

LÍNGUA INGLESA

INSTRUÇÃO: As questões de 01 a 10 referem-se ao texto abaixo.

Why reading and writing on paper can be better for your brain

By Tom Chatfield

01 My son is 18 months old, and I've been reading books with him since he was born. I say "reading", but I really
02 mean "looking at" – not to mention holding, dropping, throwing, chewing, and everything else a small human being
03 likes to do. Over the last six months, though, he has begun not simply to look but also to recognise a few letters and
04 numbers. He calls a capital D a "dog" after a picture on the door of his room; a capital E is "elephant"; a capital K,
05 "kangaroo"; and so on.

06 Reading, differently from speaking, is a young activity in evolutionary terms. Humans have been speaking in
07 some form for thousands of years; we are born with the ability to acquire speech printed in our neurones. The earliest
08 writing, however, emerged only 6,000 years ago, and every act of reading remains a version of what my son is
09 learning: identifying the special species of physical objects known as letters and words, using much the same neural
10 circuits as we use to identify trees, cars, animals and buses.

11 It's not only words and letters that we process as objects. Texts themselves, so far as our brains are concerned,
12 are physical landscapes. So it shouldn't be surprising that we respond differently to words printed on a page
13 compared to words appearing on a screen.

14 Linguistics professor Naomi Baron conducted a survey of reading preferences among over 300 university
15 students across the US, Japan, Slovakia and Germany. When given a choice between media ranging from printouts
16 to smartphones, laptops, e-readers and desktops, 92% of respondents replied that it was a printed copy that best
17 allowed them to concentrate.

18 This isn't a result likely to surprise many editors, or anyone else who works closely with text. While writing this
19 article, I put my thoughts together through a version of the same principle: after checking my notes onscreen, I printed
20 them, wrote notes all over the resulting printout, placed exclamation marks next to key points, spread out the result
21 – and from this landscape I arrived to a – hopefully – coherent argument.

22 What exactly was going on here? Age and habit played their part. But there is also a growing scientific recognition
23 that many of a screen's incomparable advantages – search, unlimited capacity, links and navigation – are either
24 unhelpful or absolutely destructive when it comes to certain kinds of reading and writing.

25 A research conducted in 2013 compared the effectiveness of students taking longhand notes versus typing onto
26 laptops and concluded that the relative slowness of writing by hand demands heavier "mental lifting", forcing students
27 to summarise rather than to copy word for word – in turn tending to increase conceptual understanding, application
28 and retention.

29 In other words, friction is good – at least so far as memorizing is concerned. Moreover, the textured variety of
30 physical writing can itself be significant. In a 2012 study at Indiana University, psychologist Karin James tested five-
31 year-old children who did not yet know how to read or write. She asked them to reproduce a letter or shape in one
32 of three ways: typed onto a computer, drawn onto a blank sheet, or traced over a dotted drawing. When the children
33 were drawing freehand, an MRI* scan during the test showed activation across areas of the brain associated in adults
34 with reading and writing. The other two methods showed no such activation.

35 It seems to me that we must abandon the notion that there is only one way of reading, or that technology and
36 paper are engaged in some implacable war. I can't imagine teaching my son to read in a house without any physical
37 books, pens or paper. But I can't imagine denying him the limitless words and worlds a screen can bring to him either.
38 I hope I can help him learn to make the most of both – and to type/copy/paste/sketch/scribble precisely as much as
39 he needs to make each idea his own.

* MRI [Magnetic Resonance Imaging]: Tomografia por Ressonância Magnética

Disponível em: <<http://www.theguardian.com/technology/2015/feb/23/reading-writing-on-paper-better-for-brain-concentration>>.

Acesso em: 4 mar. 15. (Parcial e adaptado.)

01

Leia os segmentos abaixo.

I **but I really mean "looking at" – not to mention holding, dropping, throwing, chewing, and everything else a small human being likes to do** (linhas 01 a 03).

II **But there is also a growing scientific recognition that many of a screen's** (linhas 22 e 23).

Assinale a alternativa que contém as traduções mais adequadas para os termos sublinhados.

	throwing	growing
a)	<i>dobrar</i>	<i>duradouro</i>
b)	<i>amassar</i>	<i>relevante</i>
c)	<i>atirar</i>	<i>crescente</i>
d)	<i>rasgar</i>	<i>perceptível</i>
e)	<i>rabiscar</i>	<i>generalizado</i>

02

Assinale a alternativa cujos elementos melhor substituem os termos sublinhados nos segmentos a seguir.

I **Over the last six months, though, he has begun not simply to look but also to recognise a few letters** (linha 03).

II **So it shouldn't be surprising that we respond differently to words** (linha 12).

- a) *nevertheless – Thus*
 - b) *moreover – Even though*
 - c) *therefore – Since*
 - d) *besides – Although*
 - e) *yet – Despite*
-

03

Assinale a alternativa na qual o termo **came up** pode substituir o termo sublinhado sem prejuízo para o sentido da frase.

- a) **The earliest writing, however, emerged only 6,000 years ago, and every act of reading remains** (linhas 07 e 08).
 - b) **Linguistics professor Naomi Baron conducted a survey of reading preferences among over 300 university students across** (linhas 14 e 15).
 - c) **When given a choice between media ranging from printouts to smartphones, laptops, e-readers and desktops** (linhas 15 e 16).
 - d) **I printed them, wrote notes all over the resulting printout, placed exclamation marks next to key points, spread out the result – and** (linhas 19 a 21).
 - e) **in one of three ways: typed onto a computer, drawn onto a blank sheet, or traced over a dotted drawing** (linhas 31 e 32).
-

04

Assinale a alternativa que melhor descreve de que forma as orações abaixo se relacionam no texto.

Oração 1: It's not only words and letters that we process as objects. Oração 2: Texts themselves, so far as our brains are concerned, are physical landscapes (linhas 11 e 12).

- a) A oração 2 contradiz a proposição expressa na oração 1.
 - b) Há uma relação de causa e efeito entre a oração 1 e a oração 2.
 - c) A oração 1 e a oração 2 apresentam, respectivamente, um problema e uma solução.
 - d) A oração 2 resume a proposição expressa na oração 1.
 - e) A oração 2 complementa o sentido expresso na oração 1.
-

05

Com base no texto, analise as proposições a seguir quanto à veracidade (V) ou falsidade (F). O pronome

- () **them** (linha 17) refere-se a **smartphones, laptops, e-readers and desktops** (linha 16).
- () **them** (linha 20) refere-se a **notes** (linha 19).
- () **who** (linha 31) refere-se a **Karin James** (linha 30).

Assinale a alternativa que preenche correta e respectivamente os parênteses, de cima para baixo.

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

06

Com base no texto, analise as proposições a seguir quanto à veracidade (V) ou falsidade (F).

- () Os estudantes, entrevistados por Naomi Baron, preferem leituras realizadas em meios impressos, porque elas proporcionam uma concentração maior.
- () A definição de **printout** (linha 20) é: uma cópia em papel de um texto de computador e/ou de imagens, produzidos por uma impressora.
- () O resultado da pesquisa de Naomi Baron surpreendeu editores e outras pessoas que trabalham com textos.

Assinale a alternativa que preenche correta e respectivamente os parênteses, de cima para baixo.

- a) V – F – F

- b) V – F – V
 - c) V – V – F
 - d) F – V – V
 - e) F – V – F
- 07

De acordo com o texto, é correto afirmar que o menino

- a) ouve as leituras do pai há seis meses.
 - b) segura e mastiga os livros.
 - c) está alfabetizado.
 - d) reconhece as figuras de animais nas paredes de seu quarto.
 - e) gosta de ler livros sobre animais.
-

08

De acordo com o texto, é correto afirmar que

- a) o homem, ao desenvolver a habilidade da fala, começou a fazer registros escritos.
 - b) o homem possui uma habilidade inata para adquirir a fala.
 - c) a resposta do cérebro a algo impresso ou em uma tela é a mesma.
 - d) a evolução dos circuitos neurais no homem permitiu que surgisse a escrita.
 - e) o homem atual, para escrever, usa os mesmos circuitos neurais que o homem primitivo.
-

09

De acordo com o texto, é correto afirmar que o autor

- a) fundamenta seus argumentos a partir de suas experiências como escritor.
 - b) redige seus textos em uma folha de papel para depois digitá-los no computador.
 - c) considera os recursos disponibilizados pelos computadores nocivos para a leitura e à escrita.
 - d) reconhece que a metodologia utilizada para escrever este artigo foi influenciada por sua idade e por seus hábitos.
 - e) demonstra estar seguro de que o texto que escreveu é coerente, porque o revisou.
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10

Com base no texto, analise as proposições a seguir quanto a se refletem uma *Opinião* (O) do autor ou um *Resultado de Pesquisa* (RP) citado pelo autor.

- () Fazer anotações a mão força os alunos a resumir em vez de copiar palavra por palavra.
- () É preciso deixar de lado a ideia de que só existe uma maneira de ler.
- () Ao desenhar a mão livre, algumas áreas do cérebro são ativadas.

Assinale a alternativa que preenche correta e respectivamente os parênteses, de cima para baixo.

- a) O – RP – RP
- b) RP – O – RP
- c) RP – RP – O
- d) RP – O – O
- e) O – O – RP