EXAME DE PROFICIÊNCIA EM LEITURA EM LÍNGUA INGLESA

Passo Fundo, maio de 2017

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.

The cities of the future are people-friendly cities

By Louise Kielgast, Gehl Architects

01 **A steadily growing number** of cities around the world are eager to become cities of bicycles, as part of an overall

02 strategy on sustainable development and the desire to become green cities. The development of cycle path networks that

03 can supplement the public transport system also makes a significant contribution to reducing CO2 emissions – in

04 Copenhagen for example, cyclists are saving the city 90,000 tons of CO2 emissions annually. But there are many more

05 benefits to be gained from focusing on bicycles than a green profile.

06 Cities of bicycles are very much people-friendly cities, and city planning that considers pedestrians and cyclists will form

07 a significant contribution to the humanistic city of the future. […]

08 *People-friendly cities require mobility for all*

09 A humanistic, people-friendly city is first and foremost an accessible city where mobility is possible for all. Many cities

10 today are plagued by traffic congestion, and in densely populated city areas the fastest way of getting around is often on a

11 bicycle, **which** is a highly efficient means of transport. […] Traffic congestion represents a major economic problem

12 because of the many working hours lost each day from sitting in traffic jams. […] As part of alleviating the major traffic

13 problems and generally creating a better public environment in the city, local government has chosen to prepare a bicycle

14 strategy in collaboration with the National Autonomous University of Mexico and Gehl Architects. Besides being an

15 efficient means of transport in terms of time, a bicycle is also affordable. Unlike cars, even the poorest segment of the

16 population can generally afford one. Planning a bicycle-friendly city thus helps create a more socially inclusive and

17 socially just city where large groups of people are not excluded from moving around in the city. This social inclusion can

18 be put into practice in several ways.

19 *The bicycle as social integration*

20 In Mexico City, spatial segregation is very distinct with the upper and middle classes living in **the city's central areas**,

21 while the poor segment of the population is generally relegated to informal settlements on the city's periphery. In the

22 bicycle strategy that Gehl Architects have prepared, this problem is tackled via a comprehensive cycle path network

23 which aims to create mobility through otherwise closed areas and thus enable different social groups to interact.

24 A well-developed cycle path network can also help social inclusion across age groups. Even in very wealthy cities, large

25 groups of people such as children, young people and the elderly are severely limited in their mobility because the city is

26 designed for cars – a means of transport that they cannot use. Cities that are designed for cars are also characterised by

27 large distances and many obstacles which hamper movement on foot and by bicycle. Improving conditions for

28 pedestrians and cyclists ensures that a lot more people can move around in the city. In some of the world's metropolises,

29 the distances are so large that **a well-developed cycle path network** is insufficient to ensure mobility for all. […]

30 *A sustainable and people-friendly city – how?*

31 This model needs the right infrastructure including also a number of communication initiatives such as campaigns to

32 promote cycling, educating children and special initiatives targeted at groups who do not normally cycle. Such initiatives

33 are important in building a bicycle culture in cities where it is otherwise absent. It is also important to create a quality of

34 urban environment that makes it attractive to move around both on foot and by bicycle. This is **a self-perpetuating**

35 **process** since the presence of pedestrians and cyclists significantly contributes to the life of the city and thereby

36 its attraction. In contrast to motorists, cyclists and pedestrians share the characteristic of moving at a moderate pace,

37 making them visible in the cityscape. Cyclists are also flexible in the sense that they can quickly shift from being cyclists

38 to being pedestrians. This creates the conditions for people to see and meet each other in the city. It is equally important

39 to highlight that both cyclists and pedestrians are physically present in the public spaces – in contrast to motorists who

40 are essentially isolated from their physical settings.

AS QUESTÕES DE 1 A 4 REFEREM-SE AO TEXTO 1.

1. Qual é a estratégia global de desenvolvimento sustentável mencionada no início do texto? Quais são as justificativas para que isso ocorra? (linhas 1 – 7)

2. Qual é um dos grandes problemas econômicos das grandes cidades, apontados pelo texto e, qual a relação desse problema com a implantação de ciclovias nas cidades onde este problema é evidente?

3. Como se define uma cidade humanista e *people-friendly*? _____

4. Por que uma *people-friendly city* pode combater a segregação espacial, promovendo a inclusão social?

5. **Escreva em português as expressões abaixo, com o sentido adequado que elas têm no texto.**

   a) **A steadily growing number (linha 01) -**

   b) **the city's central areas (linha 20) -**

   c) **a well-developed cycle path network (linha 29) -**

   d) **a self-perpetuating process (linhas 34/35) -**

1 Think back to when you were in high school. You probably had a class that focused on math, one that focused
2 on reading and writing, and another that focused on a particular science. Most likely, **these** were completely
3 separate subjects with totally different curricula. Now, imagine how cool it would have been to learn about the
4 world in a new way – by working to solve one of the world's biggest sustainability challenges.

5 For students at Kearny High School's Foster School of Engineering, Innovation and Design in San Diego, CA,
6 this was a reality. In January 2015, a team of teachers incorporated the Biomimicry Global Design Challenge
7 on food systems into the entire 10th grade curriculum, challenging the students to design a healthier food
8 system using biomimicry.

9 "This [kind of initiative] is a great thing you can do with project-based learning and why we love our school so
10 much," said Kearny High English teacher Emily Liebenberg.

11 After watching Michael Pawlyn's TED talk, teacher Tim Bingham quickly realized that biomimicry's combination
12 of innovation, science, and nature made it the perfect basis for an interdisciplinary initiative at the school.

13 Bingham, Liebenberg, Educational Specialist Diane Conti, and two other teachers spent weeks researching
14 and developing a curriculum that was based entirely around the design challenge. In English class, the
15 students researched food system issues. In biology, they learned about the diverse ways organisms in nature
16 function. In the Introduction to Green Technology class, students applied the research they did in English class
17 and the natural applications they learned about in biology to design nature-inspired solutions to food systems
18 problems. They then spent time back in English class writing pitches and summaries of their designs and
19 creating videos about their innovations.

20 The results absolutely blew the teachers away. From researching frog mucus to create a better way to
21 maintain soil moisture, to mimicking moth cocoons to design better food packaging, to emulating the properties
22 of honey to keep fruits and vegetables fresh longer, the students learned about biomimicry by practicing **it** in
23 action. The school even submitted three of the student teams' designs to a district-wide science competition
24 and won second place.

25 Sophomore Gregory Mogusu's team developed a new kind of greenhouse that functions like a beehive does.
26 "You have to consider different needs before you create a product," said Mogusu. "Something special about
27 biomimicry is that we use nature's ways to solve our problems and that affects nature less than other ways of
28 designing." Mogusu said that, after learning about food systems issues in class, he started to change his whole
29 diet. "I learned about food problems, GMOs, and how pesticides affect the soil where the food grows. I learned
30 that food comes from really far-away places," he said.

31 Classmate Elizabeth Cruz Soto said that she also learned a lot about problems in our food system, including
32 food waste. Her team's design focused on a way to keep food fresher longer, inspired by moths' cocoons.
33 "When you slice a piece of banana, after 5-10 minutes, it turns brown. When you put it in our container, it stays
34 fresh longer," she said. To **her**, the hardest part was putting all the research and design work together in a way
35 that people would understand.m"Our students were challenged in a good way; in an attainable way," said
36 Liebenberg. "They struggled and it was beautiful because they wanted to get it right."

37 Educational Specialist Diane Conti's advice to other educational professionals who want to incorporate the
38 Biomimicry Global Design Challenge into an interdisciplinary curriculum is to spend a lot of time planning with
39 teachers on **their** team. "You need common planning time," she said. "Have time together before and
40 throughout the school year and become familiar with resources."

6. Com base no texto, infira e defina com suas próprias palavras o termo *biomimicry*.

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6. O que a Kearny High School ganhou como reconhecimento pelo projeto desenvolvido?

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8. Que conselho é dado a professores que desejem implantar uma experiência como a realizada na Kearny High School?

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9. Quantos(as) professores(as) desenvolveram o projeto, e quem foram?

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10. Conforme o sexto parágrafo do texto (linhas 20-24), quais foram as três aplicações práticas descobertas pelos alunos participantes do projeto?

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11. Escreva objetivamente a que ou quem se referem as expressões abaixo, mantendo coerência em relação ao seu sentido no texto.

a) these (linha 2):

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b) it (linha 22):

_____

c) her (linha 34):

_____

d) their (linha 39):

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