

# 8

## Inferência Contextual

### MÓDULO I



# INFERÊNCIA CONTEXTUAL

## Food Pyramid



GRAINS



VEGETABLES



FRUITS



OILS



MILK & DAIRY



MEAT & BEANS

## Oils

- Most fats should be from fish, nuts and vegetable oils
- Limit solid fats such as butter, margarine or lard
- Keep consumption of saturated fats, trans fats and sodium low
- Choose foods low in sugar

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# The Food Guide Pyramid

The food guide pyramid is one way for people to understand how to eat healthy. A rainbow of colored, vertical stripes represents the five food groups plus fats and oils. Here's what the stripes stand for:

1. Grains
2. Vegetables
3. Fruits
4. Fats and Oils
5. Milk and dairy products
6. Meat, beans, fish and nuts

The U.S. Department of Agriculture (USDA) changed the pyramid in 2005 because they wanted to do a better job of telling Americans how to be healthy. The agency later released a special version for kids. Notice the person climbing the staircase up the side of the pyramid? That's a way of showing kids how important it is to exercise and be active every day. In other words, to play a lot! The steps are also a way of saying that you can make changes little by little to be healthier. One step at a time, right?

## → The Pyramid Speaks

Let's look at some of the other messages this new symbol is trying to send:

**Eat a variety of foods.** A balanced diet is one that includes all the food groups. In other words, have foods from every color, every day.

**Eat less of some foods, and more of others.** You can see that the band for meat and protein (5) is skinnier than the others. That's because you need less of those kinds of foods than you do of fruits, vegetables, grains and dairy foods.

You can also see the bands start out wider and get thinner as they approach the top. That's designed to show you that not all foods are created equal, even within a healthy food group like fruit. For instance, apple pie would be in that thin part of the fruit band because it has a lot of added sugar and fat. A whole apple – crunch! – would be down in the wide part because you can eat more of those within a healthy diet.

(Disponível em: <[http://kidshealth.org/kid/stay\\_healthy/food/pyramid.html](http://kidshealth.org/kid/stay_healthy/food/pyramid.html)>. Acesso em: 06/07/2009.)

## FAMILIARIZAÇÃO COM O TEXTO

1. Observando as ilustrações e o título descreva o que você pode antecipar sobre o conteúdo do texto.

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2. Utilizando a estratégia scanning, localize as seguintes informações:

a) Os 5 grupos de alimentos representados na pirâmide:

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b) O grupo que o artigo coloca à parte em relação aos outros cinco:

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c) Uma dieta balanceada deve incluir:

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d) A sigla USDA refere-se ao:

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e) Esta versão da pirâmide é dirigida a:

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## CONSOLIDAÇÃO

### INFORMAÇÃO NÃO-VERBAL E OBJETIVOS DE LEITURA

1. Observe o layout do texto "*The Food Guide Pyramid*" e seu subtítulo: *The Pyramid Speaks*. O que a pirâmide tem a dizer? Por que o autor utilizou esse subtítulo, na sua opinião?

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2. Qual o objetivo dos degraus na parte lateral da pirâmide? As ilustrações contribuem para o entendimento do texto?

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3. Qual o provável objetivo do leitor ao fazer a leitura desse tipo de texto?

(  ) Diversão      (  ) Aplicação prática      (  ) Enriquecimento intelectual

## PRÁTICA DE ESTRATÉGIA

### FAZENDO/TECENDO INFERÊNCIAS CONTEXTUAIS

1. Faça inferências para completar as sentenças:

a) Em uma biblioteca, os livros são \_\_\_\_\_ de acordo com o assunto, título e autor.

b) Uma longa exposição a \_\_\_\_\_ pode prejudicar a audição.

c) A poluição química pode ser muito prejudicial porque pode afetar a terra, o mar e \_\_\_\_\_.

d) É impossível cortar com essa faca porque ela está totalmente \_\_\_\_\_.

2. Utilizando a estratégia de inferência, tente descobrir o nome dos filmes a seguir:

→ D\_\_na fl\_\_r e seus \_\_oi\_\_ m\_\_id\_\_s.

→ O b\_\_jo da m\_\_her ar\_\_ha.

3. Tente descobrir as palavras que estão faltando nas sentenças abaixo.

a) I removed the \_\_\_\_\_ from the shelf and began to read.

b) Rachel is very hard working. On the other hand, her sister is \_\_\_\_\_.

c) Everyone knows that if you step on an egg, it will \_\_\_\_\_.

You can never go wrong "reading between the lines," if you reread and rethink.



**Directions:** Finish each sentence with the word that correctly completes it.



1. Cal raised it over his head, then slammed it hard against the nail. Cal was using a

\_\_\_\_\_.

2. Cal looked at the menu. "What is available for vegetarians?" he asked the waiter. "I don't eat

\_\_\_\_\_."

3. Cal took his wife and two children to the park for a baseball game. Cal is

\_\_\_\_\_.

4. Cal and his son watched as the player shot the puck into the net. They were watching

\_\_\_\_\_.

5. Cal drives an 18-wheel big rig up and down the interstate, delivering fresh fruits and vegetables. Cal is a

\_\_\_\_\_.

6. Mrs. Rowe had three children—Cal, Jess, and Rose. Mrs. Rowe is John's mother and Rose is Cal's

\_\_\_\_\_.

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Directions:** Read each statement and question. Then choose the best answer.

1. Charlie and Nan had to pedal hard to make it up the steep hill.

*What were they riding?*

- skateboards
- bikes
- can't tell

2. The sweet scents coming from Mrs. Olsen's kitchen were irresistible.

*What was Mrs. Olsen making?*

- cookies
- pies
- can't tell

3. Thousands stood up and cheered when the ball went into the net.

*What sport were they watching?*

- hockey
- basketball
- can't tell

4. "Look," said Tammy, "This little candy bar has 280 calories!"

*What was Tammy looking at?*

- the label on a wrapper
- a window advertisement
- can't tell

5. On the way to pick up Dad, Tim asked, "What time does he land?"

*How was Dad arriving?*

- by train
- by plane
- can't tell



6. Denise looked at the grade on her math test and grimaced.

*What kind of grade did Denise get?*

- higher than expected
- lower than expected
- can't tell

7. Kevin examined its delicate wings. "I think its injured," he said.

*What was Kevin holding?*

- a butterfly
- a baby bird
- can't tell

8. David beamed when his big sister let him use her new computer game.

*How did David feel?*

- delighted
- disappointed
- can't tell

9. Sabrina said, "Lettuce and tomato, but no mayonnaise, please."

*What was Sabrina buying?*

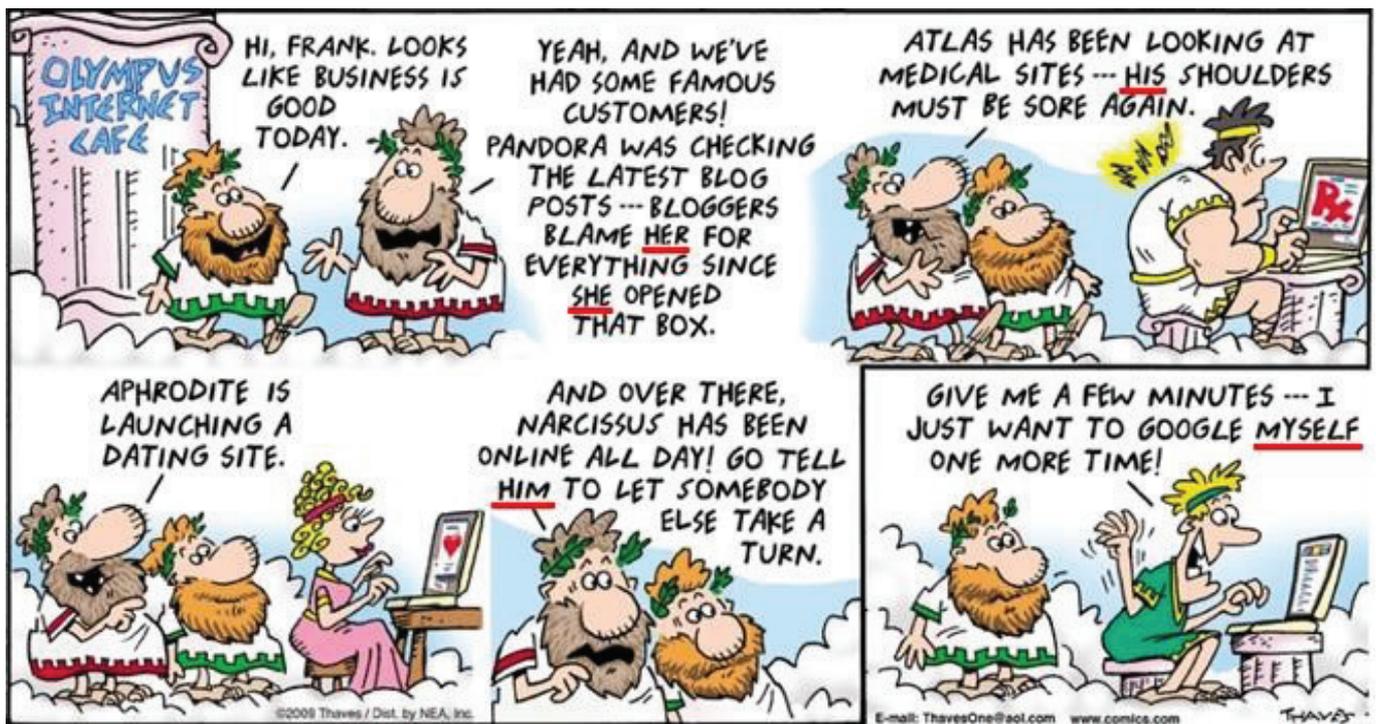
- a pizza
- a sandwich
- can't tell

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

# INFERÊNCIA CONTEXTUAL

## TEXTO #1:



1. A que outras pessoas se referem os pronomes em destaque no texto?

HER: \_\_\_\_\_.

SHE: \_\_\_\_\_.

HIS: \_\_\_\_\_.

HIM: \_\_\_\_\_.

MYSELF: \_\_\_\_\_.

## TEXTO #2

In *Monsters University*, we are taken back in time to Mike and Sully's student days before they worked for *Monsters, Inc.* They are 18 years old, and they study at the Monstropolis University of Fear. We see how the two characters loathed each other when they first meet, and this mutual hatred provides a great deal of humor. *Monsters University* tells the story of how Mike and Sully have overcome their differences and become the best of friends.



1. Leia o texto acima e procure inferir/identificar o significado das palavras em destaque considerando o contexto em que estão inseridas.

STUDY: \_\_\_\_\_.

LOATHED: \_\_\_\_\_.

OVERCOME: \_\_\_\_\_.

# 9

## Referência Pronominal

### MÓDULO I



# ***REFERÊNCIA PRONOMINAL***

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## **UK couple defend son's assisted suicide at Swiss clinic**

### **STORY HIGHLIGHTS**

- Young rugby player, paralyzed after accident, commits suicide in Switzerland
- Police interview man and woman about the death of Daniel James, 23
- It is illegal in UK and much of Europe to assist with suicide
- Assisted suicide is Legal in Switzerland. Netherlands, Belgium, Luxembourg

LONDON. ENGLAND (CNN) - POLICE HAVE LAUNCHED AN INVESTIGATION AFTER A YOUNG DISABLED SPORTSMAN TRAVELED TO SWITZERLAND TO COMMIT SUICIDE. UK MEDIA REPORT.

Daniel James, 23, from Sinton Green in western England was paralyzed from the chest down in March 2007 when a rugby scrum collapsed on top of him during match practice, dislocating his spine, the UK's Press Association has reported. Worcestershire Coroner's Service, which is conducting an inquest into the circumstances of his death, states on its Web site that James died on September 12 after he traveled to Switzerland with a view to ending his own life. He was admitted to a clinic where he died. The inquest was adjourned on September 19 for reports.

West Mercia police say that a man and a woman are helping the force with their enquiries. Assisting someone to commit suicide is illegal in the UK, as it is in most other European countries.

James, who played rugby for England under-16s, was a university student at the time of his injury last year. He is believed to be the youngest person from the UK to have traveled to Switzerland to commit suicide.

In a statement Friday, reported by PA, James' parents said that he had attempted to kill himself several times already.

His death was an extremely sad loss for his family, friends and all those that care for him but no doubt a welcome relief from the "prison" he felt his body had become and the day-to-day fear and loathing of his living existence, as a result of which he took his own life.

"This is the last way that the family wanted Dan's life to end but he was, as those who know him are aware, an intelligent, strong-willed and some say determined young man," PA reported James' parents as saying.

“The family suffered considerably over the last few months and do wish to be left in peace to allow them to grieve appropriately.”

James’ parents added that their son, “an intelligent young man of sound mind,” had never come to terms with his condition and was “not prepared to live what he felt was a second-class existence”

Adrian Harling, the family solicitor, would not comment on the investigation, PA reported. More than 100 people from the UK who have committed suicide in Switzerland have traveled to the Dignitas Clinic in Forch.

It is not known if James attended the clinic.

Switzerland, along with Belgium, Luxembourg and the Netherlands, are the only European countries where authorities will not prosecute those who assist with suicide.

(Disponível em: <http://editions.cnn.com/2008/WORLD/europe/10/18/uk.switzerland.assisted.suicide/index.html>. Acesso em: 06/07/2009)

## FAMILIARIZAÇÃO COM O TEXTO

1. Identifique a fonte do texto.

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2. Faça uma leitura rápida do mesmo prestando atenção ao seu *layout*. Em seguida, descreva em poucas palavras o assunto tratado.

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3. Que características o distinguem dos demais textos apresentados até agora?

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4. Qual a função das aspas no caso específico deste texto?

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5. Identifique duas fontes de Informação citadas na matéria do jornal.

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6. Através da estratégia *Scanning*, localize as seguintes informações:

a) O nome e idade do jovem que cometeu suicídio:

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b) O país onde ele faleceu:

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c) O número de pessoas do Reino Unido que cometeram suicídio na Suíça:

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d) Os países europeus onde o suicídio assistido é legal:

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7. Leia o texto mais detalhadamente e numere os acontecimentos na ordem em que ocorreram.

- a) [    ] James viajou para a Suíça para por fim a sua vida.
- b) [    ] A polícia está investigando as circunstâncias da morte de James.
- c) [    ] Daniel James, estudante universitário, era jogador de rúgbi.
- d) [    ] Na Suíça, James internou-se em uma clínica aonde veio a falecer.
- e) [    ] James ficou paraplégico após um acidente durante uma partida de rúgbi.

8. O termo eutanásia é bastante conhecido. Contudo ele não é mencionado no texto. Há diferença entre suicídio assistido e eutanásia?

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→ **Discussão:** Qual é a sua opinião sobre o suicídio assistido/eutanásia?

## PRÁTICA DE ASPECTO LINGUÍSTICO

1. Nos trechos do texto “UK couple defend son’s assisted suicide at Swiss clinic” a seguir, alguns exemplos de referência pronominal estão em negrito. Indique a que/quem se referem.

“Worcestershire Coroner’s Service, which is conducting an inquest into the circumstances of his death, states on **its** Web site that James died on September 12 after **he** traveled to Switzerland with a view to ending **his** own life. He was admitted to a clinic **where** he died.”

- a) **its** Web site: \_\_\_\_\_.
- b) **he**: \_\_\_\_\_.
- c) **his** own life: \_\_\_\_\_.
- d) a clinic **where** he died: \_\_\_\_\_.

“West Mercia police say that a man and a woman are helping the force with **their** enquiries. Assisting someone to commit suicide is illegal in the UK, as **it** is in most other European countries.”

- e) **their** enquiries: \_\_\_\_\_.
- f) **it**: \_\_\_\_\_.

“**This** is the last way that the family wanted Dan’s life to end but he was, as **those** who know **him** are aware, an intelligent, strong-willed and some say determined young man, PA reported James’ parents as saying.”

g) **This**: \_\_\_\_\_.

h) [...] as **those** who know **him** are aware: \_\_\_\_\_.

2. Agora, leia o texto abaixo (parte de uma matéria intitulada “The Execution of Timothy McVeigh”) e faça o exercício.

### The science behind executions



**Lethal injection is the least cruel of five methods employed in U.S.**

The execution table in the U.S. federal prison in Terre Haute, Ind., where Timothy McVeigh is scheduled to die Monday.

June 8 – The execution of Timothy McVeigh spotlights an interesting trend in the ways we take society’s ultimate revenge against our most notorious criminals. Over the years, we have looked more and more to science to help us find methods to terminate a life that are not, as the law says, “cruel and unusual”. Of the five methods still used in various states for executing prisoners, lethal injection is arguably the least cruel. As a result, it has also become the least unusual.

Fonte: [www.msnbc.com/news/58726.asp](http://www.msnbc.com/news/58726.asp)

→ Com base no texto, responda a que/quem se referem os pronomes interrogativos em negrito:

a) **Who** is going to be executed? \_\_\_\_\_.

b) **Why**? \_\_\_\_\_.

c) **When**? \_\_\_\_\_.

d) **How**? \_\_\_\_\_.

e) What is lethal injection? \_\_\_\_\_.

f) How many methods are still used for executing prisoners in the U.S.?  
\_\_\_\_\_.

g) Which is the least cruel? \_\_\_\_\_.

## CONSOLIDAÇÃO

PALAVRAS-CHAVE E INFERÊNCIA CONTEXTUAL

1. Observando as ilustrações e o título desse texto, procure antecipar o assunto do mesmo.



We don't call them Oysters for nothing. Carved from a solid ingot of metal, the case of a Rolex is massively strong. It has to be, for within lies a thing of beauty: the delicate self-winding movement. Just as it takes time for a pearl to form within an oyster, so it takes about a year to create the movement of a Rolex chronometer.

### EXACTLY WHAT YOU'D EXPECT TO FIND INSIDE AN OYSTER: A PEARL

Every single one of its tiny parts will have been tested and inspected. Then cleaned ultrasonically until it sparkles like jewelry. So, next time you find yourself admiring the glittering exterior of an Oyster, remember this: in a Rolex, beauty is never only skin-deep



2. Leia o texto para confirmar ou descartar suas hipóteses. Como você o classifica em relação ao gênero textual?

- a) relato de pesquisa      b) receita culinária      c) propaganda      d) carta

3. Qual o nome dado ao modelo Rolex anunciado?

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4. No texto, o autor compara o Rolex a uma ostra, descrevendo seu processo de fabricação como se fosse semelhante ao processo de formação de uma pérola. Utilizando sua capacidade de fazer inferências, diga qual é a provável intenção do autor ao estabelecer essa comparação.

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5. O que o autor diz sobre os seguintes itens do Rolex?

a) A caixa é \_\_\_\_\_.

b) O movimento da corda automática é \_\_\_\_\_.

c) Após a limpeza, cada peça do cronômetro \_\_\_\_\_.

d) A beleza do Rolex \_\_\_\_\_.

6. O que o texto recomenda como mensagem final ao leitor?

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## Pronomes

Pronomes são palavras que podem substituir um substantivo ou até mesmo uma oração, e por isso são utilizadas para se referir ao que foi dito, tornando o diálogo menos repetitivo. No entanto, para que haja sucesso na utilização dos pronomes, é necessário que o leitor identifique a que o pronome se refere.

Trataremos aqui dos pronomes: Pessoais, Possessivos, Demonstrativos, Relativos e Interrogativos

- **Pronomes Pessoais:** Os pronomes pessoais retomam as pessoas envolvidas em um discurso, ou seja, em uma conversação.
  - **Pronomes Pessoais Retos:** Funcionam como sujeitos = **Subject Pronouns**
  - **Pronomes Pessoais Oblíquos:** Funcionam como objetos = **Object Pronouns**

Subject Pronouns	Object Pronouns	Subject Pronouns	Object Pronouns
I	Me	<b>I</b> have a shirt	She gave a shirt to <b>me</b>
You	You	<b>You</b> have a book	He gave a book to <b>you</b>
He	Him	<b>He</b> has a pillow	My mother bought <b>him</b> a pillow
She	Her	<b>She</b> has a doll	She gave <b>her</b> a doll
It	It	Look at your window, <b>it</b> is broken	Suzy broke the window, I need to repair <b>it</b> .
We	Us	<b>We</b> talked to James	James talked to <b>us</b>
You	You	<b>You</b> need a new notebook	I bought <b>you</b> a new notebook
They	Them	<b>They</b> know the truth	John told <b>them</b> the truth

- **Pronomes Possessivos:** Eles estabelecem uma relação de posse entre as pessoas do discurso e um objeto ou outra pessoa do discurso.

Possessive Adjective	Possessive Pronoun
My	Mine
Your	Yours
His	His
Her	Hers
Its	Its
Our	Ours
Your	Yours
Their	Theirs

Ex.

1. This is **my** umbrella. **Yours** is in the car. (adjetivo possessivo/pronome possessivo)

**Pronomes Demonstrativos:** Estabelecem a posição ocupada pelo substantivo no espaço em relação a quem está falando.

	Proximidade	Distância
<b>Singular</b>	This	That
<b>Plural</b>	These	Those

Ex.

1. **These** cards are mine. **Those** are yours.
2. Powerful people frequently are tempted to drop old friends in favor of **those** who are more powerful. They prefer to socialize with **those** of equal or superior power

**Pronomes Relativos:** Utilizados para retomar um substantivo ou ligar orações.

Relative Pronouns	Pronomes Relativos
<b>Who</b>	Utilizado para referir-se a pessoas
<b>Which</b>	Utilizado para referir-se a animais ou coisas
<b>Where</b>	Utilizado para referir-se a lugares
<b>That</b>	Refere-se tanto a animais e objetos, quanto pessoas

Ex.

1. That's the teacher **who/that** voted against the proposition.  
Lá está o professor **que** votou contra a proposta
2. The table **which/that** had a marble top cost too much.  
A mesa **que tinha/com** o tampo de mármore era muito cara
3. This is the place **where** the accident happened.  
Este é o lugar **onde** o acidente aconteceu

**Pronomes Interrogativos:** Utilizados em perguntas para obter uma determinada resposta

Interrogative Pronouns	
Who	Quem
Where	Onde
Why	Por que
What	O quê, Qual
Which	O quê, Qual
When	Quando
How	Como

1. **Who** do you think you are?
2. **What** are you doing?
3. **Which** color do you prefer, red or yellow?
4. **Where** did you go?
5. **When** are we going to the movies?

# 10

## Grupos Nominais

### MÓDULO I



## **Don't write off organic food**

THE FOOD STANDARDS AGENCY'S REPORT COMPLETELY FAILED TO ADDRESS THE LONG-TERM EFFECTS OF FARMING CHEMICALS ON HUMAN HEALTH, WRITES MOLLY CONISBEE.

By Molly Conisbee

Published: 3:11PM BST 30 Jul 2009



Sweet, crunchy, nutritious... and covered in chemicals

Did you know that the average industrially-produced apple may have been sprayed up to 16 times with 30 different chemicals? Or that exposure to pesticides has been linked to birth defects, male infertility and nervous system disorders? Well, the Food Standards Agency's report on organic farming would leave you none the wiser. It completely failed to address the long-term effects of farming chemicals on human health.

The study, which concentrated on the nutritional content of organic food compared to non-organic food, claimed there was little difference between the two. But with closer reading the researchers do report in their analysis that there are higher levels of beneficial nutrients, such as flavonoids and beta carotene, in organic compared to non-organic foods. But the FSA don't consider these differences to be "important".

The study concluded that there was no need for people to buy organic food for health benefits, but people don't only buy organic food because they think it will make them healthier. The EU's Quality Low Input Food project has found that regular buyers of organic food have a much more sophisticated understanding of the range of benefits that organic farming and food deliver, which stretch well beyond the nutritional.

The environmental advantages are self-evident: organic farms have on average 30 per cent more species and 50 per cent more overall numbers of wildlife such as birds, butterflies and bees. Compassion in World Farming, the recognized experts on animal welfare, says organic farming has the potential for the highest animal welfare standards. Artificial nitrogen fertilizer is banned in organic farming, so there are fewer run-offs of

nutrients that cause the algae blooms in coastal waters which can have severe impacts on wildlife. There is also less dangerous waste on organic farms than on non-organic farms.

Our future will be dominated by climate change. Here organic farming is leading the way, by using solar powered fertility through crops like red clover that fix nitrogen into the soil for subsequent crops. For our own health and the health of the planet, organic food and farming will play a big part in a sustainable food and farming future.

*Molly Conisbee is Director of Campaigns and Communications at the Soil Association.*

(Disponível em: <<http://telegraph.co.uk/comment/personal-view/5939643/Dont-write-off-organic-food.html>>. Acesso em: 18de Agosto 2009.)

## FAMILIARIZAÇÃO COM O TEXTO

1. Observe o título, a figura que ilustra o texto e a legenda e diga qual o provável assunto do texto:

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Faça uma leitura rápida do texto (*skimming*) e confirme ou refaça a predição feita na questão anterior

2. Relacione os parágrafos do texto (1, 2, 3, 4 ou 5) às suas respectivas ideias principais.

- Relato de um estudo feito sobre as diferenças nutricionais entre os produtos orgânicos e não orgânicos.
- Os benefícios do cultivo dos produtos orgânicos para o bem-estar dos animais e do meio-ambiente
- Os efeitos dos produtos químicos usados na agricultura tradicional para a saúde.

- A importância da agricultura de produtos orgânicos para o futuro do planeta.
- A opção por produtos orgânicos vai além da questão nutricional.

3. Agora volte ao texto e, utilizando a estratégia scanning, encontre as seguintes informações:

a) Alguns dos efeitos colaterais dos pesticidas para o homem.

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b) A diferença nutricional entre produtos orgânicos e não orgânicos

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c) Os motivos pelos quais as pessoas preferem os produtos orgânicos.

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d) As vantagens do cultivo de produtos orgânicos para o meio ambiente.

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## **PRÁTICA DE ASPECTO LINGUÍSTICO**

### GRUPOS NOMINAIS

1. Identifique os núcleos dos grupos nominais abaixo, retirados do texto, e traduza-os:

a) the average industrially-produced apple

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b) the long-term effects of farming chemicals on human health

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c) the nutritional content of organic food

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d) non-organic food

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e) higher levels of beneficial nutrients

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f) regular buyers of organic food

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g) the environmental advantages

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h) artificial nitrogen fertilizer

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i) severe impacts on wildlife

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## **CONSOLIDAÇÃO**

PALAVRAS-CHAVE E INFERÊNCIA

1. Identifique as palavras que foram importantes na construção do significado do texto.

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2. Utilizando a estratégia inferência, deduza o significado das palavras em negrito nas sentenças abaixo:

a) It completely failed to **address** the long-term effects of farming chemicals on human health.

( ) direcionar                      ( ) endereçar                      ( ) abordar

b) The EU's Quality Low Input Food project has found that regular buyers of organic food have a much more sophisticated understanding of the range of benefits that organic farming and food deliver, which **stretch** well beyond the nutritional.

( ) superam                      ( ) estendem                      ( ) alongam

c) Artificial nitrogen fertilizer is banned in organic farming, so there are fewer **run-offs** of nutrients that cause the algae blooms in coastal waters [...]

( ) correnteza                      ( ) escoamento                      ( ) corrida

d) [...] organic food and farming **will play a big part** in a sustainable food and farming future.

( ) terão um papel importante                      ( ) farão uma grande partida  
( ) serão ampliados

# 11

## Uso de Dicionário

### MÓDULO I



# *USO DE DICIONÁRIO*

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## **Your iBrain: How technology changes the way we think**

HOW THE TECHNOLOGIES THAT HAVE BECOME PART OF OUR DAILY LIVES  
ARE CHANGING THE WAY WE THINK

By Gary Small and Gigi Vorgan  
OCTOBER, 2008 In Mind & Brain

### **Key Concepts**

➔ The brain's plasticity – its ability to change in response to stimuli from the environment – is well known. What has been less appreciated is how the expanding use of technology is shaping neural processing.

➔ Young people are exposed to digital simulation for several hours every day, and many older adults are not far behind.

➔ Even using a computer for Web searches for just an hour a day changes the way the brain processes information. A constant barrage of e-contacts is both stimulating – sharpening certain cognitive skills – and draining, studies show.



You're on a plane packed with other businesspeople, reading your electronic version of the Wall Street Journal on your laptop while downloading files to your iPhone and organizing your PowerPoint presentation for your first meeting when you reach New York. You relish the perfect symmetry of your schedule, to-do lists and phone book as you notice a woman in the next row entering little written notes into her leather-bound daily planner. You remember having one of those ... What? Like a zillion years ago? Hey, lady! Wake up and smell the computer age. You're outside the airport now, waiting impatiently for a cab along with dozens of other people. It's finally your turn, and as you reach for the taxi door a large man pushes in front of you, practically knocking you over. Your briefcase goes flying, and your laptop and iPhone splatter into

pieces on the pavement. As you frantically gather up the remnants of your once perfectly scheduled life, the woman with the daily planner book gracefully steps into a cab and glides away.

The current explosion of digital technology not only is changing the way we live and communicate but also is rapidly and profoundly altering our brains. Daily exposure to high technology – computers, smart phones, video games, search engines such as Google and Bing – stimulates brain cell alteration and neurotransmitter release, gradually strengthening new neural pathways in our brains while weakening old ones. Because of the current technological revolution, our brains are evolving right now – at a speed like never before.

(Disponível em: <<https://www.scientificamerican.com/article/your-brain/>>. Acesso em 20 agosto 09)

## FAMILIARIZAÇÃO COM O TEXTO

1. Observe título, subtítulo e imagem do texto acima e infira seu conteúdo. O texto possui um tom formal ou informal?

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2. Relacione as palavras com as frases abaixo para formar as combinações apresentadas no texto. Dê o significado das palavras de acordo com seu conhecimento de mundo e do assunto.

<b>a) Downloading</b>	<b>e) Waiting</b>
<b>b) Entering</b>	<b>f) Changing</b>
<b>c) Organizing</b>	<b>g) Altering</b>
<b>d) Using</b>	

( ) The way we live and communicate

( ) Your PowerPoint presentation

( ) Little written notes

- ( ) Files
- ( ) A computer for Web searches
- ( ) For a cab
- ( ) Our brains

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## PRÁTICA DE ESTRATÉGIA

### USO DO DICIONÁRIO

1. Como se diz caminhão em inglês americano e britânico?

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2. Como se diz Parabéns!

a) quando alguém comemora aniversário: \_\_\_\_\_.

b) quando você deseja cumprimentar alguém por ter conseguido um bom emprego: \_\_\_\_\_.

3. A que classes gramaticais pertencem as palavras **perfect**, **perfection**, **perfectionist** e **perfectly**? Quais são suas traduções?

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4. Quantos significados possui a palavra minute como:

a) Substantivo: \_\_\_\_\_.

b) Adjetivo: \_\_\_\_\_.

5. Qual o significado das palavras sublinhadas nas sentenças abaixo?

a) Press any key to enter the program: \_\_\_\_\_.

b) Give me the key to open the door: \_\_\_\_\_.

c) Exercise is the key to good health: \_\_\_\_\_.

d) I usually play guitar on Saturdays: \_\_\_\_\_.

e) They play soccer twice a week: \_\_\_\_\_.

f) That play was beautifully performed by Fernanda Montenegro:

\_\_\_\_\_.

6. Procure uma tradução apropriada para as palavras sublinhadas, retiradas do texto. Para facilitar seu trabalho, classifique-as primeiramente em: substantivo (S), verbo (V), adjetivo (Adj.) ou advérbio (Adv.)

a) You relish the perfect symmetry of your schedule, to-do lists and phone book as you notice a woman in the next room entering little written notes into her leather-bound daily planner.

*Relish:* \_\_\_\_\_.

*Schedule:* \_\_\_\_\_.

*Planner:* \_\_\_\_\_.

b) It's finally your turn, and as you reach for the taxi door a large man pushes in front of you, practically knocking you over.

Turn: \_\_\_\_\_.

Reach: \_\_\_\_\_.

Pushes: \_\_\_\_\_.

Knocking you over: \_\_\_\_\_.

c) Daily exposure to high technology - computers, smart phones, video games, search engines such as Google and Bing - stimulates brain cell alteration and neurotransmitter release, gradually strengthening new neural pathways in our brains while weakening old ones

Smart: \_\_\_\_\_.

Release: \_\_\_\_\_.

Strengthening: \_\_\_\_\_.

Pathways: \_\_\_\_\_.

# 12

## Afixos

### MÓDULO I



## Michelangelo's first painting bought

FORT WORTH, TEXAS – THE KIMBELL ART MUSEUM WILL SOON BE THE ONLY U.S. MUSEUM TO DISPLAY A MICHELANGELO PAINTING AFTER ACQUIRING HIS EARLIEST KNOWN WORK, A RARE TREASURE THAT WAS TUCKED AWAY AND DOUBTED AS AUTHENTIC FOR MORE THAN A CENTURY.

Published: 7:00A.M. BST 14May 2009



"The Torment of Saint Anthony" by Michelangelo, believed to be his earliest known work.

The museum declined to disclose how much it paid for "The Torment of Saint Anthony," a 15th-century oil and tempera painting on a wood panel that depicts scaly, horned, winged demons trying to pull the saint out of the sky. Experts believe he painted it when he was only 12 or 13 years old.

Only four such works – including this one – by the artist exist, and two of them are unfinished. Most of his paintings are frescoes, the famous scenes on the ceiling and wall of Rome's Sistine Chapel.

"This is one of the greatest rediscoveries in the history of art," Eric M. Lee, the Fort Worth museum's director, said. "The evidence could not be stronger. It is like a detective story, like a mystery, and it involves one of the greatest artists of all time."

The painting was exhibited as late as 1874 in Paris. But some questions about its authenticity had surfaced through the years, and after a London family acquired it in the 1900s, the painting was kept privately and largely forgotten in the art world, Mr. Lee said.

Last summer an art dealer bought it for nearly \$2 million at a Sotheby's auction and then took it to New York's Metropolitan Museum of Art, where one department chairman shared his hunch that it was the work of the Renaissance artist, Lee said.

Experts in the Met's paintings conservation department carefully cleaned it by removing decades of dirt, as well as paint layers that art restorers had applied through the ages to fill in chips or dull areas, Mr. Lee said.

When they examined the painting further using X-rays and infrared technology, they were able to see how the artist made certain brush strokes, scraped paint layers to achieve detail and even changed elements of the painting before the final version, Mr. Lee said.

Museum experts said they determined it not only was Michelangelo's – based on similarities to his other works and the artist's stories of the piece as told to biographers – but also that it was his earliest work – based on its age and details in the painting. The confirmation came a few months ago, and then the Kimbell decided to buy it, Mr. Lee said.

The generations of dirt and paint build-up had obscured the painting's identity, and some doubted its authenticity because a similar painting existed, Mr. Lee added. But an art expert who extensively studied both paintings said the other was done in the 17th century.

Michelangelo's piece has previously been known as "The Temptation of Saint Anthony" because he was inspired by a similar engraving of that name while learning to be an artist. But after the Kimbell acquired the oil painting, Lee decided to change its name because that engraving depicts a different scene, he said.

The painting will be displayed at the Kimbell starting this fall after a summer exhibit at the Metropolitan Museum of Art in New York. Lee said he may loan the painting to other museums later for travelling exhibits.

"This could not be a rarer object," Mr. Lee said. "That's why this is such an extraordinary opportunity."

(Disponível em: <<http://www.telegraph.co.uk/news/worldnews/northamerica/usa/5321421/Michelangelos-first-painting-bought.html>>. Acesso em: 20julho 09.).

## FAMILIARIZAÇÃO COM O TEXTO

1. Você lerá um texto sobre um dos trabalhos de Michelangelo. Antes de começar a leitura, leia o parágrafo abaixo sobre esse famoso artista.

**Michelangelo di Lodovico Buonarroti Simoni** (March 6, 1475 – February 18, 1564) was a Renaissance painter, sculptor, poet and architect. He is famous for creating the fresco ceiling of the Sistine Chapel, one of the most stupendous works in all of Western art, as well as the "*Last Judgment*" over the altar, and "*The Martyrdom of St. Peter*" and "*The Conversion of St. Paul*" in the Vatican's Capella Paolina; among his many sculptures are those of the Pieta and David, again, sublime masterpieces of their field; he also designed the dome of St. Peter's Basilica.

a) Dentre as informações apresentadas acima, há alguma que você desconhecia sobre Michelangelo?

b) Você sabe de outros fatos sobre o artista, que não foram mencionados no parágrafo acima?

2. Agora leia o texto da página anterior, observando de modo especial o título, subtítulo, figura e legenda, além de cognatos e palavras/expressões que você já conhece em inglês. Em seguida, descreva em uma sentença o assunto tratado.

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3. Volte ao texto, desta vez para localizar as informações abaixo. Não se esqueça de usar a estratégia de scanning, isto é, a leitura seletiva, buscando apenas os dados necessários para realizar a atividade.

a) Nome do museu que comprou a obra de Michelangelo:

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b) Título da obra descoberta:

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c) Período em que a obra foi realizada:

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d) Quantia paga pela obra, adquirida em um leilão *Sotheby* (tradicional casa de leilões inglesa):

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e) Tecnologia utilizada por peritos do Museu de Arte Metropolitana, em Nova Iorque, para descobrir a identidade do autor da obra:

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## PRÁTICA DE ASPECTO LINGUÍSTICO

1. No diagrama abaixo, encontre os equivalentes em inglês das seguintes palavras e anote-as:

Não atraente \_\_\_\_\_

Líder \_\_\_\_\_

Supermercado \_\_\_\_\_

Desonesto \_\_\_\_\_

Psicologia \_\_\_\_\_

Internacional \_\_\_\_\_

Infelicidade \_\_\_\_\_

Investimento \_\_\_\_\_

Governo \_\_\_\_\_

Inesquecível \_\_\_\_\_

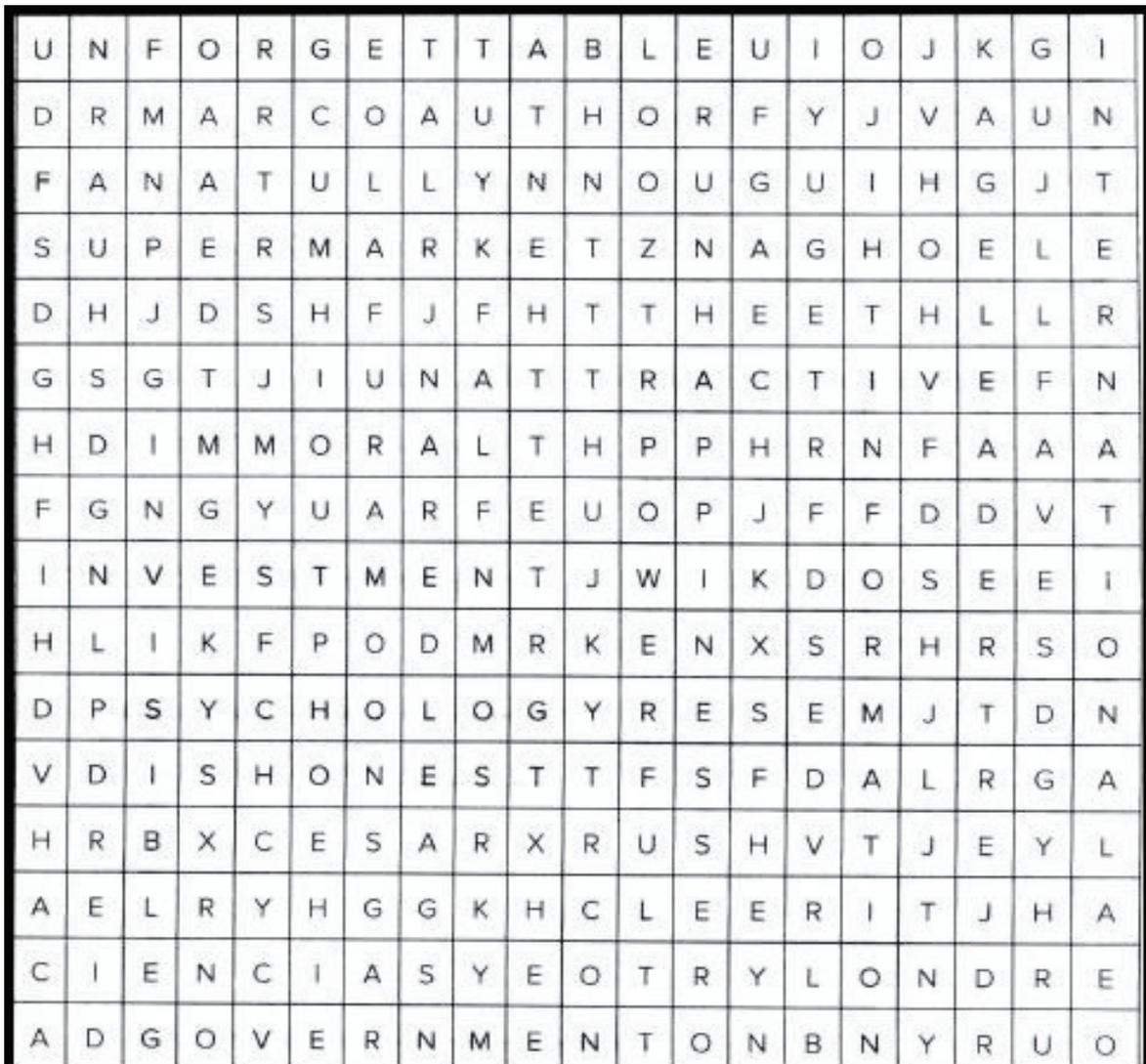
Informação \_\_\_\_\_

Invisível \_\_\_\_\_

Coautor \_\_\_\_\_

Poderoso \_\_\_\_\_

Imoral \_\_\_\_\_





- b. Only four such works [...] by the artists exist, and two of them are unfinished.
- c. "This is one of the greatest rediscoveries in the history of art [...]"
- d. The evidence could not be stronger.
- e. The painting was kept privately and largely forgotten in the art world, Mr. Lee said.
- f. Last summer an art dealer bought it for nearly \$2 million [...]
- g. Experts in the Met's paintings conservation department carefully cleaned it by removing decades of dirt [...]
- h. Museum experts said they determined it not only was Michelangelo's – based on similarities to his other works and the artist's stories of the piece as told to biographers – but also that it was his earliest work – based on its age and details in the painting.
- i. Michelangelo's piece has previously been known as "The Temptation of Saint Anthony" because he was inspired by a similar engraving of that name while learning to be an artist.
- j. "This could not be a rarer object," Mr. Lee said.

*Disclose* \_\_\_\_\_

*Engraving* \_\_\_\_\_

*Greatest* \_\_\_\_\_

*Unfinished* \_\_\_\_\_

*Stronger* \_\_\_\_\_

*Rediscoveries* \_\_\_\_\_

*Dealer* \_\_\_\_\_

*Largely* \_\_\_\_\_

*Carefully* \_\_\_\_\_

*Similarities* \_\_\_\_\_

*Biographers* \_\_\_\_\_

*Earliest* \_\_\_\_\_

*Painting* \_\_\_\_\_

*Rarer* \_\_\_\_\_

## CONSOLIDAÇÃO

### INFERÊNCIA CONTEXTUAL

1. Qual o significado dos vocábulos destacados abaixo?

a) The Kimbell Art Museum will soon be the only U.S. museum to **display** a Michelangelo painting after acquiring his earliest known work...

( ) adquirir                      ( ) exhibir                      ( ) buscar

b) ... A rare treasure that was **tucked away** and doubted as authentic for more than a century.

( ) desprezado                      ( ) emprestado                      ( ) restaurado

c) ... It's **like** a detective story, **like** a mystery, and it involves one of the greatest artists of all time.

( ) gosta                      ( ) difere                      ( ) como

d) Lee said he may **loan** the painting to other museums later for travelling exhibits.

( ) vender                      ( ) emprestar                      ( ) levar

Prefixos	
Negação	Demais/Em excesso
Dis-, il-, im-, ir-, un-	over-
<ul style="list-style-type: none"> <li>➤ Do you <b>dis</b>approve of advertisements for cigarettes?</li> <li>➤ Cocaine, LSD and heroin are all <b>il</b>legal drugs.</li> <li>➤ I had to leave the job because my boss was <b>im</b>possible.</li> <li>➤ She suffers from an <b>ir</b>regular heartbeat, but there are drugs which help.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children often become tearful when they're <b>over</b>tired.</li> <li>➤ He looks exhausted: they're <b>over</b>working him.</li> <li>➤ We all tend to <b>over</b>use certain expressions</li> <li>➤ I'm only a few kilos <b>over</b>weight.</li> <li>➤ If your luggage is <b>over</b>weight, you have to pay extra.</li> </ul>
Menos que o necessário/ Desejado	Erro
under-	mis-
<ul style="list-style-type: none"> <li>➤ Never <b>under</b>estimate your enemy!</li> <li>➤ What is that kid doing in the bar? He's clearly <b>under</b>age</li> <li>➤ They are ridiculously <b>under</b>paid, especially as the work is so dangerous.</li> <li>➤ Without a jacket or a tie, I fell rather <b>under</b>dressed at their wedding.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I thought we had enough plates for the party, but perhaps I <b>mis</b>counted.</li> <li>➤ Unfortunately, your luggage has been <b>mis</b>directed to a different airport.</li> <li>➤ She was accused of professional <b>mis</b>conduct when her love affair with a student became public.</li> </ul>

Os sufixos, por sua vez, apresentam-se em maior número que os prefixos. Veja a seguir alguns exemplos de sufixos e a classe gramatical que sinalizam.

SUFIXOS	
Para formar verbos:	Para formar advérbios:
-en; -ify; -ize/-ise	-ly
<ul style="list-style-type: none"> <li>➤ My mum gives me so much food I think she wants to <b>fatten</b> me up. (fat&gt;fatten).</li> <li>➤ Could you <b>simplify</b> what you just said? (simple&gt; simplify)</li> <li>➤ Let's <b>modernize</b> the kitchen, shall we?(modern &gt; modernize)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Could you please speak more <b>slowly</b>? (slow&gt; slowly)</li> <li>➤ He lived <b>happily</b> with his wife. (happy&gt; happily)</li> <li>➤ Most of these people are paid <b>monthly</b>(month &gt; monthly)</li> <li>➤ Do you find it difficult to exercise <b>daily</b>? (day&gt;daily)</li> </ul> <p><b>* [yearly/monthly / weekly / daily / hourly/nightly também podem ser classificados como adjetivos, quando se referem a substantivos. ]</b></p>

Para formar substantivos	Para formar adjetivos
-ee; -er/-or	-ly
<ul style="list-style-type: none"> <li>➤ In our talk show, we try to make <b>interviewees</b> feel as relaxed as possible. (interview&gt;interviewee)</li> </ul> <p><b>* [-ee Indica a pessoa que sofre a ação do verbo "interview". ]</b></p> <ul style="list-style-type: none"> <li>➤ I wish TV <b>interviewers</b> would make politicians answer their questions properly. (interview&gt; interviewer)</li> </ul> <p><b>*[-er indica a pessoa que faz a ação do verbo "interview". ]</b></p>	<ul style="list-style-type: none"> <li>➤ Folha de Londrina is a <b>daily</b> newspaper.(day &gt; daily)</li> <li>➤ At school, we now have <b>monthly</b> tests. (month &gt; monthly)</li> <li>➤ She has a <b>friendly</b> smile. (friend &gt;friendly)</li> <li>➤ It was a good party and the food was <b>heavenly</b>. (heaven&gt; heavenly)</li> </ul>

<b>-ation / -ition / -ision</b>	<b>-al; -able/ -ible</b>
<p>It's important for children to get a good <b>education</b>. (educate &gt;education)</p> <p>A secretary would be a welcome <b>addition</b> to our staff (add&gt; addition)</p> <p>Two drivers were killed In a <b>collision</b> between a car and a taxi last night.(collide&gt; collision)</p>	<p>Britain has more than ten national newspapers. (nation&gt;national)  <b>*[al também pode formar substantivos. ]</b></p> <p>The house Is In a very <b>desirable</b> area of the city. (desire&gt; desirable)</p> <p>They made me an <b>irresistible</b> offer so we closed the deal. (resist&gt; irresistible).</p>
<b>-al; -ity; -ment; -ness; -ship</b>	<b>-ful; less</b>
<p>Alan is someone who always needs the <b>approval</b> of other people. (approve&gt;approval).  <b>*[-al também pode formar adjetivos. ]</b></p> <p>Her friends take advantage of her <b>generosity</b>. (generous &gt;generosity)</p> <p>What this state needs is a really strong <b>government</b>(govern &gt;government)</p> <p>Everyone wants to find true <b>happiness</b>, right? (happy&gt; happiness)</p> <p>Did you form any lasting <b>friendships</b> while you were at college? (friend&gt;friendship)</p>	<p>He is a very <b>careless</b> driver, that's why I never ride with him. (care&gt; careless)</p> <p>He had a <b>painless</b> death. (pain&gt;painless).  <b>*[-less sinaliza ausência: careless&gt; sem cuidado, descuidado; painless&gt; sem dor, indolor. ]</b></p> <p>Be <b>careful</b> to look both ways when you cross the road. (care&gt;careful)</p> <p>Is your arm very <b>painful</b>? (pain &gt;painful).  <b>* [-ful sinaliza o oposto de -less: careful- com cuidado, cuidadoso; painful - com dor, dolorido/doloroso. ]</b></p>

# 13

## Revisão de Conteúdos

### MÓDULO I



# REVISÃO DE CONTEÚDOS

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✓ *A leitura é uma atividade que envolve constantes inferências, as quais são confirmadas/rejeitadas ao longo da leitura. Para se trabalhar de forma mais eficiente a leitura de um texto, podemos fazer uso das seguintes ferramentas: conhecimento de mundo (conhecimento prévio acerca do assunto); contexto semântico (contexto imediato no qual a palavra desconhecida está inserida); contexto linguístico (conjunto de pistas que nos diz se uma palavra é um substantivo, adjetivo, verbo e etc.); e contexto não-linguístico (conjunto de gravuras, tabelas, gráficos e etc.).*

1. Observe a seguinte gravura e faça inferências acerca do assunto do texto em que ela está inserida.



2. O título do texto – *“Is ‘addiction’ an excuse to overeat?”* – confirma suas primeiras suposições? De acordo com o título, qual assunto o texto vai abordar?

3. Leia o primeiro parágrafo do texto. Suas previsões estavam corretas?

Some have compared food addiction to drug addiction, and then used this term to associate it with overeating and as a clinical explanation for the obesity epidemic, implicating millions of people.

4. Agora, leia o texto na íntegra e escreva, brevemente, o assunto abordado.

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## **Is ‘addiction’ an excuse to overeat?**

ARE WE ADDICTED TO THIS OR JUST PLAIN GREEDY?

“Food addiction” is becoming a popular term to explain overeating. But, professor John Blundell from the Institute of Psychological Sciences at the University of Leeds warns the term is being used far too freely.

Some have compared food addiction to drug addiction, and then used this term to associate it with overeating and as a clinical explanation for the obesity epidemic, implicating millions of people.

The use of the term “food addiction” is a step towards medicalization and implies that normal human social behavior is pathological. Forms of eating therefore become an illness. This attitude is not helpful and has huge implications for the way in which people view their own behavior and their lives.

The concept of food addiction comes from a combination of experimental data, anecdotal observations, scientific claims, personal opinions, deductions and beliefs. It is an over-simplification of a very complex set of behaviors.

Attributing food addiction as the single cause underlying the development of obesity, despite the existence of numerous other very plausible explanations, is unhelpful, particularly for those trying to live more healthy lives. This removes the personal responsibility they should feel and could act on – and they infer that their eating is a form of disease. Food addiction may offer an appealing explanation for

some people, but the concept could hinder an individual's capacity for personal control.

Binge eating disorder does exist – but it is a rare clinical condition affecting fewer than 3% of obese people. Sufferers have a strong compulsion to eat, which persists alongside the sense of a loss of control. Addiction-like food behavior may be a component of the severe and compulsive form of binge eating disorder. But this condition does not explain the huge rise in obesity we have seen across the population. Binge eating is not a key cause of obesity and, therefore, in the context of mass public health, is not a major concern.

What we need is a calm and composed analysis of what the words “food addiction” really mean so that people can make informed deductions about the causes of their own behavior.

5. Liste 10 palavras cognatas presentes no texto e suas respectivas classes gramaticais.

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6. Sublinhe no texto as palavras abaixo. Com base no **contexto semântico** e **linguístico**, escreva seus significados e suas classes gramaticais.

a) warn (linha 3)	
b) illness (linha 9)	
c) helpful (linha 9)	
d) huge (linha 9)	
e) claims (linha 12)	
f) beliefs (linha 13)	
g) infer (linha 17)	
h) hinder (linha 19)	

i) loss (linha 23)	
j) mean (linha 29)	

7. Marque **X** nas alternativas que refletem as ideias do texto trabalhado.

( ) O termo “vício por comida” está sendo usado muito livremente, de forma que passa a ser um passo rumo à medicalização e implica que o comportamento social humano normal é patológico.

( ) O conceito de “vício por comida” foi criado com base em dados puramente científicos.

( ) Usar o termo “vício por comida” não é simplificar demais um conjunto complexo de comportamentos.

( ) É errôneo pensar o vício em comida como a única causa responsável pelo crescimento das taxas de obesidade.

**DISCUSSÃO:** De acordo com a sua compreensão do texto, quais são os perigos de se comparar a compulsão por comida com o vício em drogas?

8. A que se referem os pronomes em **negrito** nos trechos abaixo?

a) “Some have compared food addiction to drug addiction, and then used this term to associate **it** with overeating [...]”

IT: \_\_\_\_\_

b) “Attributing food addiction as the single cause underlying the development of obesity, despite the existence of numerous other very plausible explanations, is unhelpful, particularly for those trying to live more healthy lives. **This** removes the personal responsibility they should feel and could act on.”

THIS: \_\_\_\_\_

c) "Sufferers have a strong compulsion to eat, which persists alongside the sense of a loss of control."

WHICH: \_\_\_\_\_