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Curso de Letras
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EXAME DE PROFICIÊNCIA EM LEITURA EM LÍNGUA INGLESA

Passo Fundo, 9 de maio de 2018

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 (norma culta) e letra legível, 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

POOR GRADES TIED TO CLASS TIMES THAT DON'T MATCH OUR BIOLOGICAL CLOCKS

Schedules of night owls, morning larks and daytime finches may predict their educational outcomes.

March 29, 2018

University of California - Berkeley

It may be time to tailor students' class schedules to their natural biological rhythms, according to a new study from UC Berkeley and Northeastern Illinois University.

Researchers tracked the personal daily online activity profiles of nearly 15,000 college students as they logged into campus servers. After sorting the students into "night owls," "daytime finches" and "morning larks" -- based on their activities on days they were not in class -- researchers compared their class times to their academic outcomes. Their findings, published today in the journal *Scientific Reports*, show that students whose circadian rhythms were out of sync with their class schedules -- say, night owls taking early morning courses -- received lower grades due to "social jet lag," a condition in which peak alertness times are at odds with work, school or other demands. "We found that the majority of students were being jet-lagged by their class times, which correlated very strongly with decreased academic performance," said study co-lead author Benjamin Smarr, a postdoctoral fellow who studies circadian rhythm disruptions in the lab of UC Berkeley psychology professor Lance Kriegsfeld. In addition to learning deficits, social jet lag has been tied to obesity and excessive alcohol and tobacco use.

On a positive note: "Our research indicates that if a student can structure a consistent schedule in which class days resemble non-class days, they are more likely to achieve academic success," said study co-lead author Aaron Schirmer, an associate professor of biology at Northeastern Illinois University.

While students of all categories suffered from class-induced jet lag, the study found that night owls were especially vulnerable, many appearing so chronically jet-lagged that they were unable to perform optimally at any time of day. But it's not as simple as students just staying up too late, Smarr said. "Because owls are later and classes tend to be earlier, this mismatch hits owls the hardest, but we see larks and finches taking later classes and also suffering from the mismatch," said Smarr. "Different people really do have biologically diverse timing, so there isn't a one-time-fits-all solution for education."

In what is thought to be the largest-ever survey of social jet lag using real-world data, Smarr and Schirmer analyzed the online activity of 14,894 Northeastern Illinois University students as they logged in and out of the campus's learning management system over two years.

To separate the owls from the larks from the finches, and gain a more accurate alertness profile, the researchers tracked students' activity levels on days that they did not attend a class.

Next, they looked at how larks, finches and owls had scheduled their classes during four semesters from 2014 to 2016 and found that about 40 percent were mostly biologically in sync with their class times. As a result, they performed better in class and enjoyed higher GPAs. However, 50 percent of

the students were taking classes before they were fully alert, and another 10 percent had already peaked by the time their classes started.

Previous studies have found that older people tend to be active earlier while young adults shift to a later sleep-wake cycle during puberty. Overall, men stay up later than women, and circadian rhythms shift with the seasons based on natural light.

Finding these patterns reflected in students' login data spurred researchers to investigate whether digital records might also reflect the biological rhythms underlying people's behavior.

The results suggest that "rather than admonish late students to go to bed earlier, in conflict with their biological rhythms, we should work to individualize education so that learning and classes are structured to take advantage of knowing what time of day a given student will be most capable of learning," Smarr said.

Retrieved and adapted from https://www.sciencedaily.com/releases/2018/03/180329190847.htm on April 9, 2018.

AS QUESTÕES DE 1 A 7 REFEREM-SE AO TEXTO 1.

1. Os pesquisadores dividiram os sujeitos da pesquisa em três categorias: *owls*, *finches* e *larks*. Explique, com suas palavras, o que se entende por ser cada uma delas em relação à pesquisa realizada.

Owls:
Finches:
Larks

2. O que é *social jet lag*?

3. Dos grupos de sujeitos investigados, qual se mostrou mais prejudicado, e por quê?

4. Qual é a principal conclusão do estudo?

5. Além de questões ligadas à aprendizagem, que outros problemas foram relacionados ao *social Jet lag*?

6. Que sugestão é feita após a análise dos dados da pesquisa, no intuito de minimizar os problemas relatados?

7. Analisando os dados numéricos do estudo apresentado, indique a que se referem especificamente os números abaixo.

a. 40 (linha 32):
b. 50 (linha 33):
c. 10 (linha 34):

TEXTO 2

WHY AREN'T THERE MORE WOMEN IN SCIENCE AND TECHNOLOGY?

A new study finds puzzling national differences: a bigger share of STEM degrees for women in Tunisia than in Sweden

By Susan Pinker

March 1, 2018 10:37 a.m. ET

A key tenet of modern feminism is that women will have achieved equity only when they fill at least 50% of the positions once filled by men. In some fields, women have already surpassed that target—now comprising, for example, 50.7% of new American medical students, up from just 9% in 1965, and 80% of veterinary students. But the needle has hardly moved in many STEM fields—such as the physical sciences, technology, engineering and math, in which barely 20% of the students are female.

A new study suggests some surprising reasons for this enduring gap. Published last month in the journal Psychological Science, the study looked at nearly a half million adolescents from 67 countries **who** participated in the Program for International Student Assessment, the world's largest educational survey. Every three years, PISA gauges the skills of 15-year-olds in science, reading and math reasoning. In each testing year, the survey focuses in depth on one of those categories.

In 2015 the focus was on science literacy, which gave the psychologists Gijsbert Stoet of Leeds

Beckett University and David Geary of the University of Missouri a rich data set for examining not only national differences but also the range of academic strengths and weaknesses within each student.

Some fascinating gender differences surfaced. Girls were at least as strong in science and math as boys in 60% of the PISA countries, and **they** were capable of college-level STEM studies nearly everywhere the researchers looked. But when **they** examined individual students' strengths more closely, they found that the girls, though successful in STEM, had even higher scores in reading. The boys' strengths were more likely to be in STEM areas. The skills of the boys, in other words, were more lopsided—a finding that confirms several previous studies.

If boys chose careers based on their own strengths—the approach usually suggested by parents and guidance counselors—they would be most likely to land in a STEM discipline or another field drawing on the same sorts of skills. Girls could choose more widely, based on their own strengths. And both, of course, would pursue their particular interests, as best as they could.

Which leads to the study's most thought-provoking finding. Based on how female students did in math and science in high school, the researchers predicted that at least 41% of girls would pursue a college STEM degree. This was indeed what they found, using Unesco education data—but only in countries with relatively weak legal protections for women, such as Algeria, Tunisia, Albania and the United Arab Emirates. So the nations with the least gender equality, as determined by the World Economic Forum's Global Gender Gap Report, had the highest representation of women in STEM.

Conversely, nations with the strongest protections for women and the most dependable social safety nets—such as Sweden, Switzerland, Norway and Finland—had the fewest female STEM graduates, about 20% overall. The study puts the American STEM graduation rate at 24%.

I asked Wendy Williams, founder and director of the Cornell Institute for Women in Science, what she makes of these findings. She wrote that if girls expect they can "live a good life" while working in the arts, health or sciences, then girls choose to pursue what they are best at—which could be STEM, or it could be law or psychology. She added, "However, if the environment offers limited options, and the best ones are in STEM, girls focus there. Stoet's and Geary's findings deservedly complicate the simplistic narrative that sex differences in STEM careers are the result of societal gender biases."

That conclusion should prompt a rethink. If women are most likely to choose STEM careers in societies that offer less equality and fewer personal freedoms, then that's a steep price to pay just to say we're 50/50.

Retrieved and adapted from https://www.wsj.com/articles/why-arent-there-more-women-in-science-and-technology-1519918657 on April 12, 2018.

AS QUESTÕES DE 8 A 13 REFEREM-SE AO TEXTO 2.

8. Qual era o propósito inicial da pesquisa de Gijsbert Stoet e David Geary?

9. Qual foi a grande surpresa descoberta pelos pesquisadores?

10. Conforme Wendy Williams, qual seria a explicação para os resultados inesperados da pesquisa apresentada no texto?

11. O que é representado, em português, pelas siglas STEM e PISA?

a. STEM:
b. PISA:

12. Indique, de maneira sucinta e objetiva, a que(m) se referem as expressões abaixo.

Ex.: They (linha 1): women
a. Who (linha 8):
b. They (linha 15):
c. They (linha 16):

13. Considerando as asserções abaixo:

I. Tanto em países mais socialmente desenvolvidos quanto nos menos desenvolvidos, o fator mais importante na escolha profissional dos jovens, sejam homens ou mulheres, é o aconselhamento familiar.

II. Em algumas áreas, como medicina e veterinária – principalmente a última – o número de estudantes mulheres já supera o de estudantes do sexo masculino, enquanto em outras a relação é inversa.

III. Os resultados da pesquisa indicam que, ao contrário do que se esperava, os dados referentes aos Estados Unidos não estão de acordo com os de outros países desenvolvidos.

São verdadeiras

a. Apenas I e II
b. Apenas I e III.
c. Apenas II e III
d. Apenas II.
e. Apenas III.