

Número de ordem: _____

PROVAS DE COMPETÊNCIA 2021/2

ATENÇÃO

O cartão de respostas será distribuído após transcorridos 30 minutos de prova. Preencha-o com cuidado, pois o cartão de respostas é único e não será substituído. Ao final, entregue ao fiscal de sala a prova e o cartão de respostas e assine a ata de presença.

Língua Inglesa

Nome: _____

Prédio: _____ Sala _____

Língua Inglesa

TEXTO 1

Why You Procrastinate ()

If procrastination isn't about laziness, then what is it about?

By Charlotte Lieberman



(Erik Winkowski)

1 If you've ever put off an important task by, say, alphabetizing your spice drawer, you know you're not lazy.
2 After all, alphabetizing requires focus and effort — and maybe you even wiped down each bottle before putting
3 it back. It's not like you're hanging out with friends or watching Netflix. You're cleaning — your parents would
4 be proud! This isn't laziness or bad time management. This is procrastination.

5 ***If procrastination isn't about laziness, then what is it about?*** "Procrastination" is derived from the
6 Latin: *procrastinare* — to put off until tomorrow. But it's more than just voluntarily delaying. Procrastination is
7 also derived from the Greek: *akrasia* — doing something against our better judgment. "It's self-harm," said Dr.
8 Piers Steel, a professor of psychology at the University of Calgary. That self-awareness is a key part of why
9 procrastinating makes us feel rotten. When we procrastinate, we're not only aware that we're avoiding the
10 task in question, but also that doing so is a bad idea. And yet, we do it anyway. "This is why we say that
11 procrastination is essentially irrational," said Dr. Sirois, professor of psychology. She added: "People engage in
12 this irrational cycle of chronic procrastination because of an inability to manage negative moods around a task."

13 ***Wait. We procrastinate because of bad moods?*** Yes. It's a way of coping with challenging emotions and
14 negative moods — boredom, anxiety, insecurity, frustration, resentment, self-doubt and beyond. "Procrastination is an emotion regulation problem, not a time management problem," said Dr. Pychyl. Dr.
15 Pychyl and Dr. Sirois found that it is about being more focused on "the immediate urgency of managing
16 negative moods" than getting on with the task, Dr. Sirois said.
17

18 Our aversion depends on the task, or something unpleasant about it — having to clean a dirty bathroom or
19 organizing a long, boring spreadsheet for your boss. But it might also result from deeper feelings related to the
20 task, such as self-doubt, low self-esteem, anxiety, or insecurity. Staring at a blank document, you might be
21 thinking, *I'm not smart enough to write this. What will people think of it? Writing is hard. What if I do a bad*
22 *job?* All of this leads us to think that putting the document aside and cleaning that spice drawer instead is a
23 good idea. But this only compounds the negative associations we have with the task, and those feelings will
24 still be there whenever we come back to it, along with increased stress and anxiety, feelings of low self-
25 esteem and self-blame. In fact, there's an entire body of research dedicated to the ruminative, self-blaming

26	thoughts many of us have. These thoughts typically exacerbate our distress and stress, which contribute to
27	further procrastination, Dr. Sirois said.
28	But the momentary relief we feel makes the cycle vicious. In the immediate present, putting off a task provides
29	relief — “you’ve been rewarded for procrastinating,” Dr. Sirois said. And we know from basic behaviorism that
30	when we’re rewarded for something, we tend to do it again. This is precisely why procrastination tends to be
31	a cycle that easily becomes a chronic habit with destructive effects.
32	How do we get to the cause of procrastination? We must realize it is about emotions, not productivity. The
33	solution doesn’t involve downloading an app or learning self-control, but managing emotions. Forgive yourself
34	when you procrastinate and have self-compassion to support motivation and personal growth. Other, healthier
35	ways to manage the feelings that trigger procrastination are cultivating curiosity, considering the next action,
36	and making your temptations inconvenient. Now go finish up alphabetizing that spice drawer before it
37	becomes your next procrastination albatross.
	(Retrieved and adapted from https://www.nytimes.com/2019/03/25/smarter-living/why-you-procrastinate-it-has-nothing-to-do-with-self-control.html . Access on September 03 rd , 2021).

As questões de 1 a 8 referem-se ao TEXTO 1.

Questão 1. A frase a ser inserida dentro dos parênteses no título geral, de acordo com a ideia principal do texto, é

- a) How to manage your time when you have no time at all
- b) You’d better get yourself an appointment book
- c) It has nothing to do with self-control
- d) Because you have more important things to do
- e) Ten ways to be in a good mood

Questão 2. Com base no texto, é **incorreto** afirmar que

- a) procrastinamos porque temos outras prioridades.
- b) procrastinamos para evitar sentimentos negativos.
- c) procrastinamos e nos sentimos mal.
- d) procrastinamos e temos uma sensação de alívio imediato.
- e) procrastinamos por problemas em regular as emoções, não por não saber gerir o tempo.

Questão 3. Um exemplo de procrastinação mencionado no texto é

- a) passar tempo com os amigos.
- b) limpar um banheiro sujo.
- c) assistir a filmes e séries na plataforma Netflix.
- d) organizar uma planilha longa e chata.
- e) organizar sua gaveta de temperos em ordem alfabética e limpar cada garrafa antes de colocá-la de volta.

Questão 4. De acordo com o texto, o ciclo vicioso da procrastinação continua devido

- a) ao alívio momentâneo de procrastinar, que gera sensação de recompensa, reforçando a repetição do comportamento.
- b) à ilusão de ter o poder de escolha quando você decide postergar a tarefa e fazer outra coisa.
- c) ao fato de que você pode fazer a qualquer momento a tarefa que postergou.
- d) à sensação de ter cumprido a tarefa com sucesso.
- e) à melhora de humor permanente, evitando assim as emoções negativas que estão envolvidas na tarefa a ser feita.

Questão 5. O pronome **you**, no título **Why You Procrastinate**, impessoaliza a frase, referindo-se a ‘pessoas em geral’. A alternativa que também emprega um pronome pessoal genérico, deixando, contudo, o título mais formal é

- a) Why People Procrastinate
- b) Why One Procrastinates
- c) Why I Procrastinate
- d) Why Individuals Procrastinate
- e) Why They Procrastinate

Questão 6. A alternativa que possui um sentimento negativo que **não** está explicitamente mencionado no texto, é

- a) ressentimento – culpa – baixa autoestima
- b) tédio – ansiedade – frustração
- c) estresse – ansiedade – dúvida
- d) ansiedade – medo – ressentimento
- e) ressentimento – insegurança - culpa

Questão 7. A alternativa que **não** pode ser sinônimo de “put off” (linha 1), em nenhum contexto, é

- a) postpone
- b) procrastinate
- c) defer

- d) put away
- e) delay

Questão 8. A alternativa na qual o termo sublinhado **não** exerce a mesma função gramatical de “self-blaming” em “... self-blaming thoughts many of us have” (linhas 25 e 26) é

- a) I only put off tasks when they're confusing.
- b) He made several self-affirming statements.
- c) Kids love talking dolls.
- d) Lots of players had season-ending injuries.
- e) By this time tomorrow I'll be finishing this task.

TEXTO 2

Health Tips to Boost Academic Performance

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While your physical and mental health should always take priority, they might get neglected when life gets busy. The temptation to ignore healthy habits while trying to balance class with work or family life is understandable for many college students. However, physical, mental and emotional health are connected and all are vital to maintaining academic success. Overlooking your health will only make it more difficult to keep up with your commitments. You should look out for your health to feel motivated to achieve your goals. Here are a few tips to put your health first:

1) _____

10 Treating yourself to junk food too often can take a toll on your mood and academic performance. Instead, fuel
11 your body with quality nutrients that will give you more energy and sharpen your concentration throughout the
12 day. According to a research study, college students who ate three meals per day, including proper servings of
13 fruits and vegetables, had a better academic performance.

14 You might not think you have the time to eat healthily. As tempting as vending machines and fast food might
15 appear, they ultimately won't sustain you for long. Junk food is okay every once in a while, but you should not
16 subsist on it for your daily nutrition. It is important to find ways to make healthy eating easy and realistic. For
17 example, try keeping healthy snack options, such as nuts or dried fruit in your car or backpack.

2) _____

18 If you are not feeling your best, then how are you supposed to perform your best? Anxiousness or being
19 overworked directly hinder your academic motivation and ability to focus.

20 In an American College Health Association report, students cited depression and anxiety as among the top
 21 impediments to academic performance. It's important to develop healthy habits that promote self-care and
 22 positivity. Staying organized and making time for yourself is a couple of effective ways to manage stress. To
 23 avoid feeling burned out, take the time to relax and unwind by doing things you enjoy. You might watch
 24 television, play with your children, cook or read. Another approach is to take advantage of student
 25 resources that can help you build a strong support system. Your peers and instructors can be ideal resources to
 26 discuss academic-related stress.

3) _____

27 If you are in good physical health, it can help improve your academic success. According to the World Health
 28 Organization, physical activity is a necessity for everyone because it sharpens cognitive skills and drives
 29 motivation. This is especially valuable for college students. Although students with busy schedules might
 30 struggle to find the time to work out, even the smallest change in habits can help. For example, taking the stairs
 31 over the elevator or going for a walk around the block during a study break are options you can fit in your day.
 32 These creative solutions will help keep you moving daily, could lead to better sleep and provide an energy boost
 33 for your next study session.

(Retrieved and adapted from <https://www.herzing.edu/blog/health-tips-boost-academic-performance>. Access on September 03rd, 2021).

As questões de 9 a 16 referem-se ao TEXTO 2.

Questão 9. Leia as frases a seguir:

I – College can be a hectic period for many students, especially for those managing work, family, and other obligations.

II – Lifestyle choices impact the way students keep up with their commitments.

III – The lack of research on academic performance is hindering educational success.

De acordo com o texto, as afirmações **verdadeiras** são

- a) I and II.
- b) I, II and III.
- c) I and III.
- d) II and III.
- e) I, only.

Questão 10. Observe os subtítulos abaixo, que foram suprimidos do texto. A alternativa na qual estão **corretamente** dispostos, na ordem a ser preenchida no texto, em razão do respectivo conteúdo, é

- a) Fuel up / Manage your mental health / Get active
- b) Get active / Manage your mental health / Fuel up
- c) Manage your mental health / Fuel up / Get active
- d) Fuel Up / Get active / Manage your mental health
- e) Manage your mental health / Get active / Fuel up

Questão 11. Em referência ao alcance do bom desempenho acadêmico, **não** é possível localizar no texto sugestões sobre

- a) o zelo pela qualidade do sono e da alimentação.
- b) a organização das tarefas cotidianas.
- c) a manutenção do bem-estar emocional.
- d) o controle do tempo no uso de redes sociais.
- e) a importância do apoio mútuo entre colegas e professores.

Questão 12. A indicação da atividade física no texto está relacionada à possibilidade de

- a) auxiliar no controle do peso corporal.
- b) melhorar as habilidades cognitivas e a motivação.
- c) garantir o tempo de lazer junto à natureza.
- d) ampliar o tempo de convívio social.
- e) reduzir o tempo de uso da internet.

Questão 13. No texto, a expressão “**every once in a while**” (linha 15) **não** tem equivalência de sentido a

- a) from time to time
- b) every now and then
- c) frequently
- d) occasionally
- e) sometimes but not often

Questão 14. A expressão **who** (linha 12) refere-se a

- a) college
- b) meals
- c) fruits and vegetables
- d) research study
- e) students

Questão 15. O vocábulo em negrito na frase “You **might** watch television, play with your children, cook or read.” (linhas 23 e 24) expressa ideia de

- a) habilidade
- b) capacidade
- c) permissão
- d) obrigação
- e) possibilidade

Questão 16. Em “**Instead**, fuel your body with quality nutrients that will give you more energy and sharpen your concentration throughout the day.” (linhas 10 a 12), o vocábulo em negrito, em relação à frase imediatamente anterior no texto, apresenta uma ideia de

- a) adição
- b) oposição
- c) explicação
- d) causa
- e) consequência