

CONHECIMENTOS ESPECÍFICOS

1 When we are young, we learn that tigers and sharks
are dangerous animals. We might be scared of them because
they are big and powerful. As we get older, however, we learn
4 that sometimes the most dangerous animals are also the
smallest ones. In fact, the animal that kills the most people
every year is one that you have probably killed many times: the
7 mosquito.

While it may seem that all mosquitoes are biters, this
is not actually the case. Male mosquitoes eat plant nectar. On
10 the other hand, female mosquitoes feed on animal blood. They
need this blood to live and produce eggs. When a female
mosquito bites a human being, it injects a small amount of
13 saliva into his/her blood. This saliva may or may not contain a
deadly disease. Therefore, the result of the bite can be as minor
as an itchy bump or as serious as death.

16 Because a mosquito can bite many people in the
course of its life, it can carry diseases from one person
to another very easily. Two of the most deadly diseases carried
19 by mosquitoes are malaria and yellow fever. More than
700 million people become sick from these diseases every year.
At least 2 million of these people will die as a consequence.

22 Many scientists are working on safer and better forms
of killing mosquitoes, but so far, there is no sure way to protect
everyone in the world from their deadly bites. Mosquito nets
25 can be placed over beds to protect people against being bitten.
These nets help people stay safe at night, but they do not kill
any mosquitoes. However, mosquitoes have many natural
28 enemies like bats, birds, dragonflies, and certain kinds of fish,
so bringing more of these animals into places where
mosquitoes live might help to cut down the amount of
31 mosquitoes in that area. This is a natural solution, but it does
not always work very well. Mosquitoes can also be killed with
poisons or sprays. Even though these sprays kill mosquitoes,
34 they may also harm other plants or animals.

Internet: <www.englishforeveryone.org> (adapted).

Based on text above, judge the following items.

- 71 It is possible that mosquito saliva transmits a lethal disease to humans.
- 72 Malaria is an example of a disease which is transmitted from person to person through a mosquito bite.
- 73 The expression “More than” (ℓ.19) can be correctly replaced with **Over**.
- 74 Mosquito nets are an effective means of killing mosquitoes.
- 75 The word “dragonflies” (ℓ.28) is used to give an example of an insect.
- 76 Tigers and sharks are dangerous to young people, but not to older people.
- 77 Some female mosquitoes do not bite, they eat plant nectar instead.

1 Philadelphia is a city known for many things. It is
where the Declaration of Independence was signed in 1776,
and it was also the first capital of the United States. But one
4 fact about Philadelphia is not so well-known: it is home to
nearly 3,000 murals painted on the sides of homes and
buildings around the city. In fact, it is said that Philadelphia has
7 more murals than any other city in the world, with the
exception of Rome. How did this come to be?

More than 20 years ago, a New Jersey artist named
10 Jane Golden started a project pairing troubled youth with artists
to paint murals on a few buildings around the city. From this
small project, something magical happened. The young people
13 involved helped to create magnificent pieces of art, but there
were other, perhaps more important benefits. The young people
learned to collaborate and get along with many different kinds
16 of people during the various steps required to paint and design
a mural. They learned to be responsible, because they needed
to follow a schedule to make sure the murals were completed.
19 They also learned to take pride in their community. It is hard
for any resident to see the spectacular designs and not feel
proud to be a part of Philadelphia.

22 Take a walk around some of the poorest
neighborhoods in Philadelphia, full of broken windows and
littered front steps, and you will find beautiful works of art on
25 the sides and fronts of buildings. Of course the murals are not
just in poor neighborhoods, but also in more affluent ones.
Special buses take tourists to different parts of the city to see
the various murals, which range from huge portraits of
28 historical heroes, to cityscapes, to scenes depicting the diverse
ethnic groups that call Philadelphia home.

31 As a result of its success, the mural project created by
Jane Golden has now become the nation’s largest public art
project and a model for other cities throughout the country
34 seeking to help troubled youth.

Internet: <www.englishforeveryone.org> (adapted).

According to the text, judge the following items.

- 78 The murals of Philadelphia were painted by troubled young people alone.
- 79 The expression “In fact” (ℓ.6) is used to emphasize some information presented previously.
- 80 One of the objectives of the text is to inform how Philadelphia became the second city in the world with most murals.
- 81 Philadelphians are not proud of their city due to the existence of so many murals.
- 82 Some of the murals are located in so distant areas that you can only see them if you take a special bus.
- 83 Jane Golden started the Philadelphia mural project because she was herself troubled as a young woman.
- 84 Rome does not have as many murals as those found in Philadelphia.

1 Heart diseases in younger people are often more
severe and afflict more often people from India than those in
developed countries, a study has found. Publishing their
4 findings in **The Lancet**, an Indian-Canadian team of
researchers analysed data on 20,937 people who suffered heart
attacks, collected from 89 centres spread across 50 cities in
7 India from 2001–2005. They then compared these data with
similar studies in developed countries.

The researchers found that 60 per cent of the patients
10 had a severe form of heart disease, compared with around
40 per cent in developed countries. Indian patients are also
younger, with a mean age of 57 years rather than 63–68 years.
13 Three-quarters of Indian heart disease patients are from low
socio-economic backgrounds. The poorer patients receive
medical attention late, for reasons including lack of awareness
16 of the symptoms and poor access to ambulances. Poorer
Indians are also less likely to receive treatments proven to save
lives. The study indicates that higher death rates in poor
19 patients are not because of differences in risk factors, but
because of differences in treatment.

Eighty per cent of the 7.1 million deaths due to heart
22 disease in 2001 took place in poor countries, and India is
expected to account for 60 per cent of the heart disease burden
by 2010. Between 1990 and 2020, the number of men with
25 heart disease in developing countries is expected to increase by
137 per cent, and women by 120 per cent, compared with
30–60 per cent in developed countries.

28 “India is a likely representative of other nations facing
similar socio-economic challenges,” says Kim Eagle,
cardiology professor at the University of Michigan Medical
31 Center, United States. “The increasing obesity epidemic, high
rate of smoking in certain populations, and variable availability
of modern medications and treatments create a situation in
34 which coronary prevention efforts are far from optimal,” he
said.

Internet: <www.scidev.net> (adapted).

Judge the following items according to the text above.

- 85 Late medical attention is one of the causes of high death rates related to heart diseases among Indians.
- 86 The verb “took place” (ℓ.22) can correctly be replaced with **have taken place**.
- 87 Kim Eagle mentions obesity, pollution and smoking as causes of heart diseases.
- 88 In the text, the word “optimal” (ℓ.34) is a synonym for **ideal**.
- 89 The verb “spread” (ℓ.6) can correctly be replaced with **spreaded**.
- 90 Indians have genetic characteristics which make them more likely to have heart diseases.

1 The goddess Thetis was a sea nymph, so beautiful that
the Olympians desired her, and even Zeus was tempted.
However, an oracle told the gods that the son of Thetis would
4 be more magnificent than his father, and so the gods shunned
her – because they did not want to suffer a similar fate to
Chronos, whose son Zeus conquered.

7 It was decided that Thetis must marry a mortal, and
Cheiron, the centaur, suggested that a student of his – Peleus –
should marry her. She fled from him but was eventually
10 captured and married to him. She had many children, and tried
to make them immortal by dipping them in the Styx and then
thrusting them into a fire. However, this killed all of them
13 except her last-born, whose father saved him from the fire. The
boy, Achilles, had only been dipped into the Styx, which
succeeded in protecting him, but since his mother had held him
16 by the heel, that part of him was not protected.

According to legend, Achilles’ escape from the fire
was very narrow indeed, with his father pulling him out too late
19 to save him from being burnt on the ankle. However, the
centaur Cheiron helped Peleus once again, by replacing the
ankle bone of Achilles with one belonging to the giant
22 Damysos, a great runner. This was what gave Achilles his
famous speed.

An oracle told Achilles that he was destined either to
25 have a short yet glorious life, or a long and undistinguished
one. Achilles chose the more noble course, and when the
Trojan War began he joined the Greeks and turned out to be a
28 tremendous fighter.

His most famous adventure, however, centres around
an argument with his king, Agamemnon, during which he
shunned the battle completely. Without his inspiring presence,
31 the Greeks lost a great many men, and begged him to return.
Achilles compromised — he would allow his best friend
34 Patrocles to wear his armour, fooling the Trojans into thinking
he was Achilles and losing heart.

But then the plan backfired, and Patrocles was killed.
37 Achilles was so brokenhearted and upset that he rejoined the
war, fighting more fiercely than ever and killing the best Trojan
fighter, Hector. However, he was hated by Apollo, who was
40 fighting with the Trojans in the great war, and who killed
Achilles in battle by shooting an arrow at the only vulnerable
part of his body — his heel.

Internet: <http://news.bbc.co.uk> (adapted).

Judge the following items, based on the text above.

- 91 In line 21, the word “one” refers to “ankle bone”.
- 92 When Achilles “compromised” (ℓ.33), he refused to return to the battlefield.
- 93 The verb form “shunned” (ℓ.4) in this particular context means **ignored, avoided, or rejected**.
- 94 The use of the construction “It was decided” (ℓ.7) suggests that it cannot be known who made the decision.
- 95 “Eventually” (ℓ.9) means **occasionally, not frequently**.
- 96 It can be inferred from the text that “Styx” (ℓ.11) is probably the name of a Greek mountain.
- 97 The expression “losing heart” (ℓ.35) was used to express the idea that the Trojans became insensitive and, therefore, more effective warriors.

1 The term language learning strategy has been
 defined by many researchers. Wenden and Rubin
 (1987:19) define learning strategies as “... any sets of
 4 operations, steps, plans, routines used by the learner to
 facilitate the obtaining, storage, retrieval, and use of
 information.” Richards and Platt (1992:209) state that
 7 learning strategies are “intentional behavior and
 thoughts used by learners during learning so as to better
 help them understand, learn, or remember new
 10 information.” According to Stern (1992:261), “the
 concept of learning strategy is dependent on the
 assumption that learners consciously engage in
 13 activities to achieve certain goals and learning
 strategies can be regarded as broadly conceived
 intentional directions and learning techniques.” All
 16 language learners use language learning strategies
 either consciously or unconsciously when processing
 new information and performing tasks in the language
 19 classroom. Since language classroom is like a
 problem-solving environment in which language
 learners are likely to face new input and difficult tasks
 22 given by their instructors, learners’ attempts to find the
 quickest or easiest way to do what is required, that is,
 using language learning strategies is inescapable.

25 Language learning strategies use during the act
 of processing the new information and performing tasks
 have been identified, described and classified by many
 28 scholars. However, most of these attempts to classify
 language learning strategies reflect more or less the
 same categorizations without any radical changes.

M. Hismanoglu. *Language Learning Strategies in Foreign
 Language Learning and Teaching. In: The Internet TESL
 Journal.* Internet: <<http://iteslj.org>> (adapted).

Based on the text, judge the following items.

- 98 The word “obtaining” (ℓ.5) indicates a continuous action in the text.
- 99 The verb “can” (ℓ.14) expresses possibility.
- 100 The word “use” in “All language learners use language learning strategies” (ℓ.15-16) expresses an order.
- 101 The word “likely” (ℓ.21) is used to express a way of facing new input.
- 102 The words “quickest” (ℓ.23) and “easiest” (ℓ.23) indicate the maximum level to be achieved by students in terms of speed and easiness when doing what they are asked to do in the classroom.
- 103 The word “inescapable” (ℓ.24) suggests that it is not possible to avoid using learning strategies.
- 104 Learning strategies are used by some students to learn better in the classroom.
- 105 There are many categorizations of learning strategies but most of them are all very similar.
- 106 In “The term language learning strategy has been defined by many researchers.” (ℓ.1-2), the focus is on the action and not on the ones who did the action.

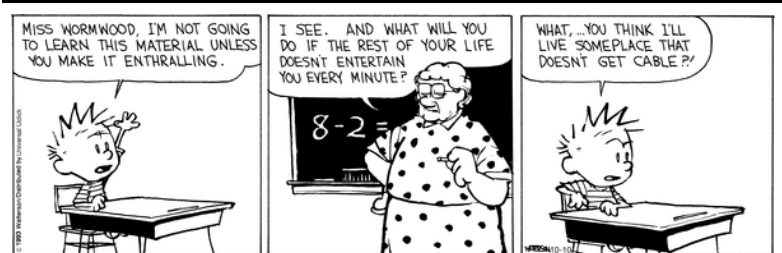
1 An understanding of language as open, dynamic, energetic,
 constantly evolving and personal encompasses the rich complexities of
 communication. This expanded view of language also makes
 4 educational experience more engaging for students. Language is not a
 thing to be studied but a way of seeing, understanding and
 communicating about the world and each language user uses his or her
 7 language(s) differently to do this. People use language for purposeful
 communication and learning a new language involves learning how to
 use words, rules and knowledge about language and its use in order to
 10 communicate with speakers of the language.

This understanding of language sees a language not simply as
 a body of knowledge to be learnt but as a social practice in which to
 participate. Language is something that people do in their daily lives
 13 and something they use to express, create and interpret meanings and
 to establish and maintain social and interpersonal relationships. If
 16 language is a social practice of meaning-making and interpretation,
 then it is not enough for language learners just to know grammar and
 vocabulary. They also need to know how that language is used to
 19 create and represent meanings and how to communicate with others
 and to engage with the communication of others. This requires the
 development of awareness of the nature of language and its impact on
 22 the world.

A. Scarino; A. J. Liddicoat. *Teaching and learning languages: a guide.* Australia:
 Commonwealth of Australia, 2009, p. 16. Internet: <www.tllg.unisa.edu.au> (adapted).

According to the text, judge the following items.

- 107 In “Language is something that people do in their daily lives” (ℓ.13-14), “that” can be correctly replaced by **which** without changing the original meaning of the sentence.
- 108 In “then it is not enough for language learners just to know grammar and vocabulary” (ℓ.17-18), “it” refers to “language”.
- 109 The word “They” (ℓ.18) refers to “grammar and vocabulary”.
- 110 Language is a social practice.
- 111 Vocabulary and grammar are learned naturally through communication.
- 112 The verb “makes” (ℓ.3) suggests that the action of making “educational experience more engaging for students” (ℓ.4) has limited duration.
- 113 In “each language user uses his or her language(s) differently” (ℓ.6-7), the elements “his” and “her” indicate possession.
- 114 In “This understanding of language sees a language not simply as a body of knowledge” (ℓ.11-12), “as” suggests a comparison.



Internet: <www.gocomics.com>

Based on the comic strip, judge the items below.

- 115 The word “unless” can be replaced by **even if** without changing the original meaning of the sentence.
- 116 By using “what will you do”, the teacher is asking the boy about his future actions.
- 117 The sentence “I’m not going to learn” suggests that learning is difficult for the boy.
- 118 “I’ll live someplace” can be replaced by **I should live someplace** without changing the original meaning of the sentence.
- 119 The word “Enthralling” expresses a quality the boy attributes to “material”.
- 120 In “What will you do if the rest of your life doesn’t entertain you every minute?”, the teacher is asking the boy about an unreal hypothetical situation.