

## 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  
28 the various murals, which range from huge portraits of  
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](http://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.

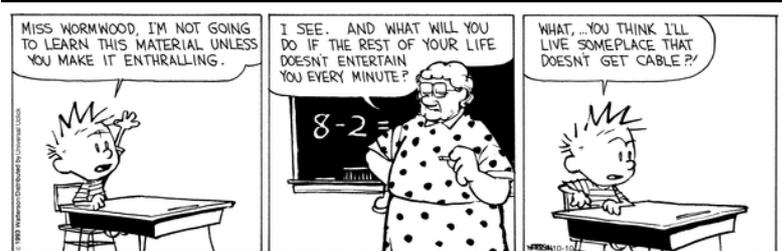
1 An understanding of language as open, dynamic, energetic,  
 constantly evolving and personal encompasses the rich complexities of  
 communication. This expanded view of language also makes  
 4 educational experience more engaging for students. Language is not a  
 thing to be studied but a way of 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](http://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](http://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.