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**Você verá
por aqui...**

Alguns exercícios com textos de diferentes gêneros de forma a colocar em prática os conteúdos aprendidos ao longo desta disciplina. Esta é a nossa última aula, por isso, ela é toda composta de atividades de aplicação, ou seja, de exercícios. Aproveite os conhecimentos que você adquiriu ao longo desta disciplina e faça uso corrente deles não só da leitura de textos em língua inglesa, mas na sua própria língua.

Objetivo

- Aplicar estratégias de leitura adquiridas em textos de gêneros diversos.

Para começo de conversa...

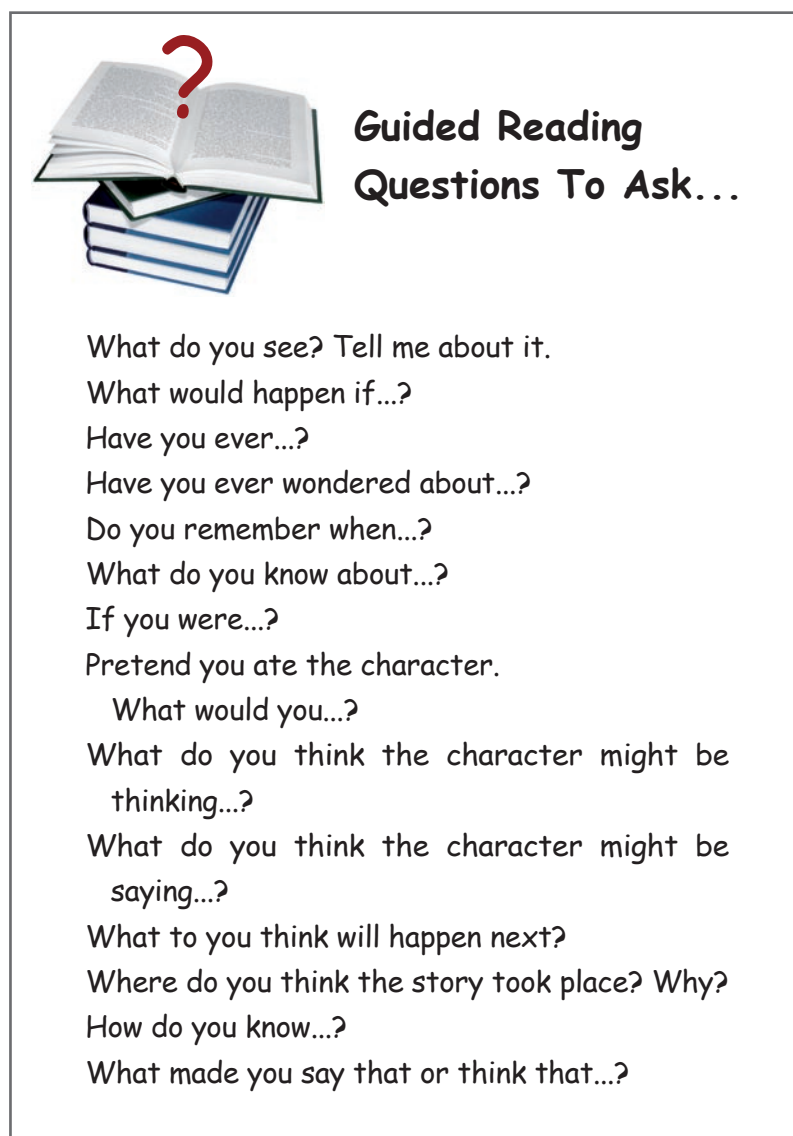


Figura 1 – Cartoon

No cartoon acima, você vê uma lista de perguntas que um leitor mais cuidadoso ou mais crítico pode fazer a um texto para obter mais detalhe em diferentes leituras. Evidentemente, nem todas as questões se aplicam a todos os textos, mas é possível utilizá-las sempre, escolhendo as questões a serem feitas de acordo com os textos que lemos e com a intenção que temos com a nossa leitura. É justamente estratégias de leitura que colocaremos em prática ao longo desta nossa última aula.

Lendo e compreendendo

Vamos colocar em prática as estratégias de leitura e os conhecimentos lingüísticos que você adquiriu ao longo da disciplina. Para isso, nada melhor do que a leitura de alguns textos de diferentes gêneros, não é?

Ao longo desta aula, portanto, teremos a apresentação de alguns textos de diversas naturezas e uma série de questões que guiarão a sua leitura. Por isso, esta aula não apresentará as divisões das aulas anteriores, entre conteúdo e atividades e auto-avaliação. Será toda ela uma aula prática de leitura dividida em textos e em guias que auxiliarão, através de questionamentos, a sua compreensão dos textos. Assim, para cada texto, você terá uma atividade que abordará conteúdos de compreensão e de estrutura da língua.

Texto 1

Hostage escapes after 8 years in jungle

BOGOTA, Colombia (CNN) – A former Colombian congressman who was held hostage in the jungle for more than eight years has escaped – with the help of a former captor.

Oscar Tulio Lizcano was kidnapped on August 4, 2000 near the Colombian town of Riosucio.

Oscar Tulio Lizcano, his hair disheveled, appeared too weak to stand for long when he met the news media Sunday, hours after stumbling onto a military patrol – and freedom.

Lizcano suffered from hunger and disease in captivity and endured isolation in the company of leftist rebels who often would not let him talk, he and Colombian authorities said.

“Maybe my incoherence is for a lack of speaking,” Lizcano told reporters. “I was unable to talk with the guerillas who guarded me.”

Lizcano said he had little to read in the jungle except “The Odyssey” by Homer. He suffered from malaria and other illnesses and once ate nothing but hearts of palm for six or seven days, said Juan Manuel Santos, the Colombian defense minister.

“This is big news for the whole family,” said Lizcano’s sister, Amparo Lizcano. “We were waiting for the guerrillas to give our brother back alive before he died.”

The former congressman fled about three days ago with the assistance of one of his captors, a member of the Revolutionary Armed Forces of Colombia, or FARC, a leftist rebel force that has been fighting the government for more than 40 years in a war that also has involved right-wing paramilitaries and drug traffickers.

President Alvaro Uribe appeared on television Sunday with the ex-FARC rebel – known by the alias “Isaza” – and said the man will receive compensation and permission to resettle in France with his family. He said that’s in keeping with a Colombian government policy that rewards rebels who desert and help hostages gain their freedom.

Police officers and soldiers pinpointed the location of the FARC unit holding Lizcano several months ago, Santos said.

They monitored the location for about five months and took steps to seal off possible escape routes, he said, as they planned a rescue operation using information gleaned help from a rebel who deserted October 2. Troops started that rescue operation Saturday – only to discover that “Isaza” and Lizcano had decided on their own to escape.

The two men wandered through the jungle for three days and nights before encountering a Colombian army patrol Sunday, said Santos, the defense minister.

Lizcano was kidnapped on August 4, 2000 near the Colombian town of Riosucio. He and his former captor stumbled Sunday onto a patrol near the border of the states of Risaralda and Choco, in central Colombia, authorities said.

The FARC holds an estimated 750 hostages in Colombia. Its members have justified hostage taking as a legitimate military tactic.

The rebels have been battered this year by government raids that killed several top commanders, the death by apparent heart attack of their founder and a wave of desertions.

Government commandoes tricked the FARC in July and freed their most prized hostage, the former presidential candidate Ingrid Betancourt, in an elaborate ruse that also liberated three U.S. defense contractors and 11 other hostages.

On Sunday, Lizcano offered words of encouragement to those hundreds who remain trapped in the jungle, captives of the FARC.

“Hold on. Hold on,” he said. “One day you will enjoy your freedom, too.”

Fonte: <<http://edition.cnn.com/2008/WORLD/americas/10/27/hostage.escape/index.html?iref=mpstoryview>>.

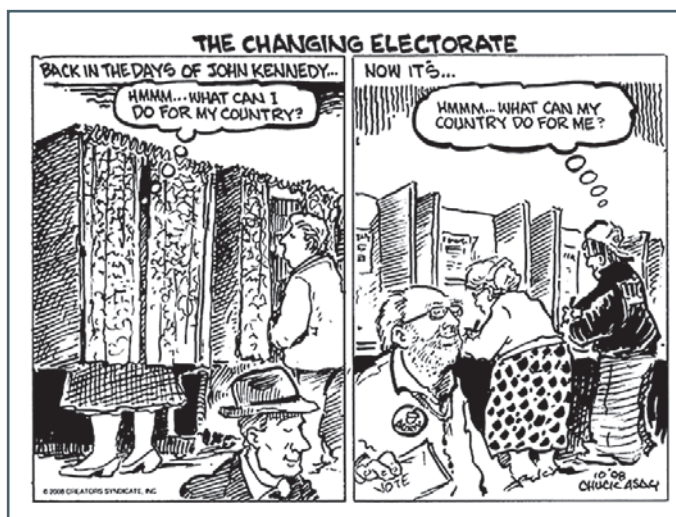
Acesso em: 27 out. 2008.

Guia de leitura – Texto 1

1. Dê uma olhada geral no texto e indique o seu gênero: é uma entrevista, uma resenha, um verbete, uma notícia?
2. O que indica o negrito no primeiro parágrafo do texto?
3. Estabeleça, a partir do título, algumas informações que você poderá encontrar ao longo do texto.
4. Observe o uso de aspas nos parágrafos 5, 6 e 7. Qual a função das aspas em cada um desses parágrafos?
5. Identifique as indicações de data ao longo do texto. Que datas são essas?
6. Quais são as localidades a que se faz referência ao longo do texto?
7. Faça um levantamento de algumas palavras que você considera fundamentais para a compreensão do texto.
8. Qual o tempo verbal predominante no texto?
9. Sobre que acontecimento o texto se debruça?
10. Quem é Tulio Lizcano, o que aconteceu com ele e porque o seu nome é mencionado no texto?
11. Quando Túlio Lizcano was *kidnapped*? Quanto tempo se passou até ele obter *freedom*?
12. Quem ajudou Túlio Lizcano to be free?
13. O que significa FARC?
14. Quem é Amparo Lizcano e que declarações ela fez?
15. Quem é Alvaro Uribe?
16. Quem é Izaza e o que Álvaro Uribe prometeu a ele?
17. Por que Ingrid Bettancourt é mencionada no texto?
18. Quem pronunciou a frase “One day you will enjoy your freedom, too.” A quem essa frase se dirige, em que tempo verbal ela foi elaborada e por quê?
19. Elabore um breve resumo dos fatos apresentados no texto 1.

Texto 2

Agora, um texto mais leve e mais divertido. Por isso, uma atividade menos exaustiva.



Fonte: <<http://content.cartoonbox.slate.com/?feature=825ac5c911c62f7b6102b65646c43279>>.
Acesso em: 27 out. 2008.

Figura 2 – The changing electorate

Guia de leitura – Texto 2

1. Qual a situação apresentada no cartoon?
2. Que comparação pode ser estabelecida na intenção dos eleitores dos dois quadros?
3. Explique, a partir de sua compreensão do texto, qual a intenção do autor, portanto, em colocar como título do cartoon a expressão *The changing electorate*.

Texto 3

Globalisation is bringing us full circle - to the left

October 21, 2008

by William Pesek

It's hard to forget the first time I met Paul Krugman. It was in the men's room, in Singapore in August 1998, and I found myself washing my hands next to the economist – or at least trying to.

As we chatted briefly about the speech he had just delivered on the “liquidity trap” undermining Japan, we realized the sinks in the lavatory were broken.

“That’s the trouble with liquidity problems,” Krugman deadpanned. “They tend to follow you around the world.”

The reason his joke comes back to me has less to do with him winning the Nobel prize for economics than the situation in which the global financial system finds itself. The question is whether central banks will lose their ability to control credit and, ultimately, economies. Krugman didn’t get the Nobel for his work on Japan’s lost decade, but for “analysis of trade patterns and locations of economic activity”.

The Princeton University professor and New York Times columnist is among President George W Bush’s most prominent critics. Coming less than a month before an election, the award left some economists wondering if the Nobel committee was playing politics.

Alan Greenspan also can’t be happy. Krugman’s columns often connect the dots between the former Federal Reserve chairman’s free-market policies and the credit crisis. Greenspan’s stock as a guru is falling as fast as Krugman’s is rising.

Krugman’s work is getting considerable attention in Asia, and for good reason. His reputation in this region was made in the mid-1990s, when he was among the most consistent predictors of the 1997 Asian crisis. A couple of years later, Krugman correctly opined that Asia would stage an impressive comeback. His research on Japan’s monetary paralysis could prove equally prescient in Asia and beyond.

“For all practical purposes, we’re in liquidity trap territory,” Krugman told Bloomberg’s Tom Keene on October 6.

“Bernanke can cut rates some more, but it’s not going to have any impact on the real economy. So yes, traditional, conventional monetary policy is out of room.” America, Krugman added, “has turned Japanese”.

Jon Corzine, the New Jersey governor and former chairman of Goldman Sachs, six days later in an interview with NBC: “We need a real economic stimulus. We’re in what you call a liquidity trap.”

Krugman did as much as anyone to popularise the phrase generally thought to be coined by John Maynard Keynes. The Nobel committee seems part of a growing realization that Keynesianism, with its emphasis on the government’s role in the economy, isn’t dead after all.

At the rate the US is socializing its financial system, it seems only a matter of time before airlines, vehicle makers and major retailers find their way on to the government’s balance sheet.

It would be the ultimate irony if the US had to bail out Wal-Mart Stores with borrowed Chinese money so that it can support all those Chinese factory workers.

Globalization is bringing the world full circle: from state-owned companies to privatization to the renationalization of those enterprises. It's no wonder Venezuela's President Hugo Chavez is referring to "comrade Bush" and saying: "Now Bush is to the left of even me."

The policies long advocated by Keynes, and more recently by Krugman, will have more sway than those of laissez-faire capitalism enthusiast Milton Friedman.

You can bet worsening market turmoil will prompt Asian governments to follow the US's lead on public bailouts.

Japan's credit system is more trapped than free. It's a reminder things could get worse if other nations turn Japanese. – BLOOMBERG

Fonte: <<http://www.busrep.co.za/index.php?fSectionId=553&fArticleId=4671188>>. Acesso em: 27 out. 2008.

Guia de leitura – Texto 3

1. Escolha duas palavras-chave capazes de resumir o tema do texto 2.
2. Elabore um brainstorming a partir das duas palavras que você indicou, propondo um vocabulário relacionado.
3. Dê uma olhada no texto. Você consegue identificar algumas das palavras que você elencou em seu brainstorming?
4. Você considera que esse texto tem a intenção comunicativa de:
 - a) divertir
 - b) emitir uma opinião
 - c) descrever um lugar
 - d) relatar um acontecimento
5. Justifique sua resposta à questão anterior.
6. Quem é o autor e onde esse texto foi publicado?
7. Quando você tiver acesso à internet, visite o site de onde o texto foi retirado; que tipo de site é esse? Que tipo de textos você encontra lá?
8. Identifique, no texto, os seguintes nomes e preencha a tabelinha a seguir com os dados que você encontrar sobre cada um deles.

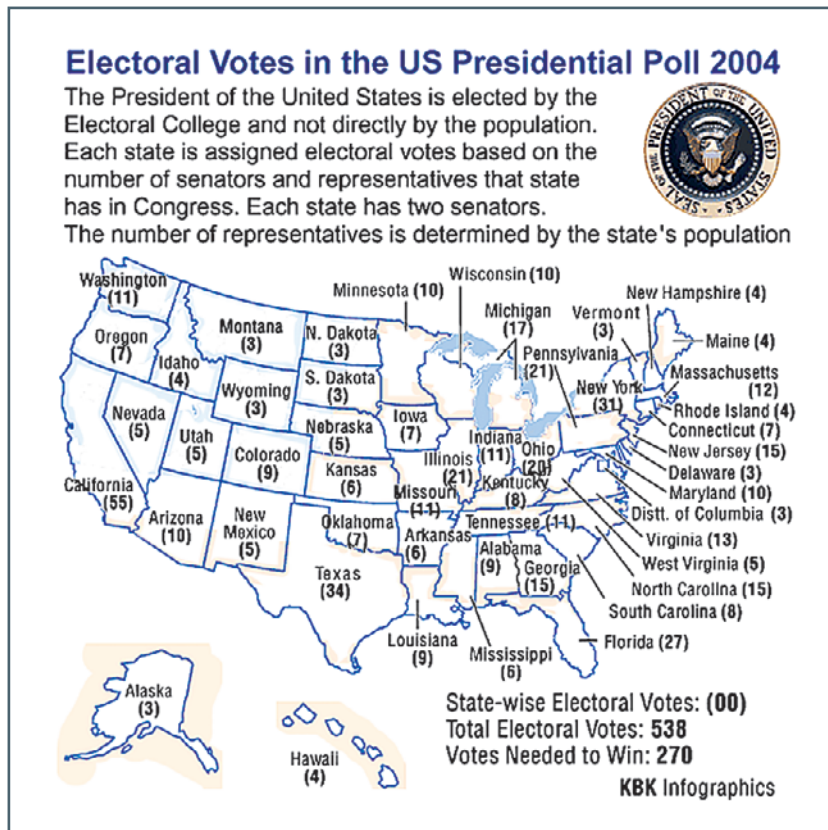
Nome	O que se diz sobre ele	O que ele diz sobre o tema do texto
Paul Krugman		
Alan Greenspan		
Jon Corzine		
Hugo Chavez		

- 9.** A oração com destaque em sublinhado no texto estabelece uma comparação entre dois personagens. Identifique quem é comparado e se essa comparação é de superioridade ou de igualdade.
- 10.** A quem se refere a declaração de Hugo Chávez e por que ela pode ser considerada irônica?
- 11.** O enunciado com destaque em negrito no texto repete o título. Explique o que significa a expressão “full circle” em ambos.
- 12.** Ainda a respeito do título, o que indica a palavra left no contexto?
- 13.** Elabore um breve esquema do texto indicando sua idéia central e os dados utilizados para embasá-la.

Relacionando Leituras

Observe os textos 4 e 5 a seguir e tente compreender sobre que temática eles se debruçam. O guia de leitura vai questionar dados de ambos. Antes de responder aos questionamentos tente entender o que esses textos têm em comum e que dados eles apresentam que podem ser relacionados.

Texto 4



Fonte: <<http://im.rediff.com/news/2004/nov/02uselec.gif>>. Acesso em: 27 out. 2008.

UNDERSTANDING THE ELECTORAL COLLEGE

Electoral equation: population is power

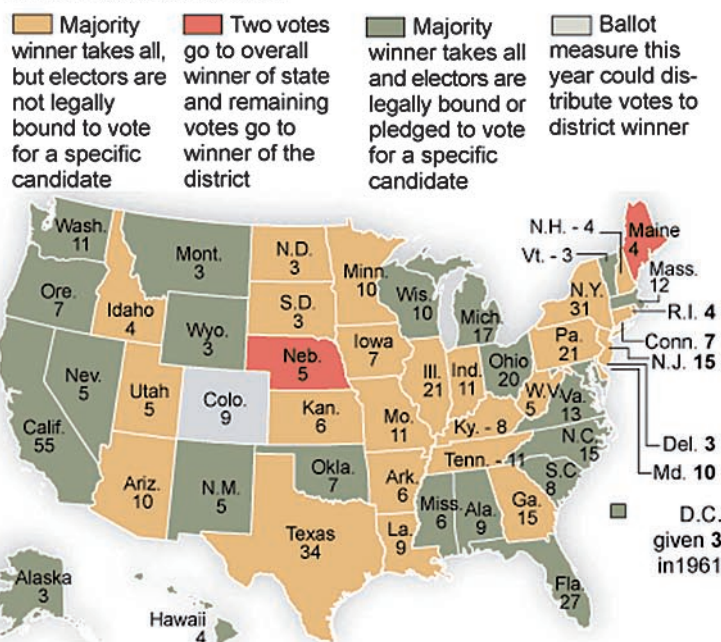
Each state is allocated a number of electors equal to the number of senators (always two) plus the number of its representatives. However, the congressional leaders are not electors. The presidential candidate that gains the majority of electoral votes (270) wins the election.

Population, not land determines number of electoral votes
A state's representatives are determined by its general population. States with higher population rates have more representatives.



State-by-state number of electors and vote requirements

In 48 states, the winning ticket's nominated electors are also elected. In effect, whichever presidential ticket gets the most popular votes wins all the state's electors.



Founders started electoral

The Electoral College was established by the founders as a compromise between election for the president by Congress and election by popular vote. Alexander Hamilton was among the first to write about the concept of electors in the Federalist Papers in 1788.



SOURCES: Federal Election Commission; Library of Congress; National Archives and Records Administration; Census Bureau; World Almanac AP

Fonte: <http://elections.journalnow.com/graphics/26ELECTORAL_COLLEGE.gif>. Acesso em: 27 out. 2008.

Guia de leitura – Textos 4 e 5

1. Comparando o título dos textos 4 e 5, em que aspectos eles diferem?
2. Qual a intenção comunicativa de cada texto?
 - a) Texto 4:
 - b) Texto 5:
3. De que fonte foram retiradas as informações para a elaboração dos dados apresentados no texto 5?
4. De acordo com o texto 4, o presidente dos Estados Unidos é eleito por quem?
5. Sobre que eleição o texto 4 se debruça?
6. O texto 5 se refere a uma eleição em particular?
7. O que é o Electoral College? Por quem ele é formado?
8. Que relação é estabelecida, no texto 4, entre o número de Senadores e o número de representantes do Estado no Electoral College?
9. De acordo com o texto 5, quando se estabeleceu esse sistema eleitoral nos EUA?
10. Que diferença é apontada, no texto 5, entre os Estados de Ohio e de Idaho?
11. O que representam as legendas no texto 5? Coloque essa informação na tabela a seguir:

12. De acordo com o texto 5, o que é preciso para vencer a corrida eleitoral?

Texto 6

A seguir, você vai ler o último texto desta aula. É um texto leve e de conteúdo mais cultural, por isso foi o escolhido para a despedida desta disciplina. Aproveite mais esta última atividade.

A Band of Loyal Brothers, Not All of Them Honorable

Published: October 24, 2008

By A. O. SCOTT



“Pride and Glory,” directed by Gavin O’Connor (“Tumbleweeds,” “Miracle”), plods across familiar ground. It’s yet another movie about the fraternal disorder of the police, in which a gaggle of brothers, professionally sworn to enforce the law and tribally committed to one another, weep and rage and recriminate against a backdrop of urban chaos. Jon Voight — his face as pink as a Christmas ham, his acting in the same food group — is the patriarch of this particular clan, a New York Police Department chieftain named Francis Tierney.

Francis’s older son, Frannie (Noah Emmerich), commands a rough precinct in Washington Heights. Frannie’s brother, Ray (Edward Norton), once a hotshot detective, has withdrawn a little from career and family, making his home on a leaky boat and tending to a scar on his face. Frannie and Ray have a sister named Megan (Lake Bell), whose main function in this highly male-dominated movie is to be married to Jimmy Egan, a hotheaded street cop whose hobbies include breeding, smoking, football and — since he’s played by Colin Farrell — jittery displays of misdirected intensity.

But Jimmy is also, and most consequentially, mixed up in some dirty illegal business. Right under Frannie’s nose he has assembled a squad of thugs and shakedown artists who work with the city’s nastiest drug dealers. After four officers are killed during a raid gone bad, Ray is persuaded by his dad to head up the investigation, which leads him toward Jimmy and his crew, and also leads to some breathless shouting matches.

“Pride and Glory,” which sat on the New Line Cinema shelves for a few years, is not especially good, but there is enough rough artistry in Mr. O’Connor’s direction to make you wish the film were better. He has a good sense of the city’s wearying, exhilarating energy and an impressive ability to pull off arresting visual compositions in close quarters. Many of the indoor scenes have a raw, dangerous intimacy that keeps your attention even when the dialogue tumbles toward cliché.

And the story, while none too fresh — especially if you’ve already seen “We Own the Night” — has a certain rough potency. Written by Mr. O’Connor and Joe Carnahan (with story credits to Mr. O’Connor, his brother Gregory and Robert Hopes, a former New York City policeman), “Pride and Glory” relies a little too much on expository shouting, but there are nonetheless some fine details and powerful, tense scenes. The best stuff can be found around the edges of the main family drama, in subplots and in the supporting performances of Shea Whigham and John Ortiz (as two of Jimmy’s minions) and Jennifer Ehle (as Frannie’s wife, Abbie, who is dying of cancer).

Mr. Norton and Mr. Farrell, unfortunately, play to their weaknesses. Ray — an intellectual as well as a warrior; a gentle avenger with a troubled conscience; kind to children and tough on bad guys — brings out the full measure of Mr. Norton’s vanity, by far his least appealing attribute. Mr. Farrell, meanwhile, once again indulges his blustery mixture of menace and charm, overdoing both. He threatens a baby with a hot iron, but on the

other hand he loves his children. It seems plausible that this guy would lead a thuggish criminal enterprise, but not that he could keep it secret for more than 10 minutes.

The third point of the brotherly triangle, Mr. Emmerich's Frannie, is the sharpest. Even though Mr. O'Connor never fully dramatizes the bonds of loyalty, love and envy that bind Jimmy, Frannie and Ray, Mr. Emmerich conveys the full nature of his character's uneasy mix of decency and cowardice. While Mr. Voight, Mr. Norton and Mr. Farrell do most of the screaming (and shooting), he quietly and guilelessly steals the movie. If only it were worth a little more.

"Pride and Glory" is rated R (Under 17 requires accompanying parent or adult guardian). It has violence, swearing, drug references and a bit of pointless nudity.

Fonte: <<http://movies.nytimes.com/2008/10/24/movies/24prid.html>>. Acesso em: 27 out. 2008.



Praticando...

1

1. Qual o assunto do texto?
2. Qual a relação do título com o tema do texto?
3. Qual a função das informações entre parênteses?
4. Preencha a seguinte ficha técnica de acordo com informações retiradas do texto.

Título do filme:	
Diretor:	
Faixa etária recomendada:	
País de origem:	
Gênero:	
Personagem principal:	
Elenco:	

Leitura Complementar

ENGLISH WORKS. Reading exercises. Disponível em: <<http://depts.gallaudet.edu/englishworks/exercises/main/reading.html>>. Acesso em: 12 nov. 2008.

Nele você poderá fazer atividades on line de compreensão de texto.



Resumo

Ao longo desta aula você teve a oportunidade de colocar em prática uma série de estratégias de leitura que aprendeu ao longo dessa disciplina. Você se deparou, portanto, com textos de diversos gêneros e, em seu processo de leitura e compreensão, precisou responder a questões de natureza geral e mais específica sobre cada texto, o que ativou estratégias de scanning e skimming. Você também precisou responder a algumas questões que exigiram uma retomada dos conteúdos lingüísticos discutidos ao longo das aulas. Essa foi, portanto, uma aula de natureza prática com sugestões de questionamentos que podem ajudar você a compreender textos sempre que precisar. Esta disciplina acabou aqui, mas você pode e deve continuar aplicando os seus conhecimentos sempre. Boas leituras futuras!

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Anotações

