

AS QUESTÕES DE 41 A 50 REFEREM-SE A LÍNGUA ESTRANGEIRA (INGLÊS – PÁG. 16 OU FRANCÊS – PÁG. 19)

VOCÊ DEVERÁ RESPONDER ÀS QUESTÕES RELATIVAS AO IDIOMA PELO QUAL OPTOU NO ATO DA INSCRIÇÃO

LÍNGUA INGLESA – QUESTÕES DE 41 A 50

We May Be Born With an Urge to Help

1 What is the essence of human nature? Flawed, say many theologians. Vicious and addicted to warfare, wrote Hobbes. Selfish
2 and in need of considerable improvement, think many parents. But biologists are beginning to form a generally sunnier view of
3 humankind. Their conclusions are derived in part from testing very young children, and partly from comparing human children with
4 those of chimpanzees, hoping that the differences will point to what is distinctively human.

5 The somewhat surprising answer at which some biologists have arrived is that babies are innately sociable and helpful to
6 others. Of course every animal must to some extent be selfish to survive. But the biologists also see in humans a natural willingness
7 to help. When infants 18 months old see an unrelated adult whose hands are full and who needs assistance opening a door or
8 picking up a dropped clothespin, they will immediately help, Michael Tomasello writes in. The helping behavior seems to be innate
9 because it appears so early and before many parents start teaching children the rules of polite behavior.

10 "It's probably safe to assume that they haven't been explicitly and directly taught to do this," said Elizabeth Spelke, a
11 developmental psychologist at Harvard. "On the other hand, they've had lots of opportunities to experience acts of helping by others. I
13 think the jury is out on the innateness question." But Dr. Tomasello finds that helping is not enhanced by rewards, suggesting that it is
14 not influenced by training. It seems to occur across cultures that have different timetables for teaching social rules. And helping
15 behavior can even be seen in infant chimpanzees under the right experimental conditions. For all these reasons, Dr. Tomasello
16 concludes that helping is a natural inclination, not something imposed by parents or culture.

17 Infants will help with information, as well as in practical ways. From the age of 12 months they will point at objects that an adult
18 pretends to have lost. Chimpanzees, by contrast, never point at things for each other, and when they point for people, it seems to be
19 as a command to go fetch something rather than to share information. For parents who may think their children somehow skipped the
20 cooperative phase, Dr. Tomasello offers the reassuring advice that children are often more cooperative outside the home, which is
21 why parents may be surprised to hear from a teacher or coach how nice their child is. "In families, the competitive element is in
22 ascendancy," he said. As children grow older, they become more selective in their helpfulness. Starting around age 3, they will share
23 more generously with a child who was previously nice to them. Another behavior that emerges at the same age is a sense of social
25 norms. "Most social norms are about being nice to other people," Dr. Tomasello said in an interview, "so children learn social norms
25 because they want to be part of the group."

26 Where do they get this idea of group rules, the sense of "we do it this way"? Dr. Tomasello believes children develop what he
27 calls "shared intentionality," a notion of what others expect to happen and hence a sense of a group "we." It is from this shared
28 intentionality that children derive their sense of norms and of expecting others to obey them. Shared intentionality, in Dr. Tomasello's
29 view, is close to the essence of what distinguishes people from chimpanzees. A group of human children will use all kinds of words
30 and gestures to form goals and coordinate activities, but young chimps seem to have little interest in what may be their companions'
31 minds.

32 If children are naturally helpful and sociable, what system of child-rearing best takes advantage of this surprising propensity?
33 Dr. Tomasello says that the approach known as inductive parenting works best because it reinforces the child's natural propensity to
34 cooperate with others. Inductive parenting is simply communicating with children about the effect of their actions on others and
35 emphasizing the logic of social cooperation. "Children are altruistic by nature," he writes, and though they are also naturally selfish, all
36 parents need do is try to tip the balance toward social behavior.

37 The shared intentionality lies at the basis of human society, Dr. Tomasello argues. From it flow ideas of norms, of punishing
38 those who violate the norms and of shame and guilt for punishing oneself. Shared intentionality evolved very early in the human
39 lineage, he believes, and its probable purpose was for cooperation in gathering food. Anthropologists report that when men cooperate
40 in hunting, they can take down large game, which single hunters generally cannot do.

41 Frans de Waal, a primatologist, in a book called "The Age of Empathy, has long studied the cooperative side of primate
42 behavior and believes that aggression, which he has also studied, is often overrated as a human motivation. The roots of human
43 cooperation may lie in human aggression. We are selfish by nature, yet also follow rules requiring us to be nice to others. "That's why
44 we have moral dilemmas," Dr. Tomasello said, "because we are both selfish and altruistic at the same time."

(WADE, N. We may be born with an urge to help. Available in: http://www.nytimes.com/2009/12/01/science/01human.html?_r=2&em. Retrieved on:
Dec. 3, 2009. Adapted.)

41. According to the text, children learn social norms because they:

- a) want to control each other.
- b) want to belong to the group.
- c) know their parents oblige them.
- d) want to surprise their parents.

42. According to the text, shared intentionality is:

- a) understanding similarities between humans and chimpanzees.
- b) obeying norms and having negative expectations from others.
- c) using kindness and politeness in coordinated activities.
- d) understanding other's expectations and having a collective sense of thought.

43. According to Frans de Waal, aggression in human behavior is:

- a) overvalued.
- b) outrageous.
- c) outstanding.
- d) overboard.

44. The expression "to tip the balance" (line 36) can be best replaced by:

- a) to rewind.
- b) to favor.
- c) to dismiss.
- d) to overcome.

45. The word "because" (line 9), can be best replaced by:

- a) in spite of.
- b) thus.
- c) nevertheless.
- d) since.

46. According to the text, children start selecting more who they will help:

- a) as they are born.
- b) as they go to school.
- c) as they age.
- d) as they reach the age of 2.

47. In the text, the word that functions as an adjective is:

- a) "helping" (line 16).
- b) "training" (line 14).
- c) "parenting" (line 34).
- d) "surprising" (line 5).

48. The referent to the pronoun "its" (line 39) is:

- a) "probable purpose".
- b) "shared intentionality".
- c) "gathering food".
- d) "human lineage".

49. In the text, the expression "sunnier view" (line 2) means:

- a) more intense sunlight.
- b) warmer weather.
- c) hotter sunshine.
- d) better perspective.

50. The word that functions as an objective pronoun, in the text, is:

- a) "us" (line 43).
- b) "their" (line 30).
- c) "its" (line 39).
- d) "it" (line 33).