

**The Surprising Power of Waiting**

In our concern for helping a child communicate, many of us often overstimulate the child. A father, teaching a child to build a bridge, might stack all the blocks at once. The mother, wanting her child to talk, may give her a constant stream of words such as "What did you do in school; was Sally there; did she pick you as a partner again; you like her don't you?" Both examples show a concerned parent doing too much without waiting for the child to do his part. When we simply look at how we communicate with a child without waiting, we see one major reason why our children may not communicate more. For children with delays, this situation can be very dangerous to their development. Not enough waiting can make us believe the child knows much less than he does and it can teach him to be a passive learner with few chances to communicate what he does know.

Think about it. When you say something to your child, what do you usually do next? Many of us immediately say or do something again and again without waiting for the child to take a turn. Then what happens? The child leaves or stops paying attention. Don't you do the same when someone keeps talking and gives you no time to say anything?

Waiting is a tricky thing to think about and to remember, because it is like thinking about nothing. But, in our work with parents, teachers and therapists, we find waiting one of the most powerful ways to help a child communicate. Waiting is also a good way to get contact with any child who may seem isolated from you.

It may seem too obvious to say, but it takes time to communicate, either with or without words. Children with developmental delays or other natural interferences to learning usually need more time to communicate than others. Many parents and others tell us and show us that waiting for their child to communicate is difficult, almost impossible, at first. They genuinely believe that helping a child communicate requires a lot of stimulation, such as repeating a question over and over and "bathing" the child with language. They do not realize how necessary it is to wait and give a child a quiet chance to do something. Many adults do not seem to see that when they do all the playing and talking, they are actually preventing the child from communicating and learning to talk. Without having regular partners who wait, a child may become passive and miss the many natural opportunities to communicate.

Disponível em:  
<<http://www.comeunity.com/disability/speech/waiting.html>>  
Acessado em 22 de janeiro de 2009.

Answer the following five questions according to Text I.

**17.** The author argues that parents

- A) think they should always wait for their kids to communicate without forcing them.
- B) fail to help their kids develop good communicative skills due to their passiveness.
- C) will often disregard their kids' natural pace of communicative skills development.
- D) teach their kids that respecting their authority will give them a chance to learn faster.
- E) will fit their attitudes into their kids learning pace so as to help them more.

**Resposta: C**

Justificativa:

The author argues that parents (o autor argumenta que os pais)

A alternativa correta é a C, (*geralmente desconsideram o ritmo natural de desenvolvimento das habilidades de comunicação dos filhos*) pois encontramos no texto vários excertos que corroboram tal compreensão: *...many of us often overstimulate the child; examples show a concerned parent doing too much without waiting for the child to do his part.; how we communicate with a child without waiting; Many parents and others tell us and show us that waiting for their child to communicate is difficult, almost impossible, at first;*

As demais alternativas contrariam o asseverado no texto; a "a", por exemplo, diz que os pais acham que deviam sempre esperar seus filhos se comunicarem sem força-los, embora o texto afirme justo o contrário. A alternativa "b" diz que os pais não ajudam no desenvolvimento dessas habilidades por causa de sua passividade: não há passividade por parte dos pais e se considerarmos o referente como se reportando às crianças, por parte delas também não há passividade, mas sim um ritmo diferente. A alternativa "d" afirma que ao ensinar seus filhos o respeito à autoridade dos pais eles aprendem mais rapidamente e isso não é argumentado no texto, senão, implicitamente, que sua autoridade não deve suplantiar o ritmo natural de cada criança. A última alternativa "e" diz que os pais adéquam suas atitudes ao ritmo de aprendizado das crianças, o que o texto peremptoriamente contesta o tempo todo e está, portanto, também errada.

- A) think they should always wait for their kids to communicate without forcing them.
- B) fail to help their kids develop good communicative skills due to their passiveness.
- C) will often disregard their kids' natural pace of communicative skills development.
- D) teach their kids that respecting their authority will give them a chance to learn faster.
- E) will fit their attitudes into their kids learning pace so as to help them more.

**18.** It is argued that waiting actually

- A) hinders communicative progress altogether.
- B) fosters communicative progress altogether.
- C) has no effect on communicative progress at all.
- D) is pernicious to overall communicative progress.
- E) has little connection with communicative progress.

**Resposta: B**

Justificativa:

It is argued that waiting actually (argumenta-se que a espera, na verdade,)

A resposta correta é a alternativa B (promove o progresso completo da comunicação). A alternativa "a" diz que a espera impede o progresso, o que é falso "...we find waiting one of the most powerful ways to help a child communicate." Da mesma forma a alternativa "c" diz que a espera não produz efeito sobre o desenvolvimento da comunicação e é igualmente falso. A alternativa "d" vai além e diz que a espera é perniciososa e a "e" que a espera não tem ligação com o desenvolvimento e são, portanto, ambas falsas.

- A) hinders communicative progress altogether.
- B) fosters communicative progress altogether.
- C) has no effect on communicative progress at all.
- D) is pernicious to overall communicative progress.
- E) has little connection with communicative progress.

19. One can infer from the text that kids with special learning needs, as compared to other normal kids, will frequently find it

- A) easier to communicate more quickly.
- B) as easy to communicate more quickly.
- C) as hard to communicate more quickly.
- D) the least difficult to communicate more quickly.
- E) harder to communicate more quickly.

**Resposta: E**

Justificativa:

One can infer from the text that kids with special learning needs, as compared to other normal kids, will frequently find it (Pode-se inferir do texto que crianças com necessidades especiais de aprendizagem, comparadas a outras crianças normais, geralmente encontram...)

A alternativa correta é a letra E, pois no texto encontramos no último parágrafo que (*Children with developmental delays or other natural interferences to learning usually need more time to communicate than others.*) "...Crianças com atrasos de desenvolvimento ou outras interferências naturais geralmente precisam de mais tempo para se comunicar do que outras." e essa alternativa diz que elas (as crianças especiais) encontram mais dificuldade em comunicar mais rapidamente (isto é, precisam de mais tempo).

As demais alternativas tratam de diferentes graus de dificuldade e dizem que essas crianças especiais encontram: "a" a mais facilidade em se comunicar mais rapidamente; "b" tanta facilidade em se comunicar quanto as demais crianças no mesmo espaço de tempo; "c" tanta dificuldade em se comunicar mais rapidamente; e "d" as que menos encontrarão dificuldade para se comunicar em menos tempo, contrariando o texto como as demais anteriores.

- A) easier to communicate more quickly.
- B) as easy to communicate more quickly.
- C) as hard to communicate more quickly.
- D) the least difficult to communicate more quickly.
- E) harder to communicate more quickly.

20. The pronoun **he** in: "...knows much less than **he** does and it can teach him..." **refers to:**

- A) child
- B) parent
- C) father
- D) brother
- E) Sally

**Resposta: A**

Justificativa:

The pronoun *he* in: "...knows much less than *he* does and it can teach him..." refers to:

(O pronome *he* em: "... ..." refer-se a)

A alternativa A é a correta, pois o termo se refere à palavra *child*.

- A) child
- B) parent
- C) father
- D) mother
- E) Sally

21. The prefix **over** in "...many of us often **overstimulate** the child." **expresses:**

- A) contrary idea
- B) negation
- C) lack of
- D) excess
- E) repetition

**Resposta: D**

Justificativa:

The prefix *over* in "...many of us often overstimulate the child." expresses: (O prefixo *over* em "...superestimular ..." expressa:)

A resposta correta é a alternativa D, pois exprime o significado exato do prefixo: excesso. Prefixos correspondentes em português são: sobre, super. As alternativas "a", "b", "c" e "e" dão a idéia de 'idéia contrária', "negação", "falta de/sem", e "repetição" respectivamente e estão, naturalmente, erradas.

- A) contrary idea
- B) negation
- C) lack of
- D) excess
- E) repetition

Text II

Comprising over 70% of the Earth's surface, water is undoubtedly the most precious natural resource that exists on our planet. Without the seemingly invaluable compound comprised of hydrogen and oxygen, life on Earth would be nonexistent: it is essential for everything on our planet to grow and prosper. Although we as humans recognize this fact, we disregard it by polluting our rivers, lakes, and oceans. Subsequently, we are slowly but surely harming our planet to the point where organisms are dying at a very alarming rate. In addition to innocent organisms dying off, our drinking water has become greatly affected as is our ability to use water for recreational purposes. In order to combat water pollution, we must understand the problems and become part of the solution.

Disponível em:

<http://www.umich.edu/~gs265/society/waterpollution.htm> Acessado em 22 de janeiro de 2009.

Answer the following two questions according to Text II.

**22.** The surface of our planet is mostly made up of

- A) earth
- B) water
- C) hydrogen
- D) oxygen
- E) land

**Resposta: B**

Justificativa:

The surface of our planet is mostly made up of (a superfície de nosso planeta é composta de)

A Alternativa correta é a B (*water/água*) pois podemos encontrar no texto que *Comprising over 70% of the Earth's surface, water is undoubtedly the most precious natural resource that exists on our planet.* As demais alternativas jogam com palavras que se espalham pelo início do texto e funcionam de modo a confundir a escolha correta. Por exemplo, a combinação de hidrogênio (c) com oxigênio (d) resulta em água, mas os elementos tomados separadamente não dão conta da composição predominante na superfície do planeta.

- A) earth
- B) water
- C) hydrogen
- D) oxygen
- E) land

**23.** Humans will pollute existing water resources

- A) despite the fact they know better.
- B) according to their recreational needs.
- C) because these are already polluted, anyway.
- D) due to the fact that water is abundant.
- E) in order to kill unwanted living organisms.

**Resposta: A**

Justificativa:

Humans will pollute existing water resources (Os humanos continuam a poluir as fontes de água existentes)

A alternativa correta é a letra A (*apesar do fato de saberem que deviam fazer o contrário*). Encontramos no texto argumento relativo em (*Without the seemingly invaluable compound comprised of hydrogen and oxygen, life on Earth would be nonexistent: it is essential for everything on our planet to grow and prosper. Although we as humans recognize this fact, we disregard it by polluting our rivers, lakes, and oceans.*) (... *Embora, como humanos, reconheçamos este fato (o valor da água), o desprezamos ao poluirmos nossos rios, lagos e oceanos.*)

A alternativa "d" sugere que poluímos pelo fato de a água ser abundante enquanto que a "b" diz ser porque as águas já estão mesmo poluídas. A alternativa "c" diz que o fazemos para fins recreativos e a "e" que a poluição tem como fim matar organismos vivos indesejados. Como vemos no texto, apenas a alternativa "d" encontra a sustentação argumentativa necessária.

- A) despite the fact they know better.
- B) because these are already polluted, anyway.
- C) according to their recreational needs.
- D) due to the fact that water is abundant.
- E) in order to kill unwanted living organisms.

**24.** A synonym for dying off in "In addition to innocent organisms **dying off**, our drinking water has become greatly affected..." is:

- A) piling up
- B) crying
- C) floating

- D) drowning
- E) disappearing

**Resposta:E**

Justificativa:

A synonym for *dying off* in “*In addition to innocent organisms dying off, our drinking water has become greatly affected...*” is: (Além dos organismos vivos estarem morrendo/desaparecendo, nossa água potável está sendo grandemente afetada)

A resposta correta para essa questão é a alternativa E. O verbo *die* significa morrer. Acrescentado de *off* ele passa a ter um valor semântico diferente embora mantenha a idéia original de alguma forma. Seu novo significado é “ir morrendo até desaparecer” normalmente aplicado a um grupo de seres vivos. Portanto a alternativa “e” traduzida por “desaparecer” é a única que encontra equivalência. Os significados de “a” – se acumulando; “b” chorando; “c” flutuando; e “d” se afogado não são sinônimos compatíveis.

- A) piling up
- B) crying
- C) floating
- D) drowning
- E) disappearing