain never stops. Countless messages zip around inside it every second like a supercharged pinball machine. Your neurons create and send more messages than all the phones in the entire world. And while a single neuron generates only a tiny amount of electricity, all your neurons together can generate enough electricity to power a low-wattage bulb.

Neurons send information to your brain at more than 150 miles (241 kilometers) per hour.

A bee lands on your bare foot. Sensory neurons in your skin relay this information to your spinal cord and brain at a speed of more than 150 miles (241 kilometers) per hour. Your brain then uses motor neurons to transmit the message back through your spinal cord to your foot to shake the bee off quickly. Motor neurons can relay this information at more than 200 miles (322 kilometers) per hour.

When you learn, you change the structure of your brain.

Riding a bike seems impossible at first. But soon you master it. How? As you practice, your brain sends bike riding messages along certain pathways of neurons over and over,

forming new connections. In fact, the structure of your brain changes every time you learn, as well as whenever you have a new thought or memory.

Exercise helps make you smarter

It is well known that any exercise that makes your heart beat faster, like running or playing basketball, is great for your body and can even help improve your mood. But scientists have recently learned that for a period of time after you've exercised, your body produces a chemical that makes your brain more receptive to learning. So if you're stuck on a homework problem, go out and play a game of soccer, then try the problem again. You just might discover that you're able to solve it.

(Disponível em: <<http://kids.nationalgeographic.com/Stories/SpaceScience/Brain>>. Acesso em: 06/07/2009.)

FAMILIARIZAÇÃO COM O TEXTO

1. Observando o título, descreva o que você pode antecipar sobre o conteúdo do texto.

2. Utilizando a estratégia de *skimming*, faça uma leitura rápida do texto e confirme ou descarte suas hipóteses. Em seguida, descreva a ideia geral do mesmo.

3. Quais características distinguem o layout desse texto de outros vistos anteriormente? Na sua opinião, isso favorece a compreensão do texto?

4. Utilize a estratégia de scanning para localizar as seguintes informações:

1º PARÁGRAFO

- O peso do cérebro:
-

2º PARÁGRAFO

- Os órgãos que transmitem informações ao cérebro:
-

3º PARÁGRAFO

- O número aproximado de neurônios no cérebro:
-

4º PARÁGRAFO

- Os neurônios podem retornar a informação para o pé na velocidade de:
-

6º PARÁGRAFO:

- As atividades físicas que podem facilitar a aprendizagem:
-

5. Após ler o texto mais detalhadamente, responda as perguntas abaixo:

a) No 1º parágrafo, o autor ressalta a incrível capacidade do cérebro em controlar tudo o que fazemos. Ao concluir, como ele define o cérebro?

b) No 3º parágrafo, para melhor ilustrar o funcionamento do cérebro, o autor compara o mesmo a três objetos. Quais são eles?

c) No 5º parágrafo, o autor afirma que a estrutura do cérebro muda. Em que circunstância isso acontece?

6. Numere as orações de acordo com a sequência descrita no 4º parágrafo:

a) () Utilizando neurônios motores, o cérebro transmite a mensagem de volta por meio da medula espinhal.

b) () Um inseto pousa em nosso pé.

c) () O cérebro processa a informação e reage.

d) () Em resposta ao comando do cérebro, o pé movimenta-se para afugentar o inseto.

e) () Neurônios sensoriais levam a informação para a medula espinhal e esta ao cérebro.

PRÁTICA DE ASPECTO LINGUÍSTICO

COMPARATIVOS E SUPERLATIVOS

1. Agora, identifique as formas comparativas/superlativas dos adjetivos nas frases abaixo:

a) *“Exercise helps make you smarter. It is well known that any exercise that makes your heartbeat faster, like running or playing basketball, is great for your body and can even help improve your mood.”*

b) The Amazon’s watershed includes the world’s largest and wettest tropical plain.

c) The canopy shelters the Earth's richest and most diverse ecosystem.

d) In 2008 the performance of the economy was less satisfactory than in the previous year.

CONSOLIDAÇÃO

REFERÊNCIA PRONOMINAL E GRUPOS NOMINAIS

1. Em todo o texto "Your Amazing Brain" o autor usa o pronome you. Observe o exemplo abaixo:

"You carry around a three-pound mass of wrinkly material in your head that controls every single thing you will ever do."

a) A quem o autor está se referindo?

b) Na sua opinião, qual efeito a escolha desse pronome pode ter para o leitor?

2. No trecho abaixo, identifique o que cada pronome está retomando:

a) Your kitten is on the kitchen counter. She's about to step onto a hot stove. You have only seconds to act. Accessing the signals coming from your eyes. your brain quickly calculates when, where, and at what speed you will need to dive to intercept her. Then it orders your muscles to do so. Your timing is perfect and she's safe.

She:

You:

Her:

It:

She: _____

3. Sublinhe os grupos nominais e circule seus respectivos núcleos nos trechos abaixo:

a) “No computer can come close to your brain’s awesome ability to download, process, and react to the flood of information coming from your eyes, ears, and other sensory organs.”

b) “Whenever you dream, laugh, think, see, or move, it’s because tiny chemical and electrical signals are racing between these neurons along billions of tiny neuron highways. Believe it or not, the activity in your brain never stops. Countless messages zip around inside it every second like a supercharged pinball machine.”

5

Marcadores Discursivos

MÓDULO II



MARCADORES DISCURSIVOS

Exploding the myth of cultural stereotypes

Americans are pushy and the English are reserved, right? Wrong, says a new study, which reveals there is no truth in this sort of national stereotyping.

An international group led by Antonio Terracciano and Robert McCrae at the US National Institutes of Health (NIH) surveyed more than 40,000 adults from 49 cultures. Participants were questioned about how neurotic, extraverted, open, agreeable, and conscientious typical members of their own culture are. This data was then compared with participants' assessments of their own personalities and those of other specific people they had observed.

The researchers found that there was no correlation between perceived cultural characteristics and the actual traits rated for real people.

In contrast, previous studies that have shown that some gender stereotypes, such as the idea that women are warmer and men are more assertive, do reflect real trends.

In many cases, cultures had overly harsh views of themselves. "The Swiss believe that they are closed-off to new experiences," says Antonio Terracciano. "But in fact they are the most open culture to new ideas in art and music."

→ **Czech mates**

Brits rank themselves as introverted, while Argentineans proclaim to be uniformly disagreeable, neither of which is held up by the data. Czechs think they are antagonistic, but they actually score higher in modesty and altruism than other people.

Richard Robins, a psychologist at the University of California at Davis, US, says that the study pulls the plug on claims that perceived differences in national character reflect genetic differences between ethnic groups. "Stereotypes about national character seem to be largely cultural constructions, transmitted through the media, education, history, hearsay, and jokes," he explains.

Terracciano hopes that the results will make people address their own misconceptions. "People should trust less in their own beliefs about national character," he says. "These can be dangerous and the basis for discrimination."

FAMILIARIZAÇÃO COM O TEXTO

1. Verifique se as afirmações abaixo são verdadeiras ou falsas. Seja seletivo, isto é, não releia o texto todo, mas concentre-se apenas nos trechos necessários para realizar a atividade.

- a) () O estudo realizado buscou contrastar as concepções dos participantes sobre membros típicos de suas respectivas culturas com as avaliações pessoais de suas próprias personalidades e as de outras pessoas específicas que tinham observado.
- b) () O estudo teve por objetivo demonstrar que diferenças culturais refletem diferenças genéticas entre grupos étnicos.
- c) () Alguns estereótipos de gênero (isto é, relativo ao sexo masculino e/ou feminino) correspondem à realidade: as mulheres em geral são mais calorosas/afetuosas e os homens mais assertivos/decididos.
- d) () As impressões culturais analisadas revelaram uma tendência à autopromoção, isto é, membros de diferentes nações analisaram suas próprias culturas apenas positivamente.
- e) () Os estereótipos culturais são transmitidos pelos meios de comunicação e, também, pela educação, história, boatos e piadas.
- f) () O estudo revelou que os estereótipos culturais são falsos e perigosos, pois encorajam a discriminação.

PRÁTICA DE ASPECTO LINGUÍSTICO

1. Nos trechos abaixo, os marcadores discursivos foram sublinhados. Indique a ideia que cada um deles sinaliza (*adição; contraste; tempo; sequência cronológica; exemplificação; ênfase; comparação; conclusão*).

- a) “The researchers found that there was no correlation between perceived cultural characteristics and the actual traits rated for real people.”
- b) “In contrast, previous studies have shown that some gender stereotypes, such as the idea that women are warmer and men are more assertive, do reflect real trends.”
- c) “Brits rank themselves as introverted, while Argentinians proclaim to be uniformly disagreeable [...] Czechs think they are antagonistic, but they actually score higher in modesty and altruism than other people.”

- and _____
- in contrast _____
- such as _____
- while _____
- but _____
- actually _____

CONSOLIDAÇÃO

INFERÊNCIA CONTEXTUAL E REFERÊNCIA PRONOMINAL

1. Indique os referentes dos pronomes sublinhados nos trechos a seguir:

- a) Americans are pushy and the English are reserved, right? Wrong, says a new study, which reveals there is no truth in this sort of national stereotyping.

- Which: _____
- This: _____

- b) Participants were questioned about how neurotic, extroverted, open, agreeable, and conscientious typical members of their own culture are. This data was then compared with participants’ assessments of their own personalities and those of other specific people they had observed.

- (2x) Their: _____
- Those: _____
- They: _____

c) In many cases, cultures had overly harsh views of themselves.

- Themselves: _____

2. No texto, o autor emprega várias palavras para descrever as diferenças culturais. Classifique-as em positivas (P) ou negativas (N) e, com base no contexto em que estão inseridas, traduza-as.

- Participants were questioned about how neurotic, extroverted, open, agreeable, and conscientious typical members of their own culture are.
- In many cases, cultures had overly harsh views of themselves. “The Swiss believe that they are closed-off to new experiences,” says Antonio Terracciano. “But in fact they are the most open culture to new ideas in art and music.”
- Brits rank themselves as introverted, while Argentinians proclaim to be uniformly disagreeable, neither of which is held up by the data. Czechs think they are antagonistic, but they actually score higher in modesty and altruism than other people.

- a) () neurotic _____
- b) () extroverted _____
- c) () open _____
- d) () agreeable _____
- e) () conscientious _____
- f) () harsh _____
- g) () closed-off _____
- h) () introverted _____
- i) () disagreeable _____
- j) () antagonistic _____
- k) () modesty _____
- l) () altruism _____

3. Identifique, na lista acima, 3 pares de antônimos e 2 pares de sinônimos.



A driver relies on signals to navigate the road. As you navigate through reading, watch for signals the author uses to let you know what's coming.

Directions: Read each statement, paying special attention to the boldfaced word or phrase. What message is it sending? Choose the best answer.

1. Every year Wes asks for a chocolate cake for his birthday. **However**, this year...

- there's more detail to come
- an opposite idea is coming
- these ideas are in order

2. Mrs. Washington assigned the class a report. "You are to include at least three different kinds of sources," she instructed. "**In addition**, you must..."

- there's more detail to come
- an opposite idea is coming
- these ideas are in order

3. Dr. Taylor was silent as he examined my overweight cat. Then he looked at me and said, "**Although** he appears healthy now, this guy's weight..."

- there's more detail to come
- an opposite idea is coming
- these ideas are in order

4. Merideth was obviously excited. She went right to the computer to e-mail Sally. **Earlier** she had heard the news. **Now**, she couldn't wait...

- there's more detail to come
- an opposite idea is coming
- these ideas are in order



5. You probably imagine bears as slow, lumbering creatures. **In contrast**, bears can move very quickly for short distances.

- there's more detail to come
- an opposite idea is coming
- these ideas are in order

6. Tom and Mike had been playing ball in the house against Mom's rules and broke a vase. They knew they were in trouble and **furthermore**...

- there's more detail to come
- an opposite idea is coming
- these ideas are in order

7. Clay was down in the dumps. Art asked him why. "**For one thing**, I missed getting an A in math by two points. **Next**, ...

- there's more detail to come
- an opposite idea is coming
- these ideas are in order

Name: _____

Date: _____