


**INSTITUTO
FEDERAL**

Rio Grande do Norte

Campus
Currais Novos

Gêneros textuais



**Inglês técnico – Licenciatura em Química
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Tipos textuais

Chamamos de tipos textuais o conjunto de enunciados organizados em uma **estrutura bem definida**, facilmente reconhecida por suas características preponderantes. Podem variar entre cinco e nove tipos, sendo que os mais estudados são a narração, a argumentação, a descrição, a injunção e a exposição.

A tipologia textual, diferentemente do que acontece com os gêneros textuais, apresenta propriedades linguísticas intrínsecas, como o **vocabulário**, **relações lógicas**, **tempos verbais**, **construções frasais** e outras características que definem os gêneros. Estes, por sua vez, surgem do dinamismo das relações sociocomunicativas e da necessidade dos falantes em um dado contexto cultural, enquanto os tipos já estão definidos, prontos para receberem os diversos gêneros em sua estrutura. Observe a definição de cada um dos tipos e seus exemplos.

<https://mundoeducacao.uol.com.br/redacao/tipos-textuais-estrutura-discurso.htm>

Tipos textuais

Narração: História, tempo e espaço, personagens. Os gêneros que se apropriam da estrutura narrativa são: **contos, crônicas, fábulas, romance, biografias etc.**

Dissertação: Opinião. Argumentos. Convencer o leitor. Os gêneros que se apropriam da estrutura dissertativa são: **ensaio, carta argumentativa, dissertação-argumentativa, editorial etc.**

Exposição: Informações sobre objeto ou fato. Características. Os gêneros que se apropriam da estrutura expositiva são: **reportagem, resumo, fichamento, artigo científico, seminário etc.**

Injunção: Instrução. Verbos no imperativo. Os gêneros que se apropriam da estrutura injuntiva são: **manual de instruções, receitas culinárias, bulas, regulamentos, editais etc.**

Descrição: Descrever coisas, pessoas ou situações. Os gêneros que se apropriam da estrutura descritiva são: **laudo, relatório, ata, guia de viagem etc.**

<https://mundoeducacao.uol.com.br/redacao/tipos-textuais-estrutura-discurso.htm>

Textual Types

The essay-argumentative text:

Examples of textual genres, which are: **journalistic articles, reviews, scientific articles, monographs, master's dissertations and doctoral theses and the famous ENEM essay.**

The descriptive text:

Examples of textual genres: **news, blogs, diaries and personal reports, biography and autobiography, menus, resumes, among others.**

The narrative:

Examples: **chronicles, fables, legends, among others.**

Expository Text:

Examples: **lectures, conferences, seminars and even entries from dictionaries or encyclopedias.**

Instructional Text:

Examples: **recipes, package inserts, instruction manuals, advertisements, among others.**

<https://notesread.com/types-textual-genres-examples/>

Tipos textuais

Os **gêneros textuais** estão ligados à história da comunicação e da linguagem, apresentando uma função social em uma determinada situação comunicativa. São enunciados relativamente estáveis, pois apresentam estruturas e conteúdos temáticos que facilitam sua identificação. Para cada ato de fala ou escrita, selecionamos, intuitivamente ou não, o gênero mais adequado em função do **efeito que esperamos produzir em um potencial interlocutor**. As interações sociais podem produzir uma infinidade de gêneros e, por esse motivo, diferentemente do que acontece com os tipos textuais, não podemos precisar sua quantidade.

E-mails, cartas, artigos, blogs, crônicas, contos, histórias em quadrinhos e mais uma infinidade de textos são exemplos de gêneros textuais.

<https://mundoeducacao.uol.com.br/redacao/genero-textual.htm>

Opinion article – artigo de opinião

edition.cnn.com/2021/03/04/opinions/joe-bidens-big-chance-sachs/index.html

MyELT System Check



TEAR



SIGEduc - Sistema I...



Easy English Parna...



Easy English



Abertas as inscrições...



Acervo Paulo Freire



Salvar Vídeos youtu...



Opinion

Political Op-Eds

Social Commentary

Edition ▼



Joe Biden could be the most transformative president in 75 years

By Jeffrey D. Sachs

Updated 0002 GMT (0802 HKT) March 5, 2021

Editor's Note: *Jeffrey Sachs is a professor and director of the Center for Sustainable Development at Columbia University and president of the United Nations Sustainable Development Solutions Network. His most recent book is "The Ages of Globalization" (Columbia University Press, 2020). The opinions expressed in this commentary are those of the author; view more opinion on CNN.*

(CNN) — Americans believe by hefty majorities that we can solve our national problems and that the federal government should play a major role in areas including infrastructure, health care, environment, poverty reduction and economy. This broad support provides a foundation for Joe Biden to become the most transformative president since Franklin D. Roosevelt

Specialist Interview – Entrevista com especialista

nytimes.com/2021/02/14/health/WHO-covid-daszak-china-virus.html

Apps MyELT System Check TEAR SIGEduc - Sistema I... Easy English Parma... Easy English Abertas as inscriçõe... Acervo Paulo Freire Salvar Videos yououtu... BV | Minha BV

The New York Times SUBSCRIBE NOW Account

The Coronavirus Outbreak > LIVE Latest Updates Maps and Cases Risk Near You Vaccine Rollout New Variants Tracker

A W.H.O. Researcher on His Trip to China Seeking Origins of the Virus

An interview with Peter Daszak, an animal disease specialist, just after his return from an investigative research mission to Wuhan, the site of the original Covid outbreak, and surrounding areas.



Peter Daszak in Wuhan, China, this month. Aly Song/Reuters



By James Gorman

Feb. 14, 2021

Short History – Conto

The Hare and the Tortoise by Aesop

A Hare was making fun of the Tortoise one day for being so slow.

Do you ever get anywhere?” he asked with a mocking laugh.

“Yes,” replied the Tortoise, “and I get there sooner than you think. I’ll run you a race and prove it.”

The Hare was much amused at the idea of running a race with the Tortoise, but for the fun of the thing he agreed. So the Fox, who had consented to act as judge, marked the distance and started the runners off.

The Hare was soon far out of sight, and to make the Tortoise feel very deeply how ridiculous it was for him to try a race with a Hare, he lay down beside the course to take a nap until the Tortoise should catch up.

The Tortoise meanwhile kept going slowly but steadily, and, after a time, passed the place where the Hare was sleeping. But the Hare slept on very peacefully; and when at last he did wake up, the Tortoise was near the goal.

The Hare now ran his swiftest, but he could not overtake the Tortoise in time.

Moral Lesson: *The race is not always to the swift.*

<https://www.thefreshreads.com/the-hare-and-the-tortoise/>

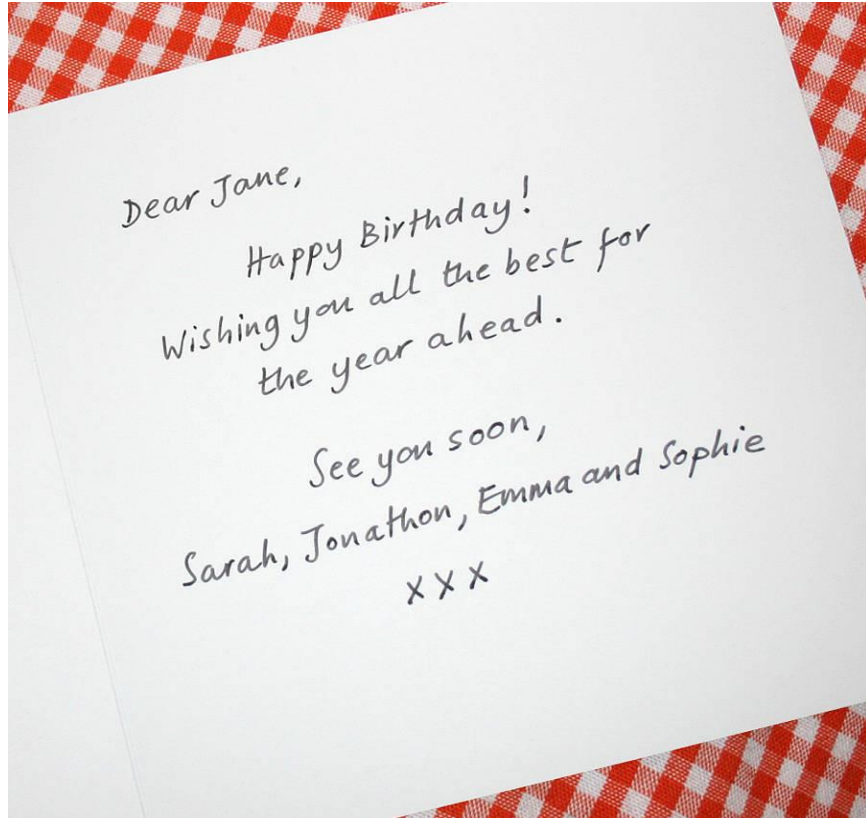
Joke - piada

POTATO BAG STRENGTH

An exercise for people who are out of shape: Begin with a five-pound potato bag in each hand. Extend your arms straight out from your sides, hold them there for a full minute, and then relax. After a few weeks, move up to ten-pound potato bags. Then try 50-pound potato bags, and eventually try to get to where you can lift a 100-pound potato bag in each hand and hold your arms straight for more than a full minute. Once you feel confident at that level, put a potato in each bag. — Beverly Gross

<https://www.rd.com/jokes/>

Greeting card – cartões



How-To or Directions Booklet – Instruções e manuais



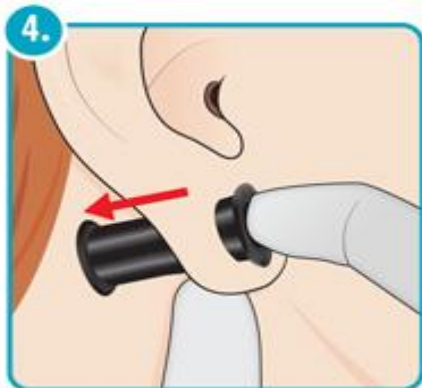
1. Remove the FrontCap on the next SnapPlug™ in your series.



2. Remove the BackCap from the SnapPlug™ currently in your ear piercing.



3. Connect the two SnapPlugs™ together and squeeze to ensure a tight connection.



4. While supporting your earlobe, push the connected SnapPlugs™ through your ear piercing.



5. Disconnect the old SnapPlug™ and discard.



6. Replace the FrontCap on the new SnapPlug™ in your ear. Wear for 10-30 days at this size before your next stretch.

Letter to the Editor – carta ao editor

October 2, 2003

To the Editor
Chicago Sun-Times

SENT VIA FAX: (312) 321-3084

Another deadly fire in an unsprinklered high-rise building has claimed two more lives in the City of Chicago. The fire started on the fifth floor and the dead were found on the 6th and 23rd floors. They were elderly, and died of smoke inhalation. The fires cause . . . an unattended candle. It didn't make headlines as a fire on the Gold Coast would, it happened on the 6700 block of South Oglesby. October 6th begins National Fire Prevention Week. People shouldn't have to die from fire where they live. Fire sprinklers could have prevented these unnecessary deaths. The Chicago High-Rise Commission needs to recommend full sprinkler protection in all existing residential high-rises in the City of Chicago. They need to do this today before another fire tragedy occurs tomorrow.

John A. Viniello
President, National Fire Sprinkler Association, Inc.

Lesson plan – plano de aula

Lesson Plan

- Subject** : English
- Date** : 13 October 2009
- Time and duration** : 11.00 a.m. to 11.40 a.m. (40 minutes)
- Class** : Form 4 Red
- Level** : Intermediate
- Topic** : Going Places (Places of interest)
- Previous Knowledge:** In the previous lesson, students have learnt preposition of place and are exposed to several texts on interesting places. They were also exposed to simple prepositions of direction (up, down, into, out of) in Form Three and can use the learnt prepositions appropriately.
- Curriculum Specifications** : *Section I: Learning Outcomes and Specifications*
2.2 Process information by
a) Skimming and scanning for specific information and ideas.
Level 1
Process text read by:
ii. Skimming for gist and stating what text is about.
iii. Scanning for details.
Section III: Language Content
7. Preposition
iii. Preposition of direction (across, towards, along)
- Learning outcomes** : Student will be able to:
1. Process text read by:
i. Skimming for gist and stating what the text is about.
ii. Scanning for details.
2. Use preposition of direction appropriate according to context.
- Specific objectives** : By the end of the lesson, student should be able to:
1. Identify the general idea of the given text by answering comprehension questions (*Who, Where, When, How and Why*) and skimming for the gist
2. State the specific information of the given text by scanning for details.
3. Recognise the use of preposition of direction (*such as: across, along, over, toward*) according to context.
4. Draw a route on a map based on the preposition of direction given.
- Teaching aids** : Reading text, maps [*see appendices*] PowerPoint slides can be used when presenting some important points to the students.
- Moral values** : Patience is a virtue.
- Reference** : Harmer, J. (1993). *Teaching and Learning Grammar*. UK: Longman.
Form 4 English Language Textbook. (2003).

Scientific Article – Artigo Científico

1. Carlos R Argüelles, Manuel I Díaz, Andreas Krut, Rafael Yunis. **On the formation and stability of fermionic dark matter haloes in a cosmological framework.** *Monthly Notices of the Royal Astronomical Society*, 2021; 502 (3): 4227 DOI: [10.1093/mnras/staa3986](https://doi.org/10.1093/mnras/staa3986)

<https://academic.oup.com/mnras/article/502/3/4227/6056505>

Scientific Article – Artículo Científico

Monthly Notices
of the
ROYAL ASTRONOMICAL SOCIETY



MNRAS **502**, 4227–4246 (2021)

doi:10.1093/mnras/staa3986

Advance Access publication 2020 December 31

On the formation and stability of fermionic dark matter haloes in a cosmological framework

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ABSTRACT

The formation and stability of collisionless self-gravitating systems are long-standing problems, which date back to the work of D. Lynden-Bell on violent relaxation and extends to the issue of virialization of dark matter (DM) haloes. An important prediction of such a relaxation process is that spherical equilibrium states can be described by a Fermi–Dirac phase-space distribution,

Abstract - Resumo

ABSTRACT

The formation and stability of collisionless self-gravitating systems are long-standing problems, which date back to the work of D. Lynden-Bell on violent relaxation and extends to the issue of virialization of dark matter (DM) haloes. An important prediction of such a relaxation process is that spherical equilibrium states can be described by a Fermi–Dirac phase-space distribution, when the extremization of a coarse-grained entropy is reached. In the case of DM fermions, the most general solution develops a degenerate compact core surrounded by a diluted halo. As shown recently, the latter is able to explain the galaxy rotation curves, while the DM core can mimic the central black hole. A yet open problem is whether these kinds of astrophysical core–halo configurations can form at all, and whether they remain stable within cosmological time-scales. We assess these issues by performing a thermodynamic stability analysis in the microcanonical ensemble for solutions with a given particle number at halo virialization in a cosmological framework. For the first time, we demonstrate that the above core–halo DM profiles are stable (i.e. maxima of entropy) and extremely long-lived. We find the existence of a critical point at the onset of instability of the core–halo solutions, where the fermion-core collapses towards a supermassive black hole. For particle masses in the keV range, the core-collapse can only occur for $M_{\text{vir}} \gtrsim 10^9 M_{\odot}$ starting at $z_{\text{vir}} \approx 10$ in the given cosmological framework. Our results prove that DM haloes with a core–halo morphology are a very plausible outcome within non-linear stages of structure formation.

Key words: methods: numerical – galaxies: haloes – galaxies: nuclei – galaxies: formation – galaxies: structure – dark matter.



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Estrutura Textual

ABSTRACT

Scientific abstract

WHAT IS A SCIENTIFIC ABSTRACT?

- A condensed version or **summary** of your research study.
- A means of conveying what was done and why, what was found, and the implications.

ABSTRACTS SHOULD BE...

- **Complete** — cover the major parts of the project, study, or analysis
- **Concise** — contain no excess wordiness or unnecessary information
- **Clear** — readable, well organized, and not too jargon-laden
- **Cohesive** — flow smoothly between the parts

Scientific abstract

WHY WRITING A STRONG ABSTRACT IS IMPORTANT

- Helps the conference organizer decide if your project/study/analysis fits the conference criteria.
- Helps the conference audience decide whether to attend your presentation.

THE TITLE

- The title should clearly describe what your abstract is about, but also be interesting enough to encourage readers to want to learn more.
- Often your title helps conference attendees decide if they want to attend your talk or visit your poster.

https://www.cdc.gov/stdconference/2016/how-to-write-an-abstract_v3.pdf

Scientific abstract

Components of an abstract

1. **Motivation or Statement of Problem:** Why do we care about the problem? What practical, theoretical, scientific, or artistic gap is your research filling?
2. **Methods or Approach:** What did you actually do to get your results? Did you analyze three plays, interview 125 students, write a memoir, invent a more powerful photovoltaic cell, or translate a book? Did you approach your subject using a specific theoretical framework, technical procedure, or methodology?
3. **Results or Product:** As a result of completing the above procedure or investigation, what did you learn, create, or invent?
4. **Conclusions or Implications:** What are the larger implications of your findings, especially for the problem or gap identified in Step 1?

<http://wiki.icmc.usp.br/images/1/14/Howtowrite.pdf>

Abstract

The basic approach and methodology, usually in one sentence

The conclusion (briefly) and the broad implications of it

WHY, HOW, WHAT, SO WHAT

The reason behind the research being done

The main findings (results) in very few sentences

Atividade

Identifique nos abstracts seguintes os principais componentes

Texto 1:

O trabalho como princípio educativo no Programa de Apoio Institucional à extensão do Instituto Federal de Educação, Ciência e Tecnologia do Rio Grande do Norte (2012-2018)

ABSTRACT

This dissertation aims to analyze if there exist or if there does not exist the work as an educational principle in the extension projects of the Institutional Support Program to the Extension of the Federal Institute of Education in Rio Grande do Norte, from 2012 to 2018. The theoretical references on work, work as an educational principle, extension and education are based on, Saviani (2007); Gramsci (2004); Freire (1983, 2017); Ciavatta (2011, 2012); Moura (2012); Manacorda (1989); Rocha (1984); Sousa (2000), among others. Based on the theoretical and methodological forwarding, the historical-dialectical materialism was used as a reference, with a qualitative focus and documentary and bibliographic procedures. Mapping/categorization was performed as a research strategy for the term work, work as an educational principle, constituting the indicatives for the analyzes.

This research points out some incidences of work as an educational principle (TPE) in the Institutional Support Program for the Extension of IFRN. It is noteworthy that TPE can be observed in some methodologies and methodological procedures proposed in extension projects practices such as professional practices and simulations of real situations in companies, etc. With regard to the difficulties of finding the TPE in the projects, we observed that many of them still do not have a registration in the project management system the Unified Public Administration System (SUAP); as well as, there is a difficulty among federal servers in the correct filling in the system in addition to the difficulty in writing the project abstracts. We believe that there is a need for formative processes for writing extension projects, with a view to the correct completion of the system. In general, it is considered that in order to really have the TPE, there is a need in addition to the training of federal employees who work in extension projects, a structural-based change in society in order to give more value to education that includes the technological extension as part of the essential tripod in federal institutes beyond teaching and research, in addition to that we have a real idea about what activities the extension can carry out and that the IFRN can stand still and represent resistance to the difficulties that education is currently facing in the country.

<https://memoria.ifrn.edu.br/handle/1044/1806>

Texto 2:

Knowing the difficulties of learning in higher education for the concept of stoichiometry

ABSTRACT

This paper presents learning difficulties in understanding of the stoichiometry expressed by undergraduate chemistry in the different periods in the course of a public higher education institution. This concept is relevant for moves between the macroscopic and the submicroscopic levels of chemical reaction. We used a test pedagogical. From the data observed the conception of the appearance or disappearance of matter in chemical transformations, disregard of stoichiometric ratios and confusion in the representation of the magnitude of the amount of matter. Keywords: Stoichiometry. Difficulties of learning. Higher education.

<http://www.periodicos.ulbra.br/index.php/acta/article/view/632>

Texto 3:

Síntese e caracterização de novos adutos de Morita-Baylis-Hillman (AMBH) homodiméricos com potencial atividade anticâncer

ABSTRACT

In view of the promising bioactivity that the Morita-Baylis-Hillman adducts (AMBH) have presented as potential drug candidates and the possibility of developing new compounds belonging to this class with anticancer activity, this paper aims to synthesize and characterize new AMBH according to twin drugs approach, since the structures obtained have two identical pharmacophoric groups covalently linked by a spacer, in this case being called homodimers. The homodimeric compounds were obtained from the reaction between 1,3-propanediol diacrylate 28 with six aromatic aldehydes. First the preparation of the diacrylate was carried out by Fischer's esterification reaction between 1,3-propanediol 30 and acrylic acid 29, which was obtained in 61% yield.

The homodimers 22-27 were synthesized by reaction between diacrylate 28 with the aldehydes 2-nitrobenzaldehyde 31, 3-nitrobenzaldehyde 32, 4-nitrobenzaldehyde 33, 4-bromobenzaldehyde 34, 4-chlorobenzaldehyde 35 and 4-fluorobenzaldehyde 36, using DABCO as catalyst and acetonitrile as solvent. All the reactions studied occurred in moderate to good yields (35-70%) leading to the formation of both homodimers and monosubstituted products 22a - 27a. The products were purified by flash chromatography and characterized by Infrared and Nuclear Magnetic Resonance spectroscopy.

<https://repositorio.ufpb.br/jspui/handle/123456789/13047>

Texto 4:

Eficiência da osmose reversa no tratamento de água de poços salobros e salinos em comunidades e assentamentos rurais do Oeste Potiguar

ABSTRACT

In the semi-arid region, due to the predominance of the crystalline basement, the ground waters usually have high concentration of salts. To make these waters suitable for consumption, desalination plants have been installed in rural communities and settlements to meet the water demand. However, regardless of the efficiency of the membrane and installed structure of the desalinators, the reverse osmosis system will always produce not only potable water, but also a residue (brine or concentrated reject) with salt concentration higher than that of the original water. Our first objective was to investigate the efficiency of reverse osmosis in the purification of water from brackish and saline wells in desalination plants installed in Rural Communities and Settlements in Western Rio Grande do Norte.

Second, we aimed was to study hydrochemical properties of the waters from the desalination process (well water, saline reject and purified water). The third objective was to propose a relative quality index for the waters from the reverse osmosis treatment plants for irrigation purposes. Four campaigns were carried out to collect samples of well water, purified water and reject brine, from October 2013 to November 2014, in 7 inland desalination plants of Rural Communities and/or Settlements in Western Rio Grande do Norte. The following parameters were determined: reverse osmosis efficiency in water purification and the quality parameters electrical conductivity (EC), pH, cations (sodium, potassium, calcium and magnesium) and anions (chloride, carbonate and bicarbonate), Sodium Adsorption Ratio (SAR), Langelier Saturation Index (LSI), Ryznar Stability Index (RSI) and Calcium/Magnesium ratio. In addition, the influence of LSI and RSI on the recovery rate of the reverse osmosis desalination systems was also investigated.

The analyses of the results indicate that the mean recovery rate of the desalination systems was equal to 32.11% for October/November 2013, 52.42% for February/March 2014, 41.41% for June/July 2014 and 33.60% for October/November 2014. High values of Index Assessment of a desalination plant's water quality are shown as possible delineators of risk of soil salinization and groundwater deterioration. The highest degree of land use impact upon on the water quality from desalination plant was recorded in reject brine samples followed by well water. As to the classification of the waters, 17.86% of the analyzed water samples were classified as excellent (Class I), 22.62% as good (Class II), 22.62% as intermediate (Class III), 10.71% as poor (Class IV) and 26.19% as very poor (Class V).

<https://repositorio.ufersa.edu.br/handle/tede/711>

Texto 5:

Direct grafting of ethylene sulfide onto silicic acid magadiite

ABSTRACT

Acidic magadiite (HMag) was directly reacted with ethylene sulfide (ES) under various controlled conditions producing an intercalated hybrid silicate (MagS). The sodium, acidic and modified magadiites were characterized using elemental analysis, thermogravimetric analysis (TGA/DTG), infrared spectroscopy, ^{13}C and ^{29}Si NMR spectroscopies, scanning electronic microscopy and energy dispersive spectrometer. The modified solids were used to retain lead found in aqueous solutions. The results showed that ethylene sulfide was grafted as a dimer in the interlayer space of HMag, which was concluded from the XRD experiments due to an increase in the basal spacing from 1.34 to 1.81 nm. This was in agreement with the high sulfur content obtained by elemental analysis. A higher amount of ethylene sulfide was immobilized in the layered material without the use of a solvent. The adsorption of lead revealed the formation of interlayer complexes involving the cation and the mercapto chelating groups. The method described herein provides a simple route for the synthesis of inorganic–organic magadiite.