

Número de ordem: _____

PROVAS DE COMPETÊNCIA 2024/2

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

Emotional Intelligence

Reviewed by Psychology Today Staff

Emotional intelligence refers to the ability to identify and manage one's own emotions, as well as the emotions of others. Emotional intelligence is generally said to include a few skills: namely emotional awareness, or the ability to identify and name one's own emotions; the ability to harness those emotions and apply them to tasks like thinking and problem solving; and the ability to manage emotions, which includes both regulating one's own emotions when necessary and helping others to do the same.



A _____

The theory of emotional intelligence was introduced by Peter Salovey and John D. Mayer in the 1990s, and further developed and brought to the lay public by Daniel Goleman. The concept, also known as emotional quotient or EQ, has gained wide acceptance. However, some psychologists argue that because EQ cannot be captured via psychometric tests (as can, for example, general intelligence), it lacks true explanatory power.

B _____

The emotionally intelligent are highly conscious of their own emotional states, even negative ones—from frustration or sadness to something more subtle. They are able to identify and understand what they are feeling, and being able to name an emotion helps manage that emotion. Because of this, the emotionally intelligent have high self-confidence and are realistic about themselves.



How to Cultivate Emotional Intelligence

We are naturally drawn to a person with high EQ. We are comfortable and at ease with their easy rapport. It feels as though they can read social cues with superhuman ability. Perhaps they can even mind-read how other people feel to some extent. This effortlessness is welcome in all domains of life—at home, in social settings, and at work. Who wouldn't want a boss who understood how you are feeling and what you are trying to accomplish?

Can I learn to be more emotionally intelligent?

Yes, you can. You can start by learning to identify the emotions you are feeling as well as understanding them. If you are able to name the emotion you are feeling, you have a better chance of understanding what you are feeling. You can also learn to better regulate your emotions just by stopping and thinking before you act and judge. These skills will help you martial inner resolve and stick to what really matters in life.

C _____

While some studies have found a link between emotional intelligence and job performance, many others have shown no correlation whatsoever, and the lack of a scientifically valid scale makes it difficult to truly measure or predict how emotionally intuitive a person may be on the job or in other areas of life.

Retrieved and adapted from: <https://www.psychologytoday.com/us/basics/emotional-intelligence>
Access on September 1st, 2024.

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

Questão 1. O texto aborda como temática(s) principal(is):

- a) o conceito de inteligência emocional, sua origem, habilidades associadas e sua relevância na compreensão e gestão das próprias emoções e das emoções dos outros.
- b) dicas de como desenvolver sua inteligência emocional aplicando as emoções às situações do dia a dia para ter melhores relacionamentos interpessoais.
- c) o conceito de inteligência emocional, sua origem e autores, o papel da empatia nas relações de liderança em ambientes de trabalho, e como ser forte emocionalmente.
- d) conceitos de habilidades socioemocionais, maneiras de identificar o que você está sentindo, e formas de dar feedback corretivo quando se está em uma posição de liderança empresarial.
- e) o caráter exclusivamente inato da inteligência emocional, sendo uma habilidade que não pode ser desenvolvida por meio de aprendizado ou prática.

Questão 2. Observe os subtítulos a seguir:

- I. How self-aware is an emotionally intelligent person?
- II. The Roots of Emotional Intelligence
- III. Are the emotionally intelligent higher performers in the workplace?

A ordem em que podem ser incluídos no texto, nas lacunas **A** (linha 6), **B** (linha 13) e **C** (linha 30), respectivamente, é:

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

Questão 3. A frase “Who wouldn’t want a boss who understood how you are feeling and what you are trying to accomplish?” (linhas 23 e 24) se refere a

- a) um pedido condicionado.
- b) uma decisão tomada.
- c) um conselho.
- d) uma ordem direta.
- e) uma condição hipotética.

Questão 4. De acordo com o texto, dentre as alternativas abaixo, a única que **não** descreve uma característica de pessoas emocionalmente inteligentes é

- a) Grande consciência de seus próprios estados emocionais.

- b) Capacidade de identificar e compreender o que estão sentindo.
- c) Realistas em relação a si mesmas.
- d) Dificuldade em identificar nuances mais sutis relacionadas a estados emocionais.
- e) Alta autoconfiança por lidar bem com o gerenciamento de seus sentimentos.

Questão 5. A razão pela qual somos naturalmente atraídos por pessoas com alta inteligência emocional, ou quociente emocional, segundo o texto, deve-se ao fato de

- a) nos sentirmos confortáveis com sua capacidade de estabelecer relações facilmente.
- b) elas serem capazes de ler pistas sociais com habilidades sobre-humanas.
- c) elas lerem as mentes das pessoas em seu círculo social.
- d) nos sentirmos observados no trabalho com sua presença confiante.
- e) elas realizarem qualquer coisa, socialmente, sem esforço.

Questão 6. Na frase “However, some psychologists argue that because EQ cannot be captured via psychometric tests (as can, for example, general intelligence), it lacks true explanatory power.” (linhas 10-12), a palavra sublinhada poderia ser substituída, sem prejuízo de sentido, por

- a) similarly.
- b) furthermore.
- c) also.
- d) nevertheless.
- e) perhaps.

Questão 7. Na sentença “[...] how emotionally intuitive a person may be on the job or in other areas of life.” (linha 33), a palavra sublinhada expressa a ideia de

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

Questão 8. Na frase “You can start by learning to identify the emotions you are feeling as well as understanding **them**.” (linha 26), o pronome em negrito se refere a

- a) intelligence.
- b) emotions.
- c) learning to identify.
- d) by.
- e) you.

TEXTO 2

What _____ Screen Time Does to the Adult Brain

May 30, 2024/in Cognitive Enhancement, Mental Health /
By Mary Grace Descourouez, MS, NBC-HWC

1 Binge-watching TV, scrolling through YouTube, or using phones daily might seem harmless, but research
2 indicates that too much screen time can harm our health. It's not just children; adults are also affected. More
3 than two hours per day outside of work negatively impacts adult brains. Consequences include eye strain, neck
4 pain, social isolation, and potential harm to our mental well-being and brain health.

5 **"The negative effects of screen time are insidious because you can't see what's happening in your brain**
6 **as you're staring at the screen,"** says Maris Loeffler, MA, Family and Marriage Therapist, member of the
7 Stanford Lifestyle Medicine Cognitive Enhancement pillar. **"If you scrolled on your phone in bed for an hour**
8 **just one morning, the negative impacts would be minimal. But if it becomes a habit [...] this behavior**
9 **can take a toll."**

10 Morning Ritual for Eye Health - Loeffler encourages starting each morning by looking at the horizon or focusing
11 on an object outside and far away. This practice can benefit both our eyes and overall brain health.

12 The 20-20-20 Rule for Computer Users - The American Academy of Ophthalmology recommends: every 20
13 minutes, take a 20-second break to look at something 20 feet away. It prevents eye strain during the workday.

14 **What is Happening in the Brain During Screen Time?**

15 Increased use of screens may harm learning, memory, and mental health; and increase the risk of early
16 neurodegeneration. This study shows that in adults aged 18-25, it causes thinning of the cerebral cortex, the
17 brain's outermost layer responsible for processing memory and cognitive functions, such as decision-making
18 and problem-solving.

19 Adults who watched television for five hours or more per day had an increased risk of developing brain-related
20 diseases like dementia, stroke, or Parkinson's.

21 Excessive screen time late at night hinders sleep. Light from the screen can delay melatonin release from the
22 brain's pineal gland, impacting the body's natural circadian rhythm and causing difficulty sleeping.

23 Additional studies found that adults who engage in excessive screen time or have a diagnosed smartphone
24 addiction had lower gray matter volume. Gray matter is brain tissue essential for daily human functioning,
25 responsible for everything from movement to memory to emotions. Its volume naturally decreases as we age,
26 so engaging in activities that maintain our gray matter volume and promote brain health is crucial.

27 **"Passive screen time is like eating sugar but for your brain. It 'tastes' good, and you want it now, but**
28 **you're not actually feeding yourself. You're not giving your brain any nutrition,"** - Loeffler. **"[...] Lifestyle**
29 **medicine activities, like exercise, good sleep, social connection, and stress management, function like**
30 **'nutrition' for your brain and mental health."**

31 Do not pick up the phone after the alarm goes off in the morning. Looking at email or social media while still in
32 bed jolts the nervous system and can trigger the fight-or-flight response since we aren't fully awake yet. Also, if
33 we look at our phones first thing every morning, we create a pattern and can set the fight-or-flight response as
34 our default mode of operation. So, not only does this behavior set an anxiety-filled tone for the day, but we are
35 also training our brains to be more hypervigilant in general.

36 **"One of the biggest issues with picking up the phone right away in the morning is that when you have**
37 **an object close to your face, it's registered as a threat,"** - Loeffler. **"You wouldn't want to wake up and**
38 **look a bear in the face every morning. On a physiological level, it's the same thing."**

39 **Practice of the Month: No Screen Time for the First Hour of the Day**

40 Experts recommend no screen time for the first hour of the day to support cognitive enhancement. Engage in a
41 lifestyle medicine activity: exercise, call friends or family, prepare a healthy breakfast, meditate and count your
42 blessings, listen to music, create a gratitude list, read a book, spend time outside and get morning light.

43 **"How do you want your day's energy and mood to start?"** - Loeffler. **"Intentionally implementing a**
44 **morning routine that reflects lifestyle medicine choices [...] sets a positive tone for the day and supports**
45 **brain health and cognitive enhancement."**

Retrieved and adapted from: <https://longevity.stanford.edu/lifestyle/2024/05/30/what-excessive-screen-time-does-to-the-adult-brain/>
Access on September 1st, 2024.

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

Questão 9. O vocabulário que melhor completa o título do texto é

- a) limited.
- b) excessive.
- c) reasonably.
- d) lacking.
- e) modest.

Questão 10. De acordo com o estudo mencionado no texto, é **correto** afirmar que

- a) demência, acidente vascular cerebral ou Parkinson não demonstraram ter relação com o mau uso de telas.
- b) não é possível equiparar os efeitos do vício em telas aos efeitos do vício em açúcar no nosso cérebro.
- c) o abuso de telas pode prejudicar a aprendizagem, a memória e a saúde mental.
- d) um dos maiores problemas do uso do telefone imediatamente ao acordar é a hiper estimulação da glândula pineal.
- e) após os 25 anos de idade, o uso de telas causa ainda mais danos ao nosso cérebro.

Questão 11. Observe as afirmativas a seguir:

- I - O volume da matéria cinzenta naturalmente aumenta à medida que envelhecemos.
- II - O uso abusivo de telas causa a diminuição da massa cinzenta em adultos.
- III - A massa cinzenta é um tecido cerebral responsável pelo funcionamento de tudo em nosso corpo.

De acordo com o texto, é **incorreto** o que se afirma em

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

Questão 12. Dentre as recomendações a seguir para os usuários de telas, visando ao seu bem-estar físico e emocional, a única **não** mencionada no texto é

- a) a cada 20 minutos no computador, fazer um intervalo de 20 segundos.
- b) se exercitar e preparar uma refeição saudável.
- c) olhar para o horizonte e focar em um objeto ao longe.
- d) visitar regularmente seu oftalmologista.
- e) evitar tempo de telas na primeira hora do dia.

Questão 13. Em relação ao abuso de telas, marque verdadeira (**V**) ou falsa (**F**):

()	Está associado ao afinamento do córtex cerebral, responsável por processar a memória e funções cognitivas.
()	Aumenta o risco de neurodegeneração precoce.
()	Poucas evidências foram descobertas sobre o abuso de telas e seu impacto na saúde mental.

A sequência **correta** de preenchimento dos parênteses, de cima para baixo, é

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

Questão 14. O exemplo que não se refere ao termo "Binge-watching" (linha 1) é

- a) Watching multiple episodes of a series in one sitting.
- b) Continuous screen viewing over an extended period.
- c) Moving content on a screen to reveal parts of it.
- d) Consuming an entire film trilogy in rapid succession.
- e) An intense and uninterrupted period of watching.

Questão 15. Na linha 32, "fight-or-flight response" não pode ser substituído por

- a) distressed state.
- b) relaxed situation.
- c) discomfort state.
- d) survival response.
- e) acute stress response.

Questão 16. A palavra "it", que aparece duas vezes na linha 27 em "Passive screen time is like eating sugar but for your brain. It 'tastes' good, and you want it now, but you're not actually feeding yourself.", faz referência a

- a) eating sugar.
- b) 'tastes' good.
- c) feeding yourself.
- d) your brain.
- e) passive screen time.