

FRENTE: INGLÊS

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ASSUNTO: OBJETIVOS DA LEITURA E NÍVEIS DE COMPREENSÃO

EAD – ITA/IME

AULA 01



Resumo Teórico

- Com qual objetivo fazemos uma leitura?
- Aprendizagem, aplicação prática ou entretenimento?
- Leitura cotidiana e quase imperceptível.
- Objetivo define nível de atenção.
- Quanto maior a concentração, maior a percepção das informações do texto.
- Não se discute com o texto. Suas informações são verdades absolutas para a resolução das questões.

Principais Estratégias de Leitura

- Identificação do Gênero Textual;
- Compreensão Geral;
- Skimming;
- Scanning;
- Cognatos, Estrangeirismos e Palavras Repetidas;
- Marcas Tipográficas;
- Fazer Inferências (vocabulário e ideias);
- Referência Contextual.



Exercícios

Text I

HISTORY OF THE INTERNET

The history of the Internet begins with the development of electronic computers in the 1950s. Initial concepts of packet networking originated in several computer science laboratories in the United States, United Kingdom, and France. The US Department of Defense awarded contracts as early as the 1960s for packet network systems, including the development of the ARPANET (**which** would become the first network to use the Internet Protocol). The first message was sent over the ARPANET from computer science Professor Leonard Kleinrock's laboratory at University of California, Los Angeles (UCLA) to the second network node at Stanford Research Institute (SRI).

Packet switching networks such as ARPANET, NPL network, CYCLADES, Merit Network, Tymnet, and Telenet, were developed in the late 1960s and early 1970s using a variety of communications protocols. Donald Davies was the first to put theory into practice by

designing a packet-switched network at the National Physics Laboratory in the UK, the first of **its** kind in the world and the cornerstone for UK research for almost two decades. Following, ARPANET further led to the development of protocols for internetworking, in which multiple separate networks could be joined into a network of networks.

Access to the ARPANET was expanded in 1981 **when** the National Science Foundation (NSF) funded the Computer Science Network (CSNET). In 1982, the Internet protocol suite (TCP/IP) was introduced as the standard networking protocol on the ARPANET. In the early 1980s, the NSF funded the establishment for national supercomputing centers at several universities, and provided interconnectivity in 1986 with the NSFNET project, which also created network access to the supercomputer sites in the United States from research and education organizations. Commercial Internet service providers (ISPs) began to emerge in the very late 1980s. The ARPANET was decommissioned in 1990. Limited private connections to parts of the Internet by officially commercial entities emerged in several American cities by late 1989 and 1990, and the NSFNET was decommissioned in 1995, removing the last restrictions on the use of the Internet to carry commercial traffic.

Available at: <https://en.wikipedia.org/wiki/History_of_the_Internet->.
Access in: 31 May. 2018

01. Leia o texto acima e encontre a ideia principal.
02. Retire alguns cognatos do texto.
03. Encontre a referência dos pronomes em negrito no texto.

Text II

Nobody likes to feel impotent when facing facts. But according to many psychologists, those who do not want or do not know how to use power go far beyond a disagreeable and temporary sensation: they _____ themselves to a life of frustrations.

What is not lacking in our society are theories and methods to teach us how to be more assertive and how to be more powerful. However, as any order-giver knows and is tired of hearing, power brings many problems with it. To understand these, it is enough to take into consideration that exercising power results in notable psychological changes, such as evaluating others much more unfavorably when they are regarded as manipulable. When we have managed to have others do what we want, regardless of how praiseworthy and efficient their behavior has been, we tend to attribute the success to the excellence of our orders, and not to their skills and motivations.

Source: Icaro, In Flight Magazine.

Text IV



Available at: <<http://www.garfield.com>>. Access in: 31 May. 2018.

14. As duas primeiras falas de Jon na tirinha acima, se escritas no discurso indireto, seriam:
- A) Jon told Garfield it has been time for him to be cleaning the kitchen.
 - B) Jon asked Garfield it had been time for him to be cleaning the kitchen.
 - C) Jon told Garfield it was time for him to clean the kitchen.
 - D) Jon asked Garfield if it wasn't time for him to be cleaning the kitchen.
 - E) Jon told Garfield it will be time for him to be cleaning the kitchen.
15. A análise da tirinha nos leva à conclusão que Garfield:
- A) acatou as ordens de Jon.
 - B) ironizou as ordens de Jon.
 - C) solidarizou-se com as ordens de Jon.
 - D) retrucou as ordens de Jon.
 - E) acomodou-se com as ordens de Jon.

Gabarito

01	02	03	04	05
-	-	-	C	A
06	07	08	09	10
E	C	B	D	D
11	12	13	14	15
A	E	A	C	B

- Demonstração.



Anotações