



UNIVERSIDADE DE PASSO FUNDO
INSTITUTO DE FILOSOFIA E CIÊNCIAS HUMANAS
Curso de Letras

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EXAME DE PROFICIÊNCIA EM LEITURA EM LÍNGUA INGLESA

Passo Fundo, outubro de 2015.

Nome completo: _____

Instituição de vínculo: _____

Número da matrícula (para alunos da UPF): _____

PPG (curso): _____

Este exame tem como objetivo principal comprovar sua proficiência em leitura e compreensão de textos em língua inglesa. Para tanto:

- **leia, atentamente, os textos e as questões que a eles se referem;**
- **evite traduzir o texto todo, mas, apenas, o vocabulário necessário para compreendê-lo;**
- **responda às questões em português, com base nas informações de cada texto;**
- **use o dicionário impresso, se desejar.**

Para realizar este exame:

- **use caneta azul ou preta;**
- **confira o número de questões;**
- **rubrique todas as folhas da prova;**
- **não é permitido o uso de dicionários eletrônicos ou qualquer outro equipamento eletrônico;**
- **não é permitido emprestar dicionários.**

A duração da prova é de 3 (três) horas.

TEXTO 1

4/03/2009 @ 6:00AM

1 **Key To Innovation: Universities**

5 In an ideal world, a capitalist framework would facilitate all the economic progress essential to civilization. Unfortunately, we don't exist in an ideal world. Innovation, however, is among the areas where capitalism as we know it—private, free market, borderless and without government intervention—fails. And as it turns out, innovation happens to be the need of the hour.

10 The Internet, one of the greatest innovations of the **20th century**, came out of the U.S. government's Defense Advanced Research Projects Agency (DARPA) and MIT's (Massachusetts Institute of Technology) Lincoln Lab, way back in the **1960s**. But the notion of global interconnected networks did not reach commercial maturity until the **mid-1990s**, when the Web browser came into existence.

15 The 30-year research and development period would not have been sustainable without the enormous DARPA funding that stimulated much of the U.S.-led innovation over the last four decades of the previous century. Such a gestation period is simply not viable without government funding and commitment, and without the framework of universities and research labs being the incubators for fundamental innovation.

20 But does that mean capitalism is not key to innovation? Absolutely not. Once innovation is ready to be brought to market, it is best for academia and government to wrap it in the right capitalist packaging and hand it over to the market.

25 It is an intricate dance – this *tango* between industry and academia – with the government playing DJ in the background. Few have learned to dance it well. MIT, Stanford, Berkeley and Carnegie Mellon belong in an elite list of about a dozen universities that do a truly professional job of consistently bringing university-led innovation to market. [...]

30 Having experienced first-hand the tremendous benefits of well-funded innovation infrastructures at U.S. universities, something no other country in the world has so far been able to develop at this level, I have come to several conclusions.

35 First, the U.S. still can, and needs to, lead the innovation charge. Second, within the U.S., the technology transfer from university to industry via entrepreneurship needs to become much more widespread, spanning not just the elite schools but infiltrating the entire U.S. higher education system. Third, the U.S. needs to teach the rest of the world how to develop a strong innovation infrastructure that leads to commercialization, entrepreneurship, industry creation, job creation and all the other well-known benefits of a thriving economy. [...]

40 Indeed, we need to educate thousands of other academics—scientists, technologists and innovators – in the art of entrepreneurship. [...] The successful programs are inside engineering schools, not business schools. But the business schools at universities make a concerted effort to participate in commercializing technology developed on their campuses. [...]

45 The world that emerges from the ashes of this financial crisis needs to put innovation as a central priority. And in doing so, beefing up the government-industry-academia collaboration is fundamental.

Sramana Mitra is a technology entrepreneur and strategy consultant in Silicon Valley. She has founded three companies and writes a business blog, [Sramana Mitra on Strategy](#). She has a master's degree in electrical engineering and computer science from the Massachusetts Institute of Technology. Her first book, [Entrepreneur Journeys \(Volume One\)](#), is available from Amazon.com.

Retrieved and adapted from <http://www.forbes.com/2009/04/02/universities-innovation-government-technology-enterprise-tech-universities.html>. Access on March, 2009.

AS QUESTÕES DE 1 A 6 REFEREM-SE AO TEXTO 1.

1. Qual a polêmica trazida pelo texto com relação ao capitalismo e à inovação?

2. Especifique a que ou quem se referem os números no texto.

a) 20th century (linha 6) -
b) 1960s (linha 8) -
c) mid-1990s (linha 9) -

3. Qual a relação explicitada no texto, entre o governo americano, por meio do DARPA, e o grupo de universidades?

4. Explique a metáfora do tango descrita entre as linhas 19 e 22.

5. Quais são as três conclusões da autora?

a)
b)
c)

6. Qual a posição firmada pela autora, com relação ao empreendedorismo, às universidades e a inovação, destacada entre as linhas 32 e 38?

TEXTO 2

1 **Develop Your Skills in Critical Thinking and Analysis**

5 Critical thinking is a set of skills or abilities that you can develop over time. It doesn't necessarily have to be negative, but is about developing your own conclusions based on evidence. It's the process of gathering information about something, and then thinking about it and coming up with your own views. Some examples of definitions from theorists:

Critical thinking is reasonable, reflective thinking that is focused on deciding what to do or believe. (Ennis 1990)

10 *Critical thinking is a capacity to work with complex ideas whereby a person can make effective provision of evidence to justify a reasonable judgment. The evidence, and therefore the judgment, will pay appropriate attention to context. (Moon 2008)*

15 Critical thinking and writing involves: being able to question and evaluate information, solving problems, thinking beyond the immediate situation, looking at the big picture and the context of a topic, asking questions about different aspects of the topic – What? How? When? Who? Why? What if?, looking at theory and asking how it relates to practice, reading different viewpoints about issues and forming your own conclusions, reflecting on your work and deciding how to improve it in the future. Words that are associated with critical thinking include: analysis, evaluation, comparison, making judgments, drawing inferences, problem solving, developing an argument. [...]

20 Lecturers have defined critical thinking as when students understand what they are reading and express it in their own language and come to some conclusions. Critical analysis means looking at all the facts, weighing them up and making a decision based on the weighting... Basically, it is not to take the results as presented...

Levels of Learning

Critical thinking can also be seen to be related to the levels of learning identified by Bloom (1956) as stages in cognitive learning, particularly the latter stages. These can be explained as follows:

- 25
- ✓ Knowledge: learning through recalling information
 - ✓ Comprehension: demonstrating that you have understood the information
 - ✓ Application: using the information in a new situation
 - ✓ Analysis: breaking information into categories, themes or parts
 - ✓ Synthesis: reorganizing the analyzed information into a new perspective/argument/position
 - ✓ Evaluation: making judgments about the information or ideas, in part or as a whole. (Bloom, B., 1956)
- 30

35 Critical thinking is something that is valued both in the university setting and in the professional situations you will find yourself, and is part of lifelong learning. Critical thinking is important in life. It helps you to think creatively – 'outside the box'. It keeps you from becoming narrow. Critical thinking is expected of you in higher education. It can lead to developing your judgment, evaluation and problem solving abilities. [...]

Retrieved and adapted from http://www.uws.edu.au/hall/hall/critical_thinking Access on October 02nd, 2015.

AS QUESTÕES DE 7 A 12 REFEREM-SE AO TEXTO 2.

7. Qual é o propósito do texto?

8. A quem o texto é destinado? Justifique sua resposta com um fragmento.

9. De acordo com o primeiro parágrafo, quais são as três etapas inerentes ao processo de *pensar criticamente*?

1.

2.

3.

10. Explique a relação estabelecida entre o *pensamento crítico* e a teoria de Bloom (1956):

11. De que forma a expressão "*outside the box*" (linhas 32-33) deve ser compreendida no contexto?

12. Indique a que ou a quem se referem as palavras sublinhadas na sentença:

Lecturers have defined critical thinking as when students understand what they are reading and express it in their own language and come to some conclusions. Critical analysis means looking at all the facts, weighing them up and making a decision based on the weighting... Basically, it is not to take the results as presented... (linhas 18 -21).

They –

Them –