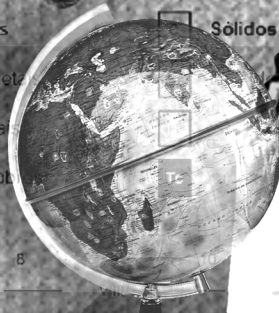
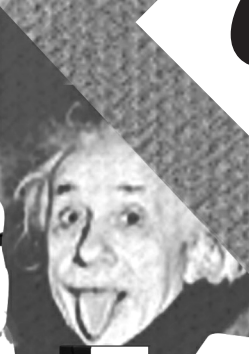


# OBJETIVO

ITA  
Inglês

6



Atinídios	Sólidos					
Outros met.						
Não-Meta						
Cases no						
6	7	8	9	10	11	12
26	26	26	28	28	28	36
Mn	Fe	Co	Ni	Cu	Zn	K
Manganés	Ferro	Cobalto	Níquel	Cuprum	Zinco	Potássio
54.938045	55.845	58.933200	58.6934	63.546	65.38	39.0983
43	44	45	46	47	50	54
Cr	Ru	Rh	Pd	Ag	Sn	Sb
Cromo	Rúteno	Ródio	Paládio	Prata	Estanho	Antimônio
51.9961	101.07	102.90550	106.42	107.8682	118.710	121.757
75	76	77	78	79	82	84
Re	Os	Ir	Pt	Au	Pb	Bi
Rênio	Osmio	Írquio	Platina	Áurio	Chumbo	Bismuto
186.207	190.23	192.222	195.084	196.966569	207.2	208.9804
86	88	89	90	92	94	96
Ra	Rn	Ac	Th	Pa	U	Np
Rádium	Rádio	Actínio	Tório	Protactínio	Uranio	Neptúncio
226	222	227	232.0377	231.03688	238.02891	237.048173
98	100	102	104	106	108	110
Cf	Fm	Md	No	Lr	Rf	Hf
Califórnia	Fermio	Mendelevio	Nobelio	Lutécio	Rutherfordio	Háfnio
251	257	288	289	174.967	261	178.49
112	114	116	118	120	122	124
Cn	Fl	Lv	Ts	Og	114	116
Ununbium	Fleróvio	Livermório	Tennessio	Oganesson	114	116
285	289	293	289	289	285	285



## MÓDULO 11

Leia o texto a seguir e responda às questões 1, 2 e 3

### Babies can spot languages on facial clues alone (IME)

(Adapted from NewScientist.com, May 2007)

1 Young babies can discriminate between different languages just by looking at an adult's face, even if they do not hear a single spoken word. And babies who grow up bilingual can do this for longer than monolingual infants. The work suggests that visual information helps to tell languages apart.

2 “This supports the idea that infants come prepared to learn multiple languages and to discriminate them both auditorily and visually,” says Whitney Weikum from the University of British Columbia in Vancouver, Canada, who discovered babies' keen eye for speech. “Looking at a face may help identify speakers of your native language.”

3 Weikum and her colleagues, showed babies videos of adults speaking various sentences, but with the sound turned off. The infants soon got bored, but as soon as speakers switched from English to French, they noticed the change and watched with renewed interest.

4 Laura-Ann Petitto, who researches language and child development at Dartmouth College in Hanover, US, previously studied visual language perception in deaf babies who were learning sign language. She is excited by Weikum's results: “Never did we dream that young hearing babies also use visual cues in this stunning way.”

### Bilingual asset

5 A good eye for different languages appears to be especially important if you need to tell them apart regularly. At eight months old, bilingual babies could still see the switch happen, but their monolingual peers stopped noticing it after the age of six months.

6 “This shows us how a baby's language development is closely related to their learning environment,” says Weikum. “Only if they are exposed to more than one language, do they remain able to discriminate the languages visually.”

7 However, Weikum does not think that parents who are keen to help their babies learn to speak need to introduce a second language before the visual discrimination ability disappears, or start using visually exaggerated speech. “Our study does not show visual speech cues help infants learn languages, only to tell them apart. Parents should just continue talking to their babies in fun, engaging conversations.”

8 The researchers now want to discover more about how bilingual babies maintain and take advantage of visual discrimination, and find out what the precise visual cues are in a speaker's face that help a baby to identify different languages.

1. Uma das frases a seguir expressa a idéia **Principal (P)** do texto, uma outra expressa uma idéia muito **Ampla (A)** para ser considerada a idéia principal e uma terceira expressa uma idéia muito **Restrita (R)** para ser a idéia principal do texto.

Identifique-as.

- 1.1. ( ) Visual language perception is the focus of different researches.
- 1.2. ( ) Young babies have a keen eye for identifying language switch.
- 1.3. ( ) Parents should not worry about introducing a second language to their kids before the visual discrimination ability disappears.

2. Numere as frases abaixo de 1 a 8, conforme o número do parágrafo indicado no texto que expressa a idéia de cada sentença.

- 2.1. ( ) Babies in whose environment only one language is spoken can hold the special ability for a shorter period of time.
- 2.2. ( ) Exposing a baby to visual linguistic stimuli won't necessarily make them better language learners.
- 2.3. ( ) Language visual information is used either by babies who can hear as by babies who cannot.
- 2.4. ( ) Scientists still don't have the answers for a series of questions.
- 2.5. ( ) Summary of the text.
- 2.6. ( ) The conclusion of the research agrees with the idea that humans have an innate biological apparatus for learning different languages.
- 2.7. ( ) The context where a child is raised has to do with the development of their linguistic abilities.
- 2.8. ( ) The experiment procedure.

3. Complete as frases a seguir com 'and', 'because', 'but', 'or' e 'so' para que elas façam sentido de acordo com o texto "Babies can spot languages on facial cues alone". Os conectivos não devem ser repetidos.

- 3.1. Differently from monolingual babies, bilingual ones can discriminate between different languages after six months old that doesn't mean this ability makes them better languages learners.
- 3.2. Whitney Weikum discovered babies' keen eye for speech Laura-Ann Pelitto, who also studies visual language perception in babies, got very excited with the results.
- 3.3. A good eye for different languages appears especially important to bilingual babies they need to tell them apart regularly.
- 3.4. The sound of the videos shown to the babies had to be turned off the results couldn't have concluded that visual information helps to tell languages apart.
- 3.5. The researches want to discover more about how bilingual babies maintain and take advantage of visual discrimination the studies should be carried on.

Leia o texto a seguir e responda às questões 1, 2, 3 e 4.

### **Wi-Fi?**

#### **Why Worry?**

(Adapted from BBC, April 2007)

### **Scare stories about the dangers of wireless networks lack credibility, argues Bill Thompson (IME)**

**1** Students at Canada's Lakehead University have to be careful how they connect to the internet because Wi-Fi is banned on large parts of the campus.

**2** University president Fred Gilbert, whose academic interests include wildlife management, environmental studies and natural resources science, is worried about the health impact of the 2.4 GHz radio waves used by wireless networks.

**3** Last year he decided to adopt the precautionary principle and refused to allow Wi-Fi in those areas that have what he calls "hard wire connectivity" until it is proved to be safe.

**4** Mr. Gilbert believes that "microwave radiation in the frequency range of Wi-Fi has been shown to increase permeability of the blood-brain barrier, cause behavioural changes, alter cognitive functions, activate a stress response, interfere with brain waves, cell growth, cell communication, calcium ion balance, etc., and cause single and double strand DNA breaks".

**5** Unfortunately the science says he is wrong, and his students are suffering as a result.

### **Smog talk**

**6** While the heating effects of high exposures to electromagnetic radiation can be damaging, the power levels of wireless connections are much lower than the microwave ovens and mobile phones which share the frequency range, and treating them in the same way is the worst sort of scaremongering.

**7** Yet Mr Gilbert is not alone.

**8** In 2003 parents sued a primary school in Chicago because it had dared to provide children with easy access to computing resources over a wireless network.

**9** And there are a number of pressure groups, campaigning organisations and ill-informed individuals who believe that wireless networks pose a threat to health and want to see them closed down.

**10** Now it seems they have been joined by the editor of the UK newspaper the Independent on Sunday, which this weekend filled its front page with a call for research into the “electronic smog” that is permeating the nation’s schools and damaging growing children’s brains.

**11** An accompanying editorial with the even-handed headline “hightech horrors” called for an official inquiry, while the article outlining the perceived dangers asked “Is the Wi-Fi revolution a health time bomb?”

**12** The answer, of course, is “no”.

**13** That will not stop the newspaper stoking up a wave of opposition to one of the most liberating technologies to have come out of the hi-tech revolution, limiting children’s access to networked computers at schools and even blocking plans to develop municipal wireless networks in our towns and cities.

**14** If the journalists were really concerned about the dangers of radio frequency electromagnetic radiation on the sensitive brains of the young, they should be calling for the closure of TV and radio transmission towers rather than asking us to turn off our Wi-Fi laptops.

**15** The modulated frequencies that carry Radio 4 and ITV into our homes are just as powerful as the wireless networks, and a lot more pervasive.

**16** And my wireless network is only carrying data when I’m online, while Radio 3 burbles all day long, possibly exciting electrons in my brain and causing headaches.

**17** Then there is the danger from photons of visible light streaming down onto us as we work, since these carry more energy than microwaves and could surely do more damage.

**18** Perhaps we should demand that our children work in the dark.

Retire do texto “Wi-Fi? Why Worry?” as informações pedidas nos itens seguintes:

a) The frequency of wireless network radio waves:  
1 \_\_\_\_\_

b) Three health damages network radio frequency are supposed to cause:  
2 \_\_\_\_\_, 3 \_\_\_\_\_ and  
4 \_\_\_\_\_.

c) An example of a technological device whose power levels are higher and can be more dangerous to health than that of Wi-Fi: 5 \_\_\_\_\_

6. Retire do parágrafo indicado uma palavra ou expressão que seja o sinônimo da expressão dada em cada item.

**6.1.** parágrafo 6 – to have something in common:

**6.2.** parágrafo 9 – are risky:

**6.3.** parágrafo 10 – request:

**6.4.** parágrafo 14 – instead of:

**6.5.** parágrafo 17 – harm:

# exercícios-tarefa

## ❑ Módulo 11

As questões de 1 a 3 referem-se à seguinte página da internet:



The Illinois Smoke-free Restaurant Recognition Program recognizes those restaurants that have gone entirely smoke-free and raises public awareness to the dangers of exposure to second-hand smoke. Establishments choosing to participate in the program receive a certificate designating them as smoke-free restaurants and are listed on the Departments Web site.

Second-hand smoke is a combination of the smoke from a burning cigarette and the smoke exhaled by the smoker. It contaminates the air and is retained in clothing, curtains and furniture. More importantly, it represents a dangerous health hazard.

The U.S. Environmental Protection Agency (EPA) concluded that second-hand smoke causes lung cancer in adult nonsmokers and impairs the respiratory health of children. The EPA classifies second-hand smoke as a group A carcinogen, a designation that means there is sufficient evidence that the substance causes cancer in humans. More than 4,000 different Chemicals have been identified in second-hand smoke, and at least 43 of these Chemicals cause cancer. EPA estimates that approximately 3,000 American nonsmokers die each year from lung cancer caused by second-hand smoke.

The restaurants participating in this voluntary program have taken a progressive position by recognizing the need to go smoke-free to protect the health of their employees and patrons and by encouraging other restaurants across Illinois to participate.

[A Listing of Illinois Smoke-free Restaurants](#)

[Patron Brochure \(PDF\) 65K](#)

[Restaurant Owner Brochure \(PDF\) 68K](#)

[Smoke-free Restaurant Certificate](#)

[Illinois Clean Indoor Act](#)

<http://www.idph.state.il.us/tobacco/ilsmkfree.htm>

Data da visita ao site: 26/6/2007

1. Assinale a informação **NÃO** contida no texto.

- a) Todos os restaurantes de Illinois são filiados ao Programa de Reconhecimento de Restaurantes para não-fumantes, embora este seja um programa de adesão voluntária.
- b) A fumaça do cigarro pode causar câncer de pulmão em não-fumantes e problemas respiratórios em crianças.
- c) A fumaça exalada por fumantes e provocada por cigarros acesos é considerada um elemento cancerígeno do grupo A.
- d) O *Illinois Smoke-free Restaurant Recognition Program* tem como um de seus objetivos conscientizar o público sobre os riscos ao fumante passivo.
- e) O *Illinois Smoke-free Restaurant Recognition Program* é uma das iniciativas do Departamento de Saúde Pública de Illinois.

2. Assinale a opção que contém os significados mais adequados para as palavras sublinhadas nos trechos abaixo:

- I. *The Illinois Smoke-free Restaurant Recognition Program recognizes those restaurants that have gone **entirely** smoke-free...*(1º Parágrafo).
- II. *Second-hand smoke is a combination of the smoke **from** a burning cigarette...* (2º Parágrafo).
- III. *More importantly, it represents a dangerous health **hazard**.* (2º Parágrafo).
- IV. *EPA estimates that **approximately** 3,000 American nonsmokers die...*(3º Parágrafo).

a) I - constantly                      II - provided by  
III - complication                IV - likely

b) I - completely                    II - derived from  
III - risk                              IV - nearly

c) I - generally                      II - made by  
III - infection                      IV - almost

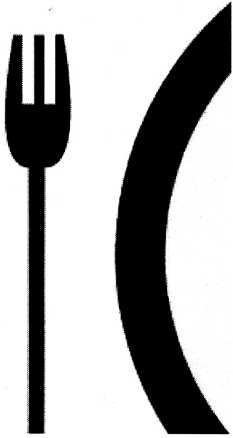
d) I - slightly                        II - exhaled by  
III - loss                              IV - around

e) I - totally                          II - produced by  
III - problem                        IV - exactly

3. Assinale a opção que indica o *link* que contém as informações abaixo.

Adopting a smoke-free policy can help lower maintenance costs, reduce employee turnover and create a more positive work environment. Going smoke-free offers several tangible business benefits:

- Easier compliance with federal requirements to create a safe, healthy workplace for both workers who smoke and those who do not.
- A better working relationship with employees who appreciate clearly defined policies, increased employee productivity and reduced illness-related absenteeism.
- (...)



(endereço eletrônico omitido propositadamente).

- a) A Listing of Illinois Smoke-free Restaurants
- b) Patron Brochure (PDF) 65K
- c) Restaurant Owner Brochure (PDF) 68K
- d) Smoke-free Restaurant Certificate
- e) Illinois Clean Indoor Act

## ❑ Módulo 12

Complete as frases a seguir usando as palavras e expressões do quadro conforme o conteúdo do texto “Wi-Fi? Why Worry?”

Bill Thompson  
Fred Gilbert  
Students at Canada’s Lakehead University  
Ill-informed individuals  
The editor of The Independent  
Journalists

1 \_\_\_\_\_ thinks it is a mistake to forbid people to Wi-Fi connect to the internet under the argument of health impact of the 2.4 GHz radio waves used by this kind of technology.

2 \_\_\_\_\_ devotes attention to diverse issues concerning how to live in nowadays’ world without the pervasive effects of technology.

3 \_\_\_\_\_ are not allowed to use Wi-Fi resources in areas where the wire connectivity is available.

4 \_\_\_\_\_, 5 \_\_\_\_\_,

6 \_\_\_\_\_ and 7 \_\_\_\_\_ agree when it comes to believing that wireless network technology threatens people’s health.

8 \_\_\_\_\_ were imposed a precautionary principle by 9 \_\_\_\_\_ and are experiencing an unpleasant situation.

10 \_\_\_\_\_ are not really worried about the effects Wi-Fi technology can cause in humans’ bodies, if so they would also claim against radio frequencies and electromagnetic radiation.

## ■ Módulo 11

1) Todos os restaurantes de Illinois são filiados ao Programa de Reconhecimento de Restaurantes para não fumantes, embora este seja um programa de adesão voluntária.

No texto:

“The Illinois Smoke-free Restaurant Recognition Program recognizes those restaurants that have entirely smoke-free and raises public awareness to the dangers of exposure to second-hand smoke.”

Resposta: A

2) • Entirely = Completely = Completamente, inteiramente

- from = derived from = derivado de, vindo de
- hazard = risk = risco
- approximately = nearly = quase, aproximadamente

Resposta: B

3) Restaurant Owner Brochure (PDF) 68K

As expressões mencionadas no texto tais como: work environment, federal requirements, Business benefits, entre outras, referem-se à administração de um restaurante.

Resposta: C

## ■ Módulo 12

1 = Bill Thompson

2 = Fred Gilbert

3 = Students at Canada's Lakehead University

4 = Fred Gilbert

5 = ill – informed individuals

6 = the editor of The Independent

7 = journalists

8 = Students at Canada's Lakehead University

9 = Fred Gilbert

10 = Journalists