



**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, 03 de outubro 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

INTERNATIONAL STUDENTS TO US: DO YOU REALLY WANT US?

By Stacy Teicher Khadaroo, staff writer



1 Landry Bado has a new bachelor's degree in architecture from Temple University in Philadelphia,
2 and he hopes to design museums, community centers – places that bring people together. A citizen
3 of Burkina Faso in West Africa, he's also vocal about the benefits of coming together across borders
4 for higher education.

5 He's one of many students and staff who offer warm smiles as they convey the message, "You are
6 welcome here" in a Temple video, designed to reassure prospective international students who may
7 be concerned about what climate they'd land in if they come to study in the United States.

8 Hundreds of US colleges and universities have joined the #YouAreWelcomeHere video and social
9 media campaign, depicting the sense of home they try to forge on their campuses. It's also one way
10 higher education is pushing back against President Trump's rhetoric and policies that cast
11 globalization as a threat.

12 US higher education needs to "make the case for continuing to be a destination for international
13 students ... in response to a narrative in the country that is more anti-global engagement, more anti-
14 immigrant," says Gil Latz, associate vice chancellor for international affairs at Indiana University-
15 Purdue University Indianapolis. At heart, he says, it's about addressing the question, "How can we
16 both be safe and open to the world?"

17 Competition for international college students is growing globally, and many US colleges want to
18 bolster their numbers – to boost both diversity and their bottom line. Just over 1 million international
19 students contribute more than \$30 billion a year to the US economy, and they help American
20 students prepare for joining a global workforce. But admissions staff have been hearing rumblings
21 from students and parents abroad – some alarmed by news headlines about violence and bias
22 incidents at US schools, others worried about real or potential visa restrictions. Because of the
23 political climate here, interest in coming to the US decreased for one-third of 2,104 prospective
24 international students surveyed in February 2017.

25 But that's not the only factor fueling a recent decline in new international enrollments. After at least
26 12 years of steady growth, those numbers actually dipped before the election of Mr. Trump – by
27 about 10,000 students in the fall of 2016, a 3 percent decline from the previous year.

28 One contributing factor: a winding down of government scholarship programs in Brazil and Saudi
29 Arabia for students to go abroad, says Rajika Bhandari, a top official at the Institute of International
30 Education in New York, which publishes the "Open Doors" data report. Other factors include the

31 growth of opportunities in large countries, such as India, and competitive strategies by nations like
32 Canada, which markets itself as safe and welcoming.

33 Higher education groups here want to stave off a worsening decline of US market share. A survey of
34 500 US institutions indicated a 7 percent dip of new international students in the fall of 2017.

35 “Things started to feel more scary after the elections [in 2016],” says Mr. Bado, from Burkina Faso.
36 “A lot of people are becoming more and more anxious with the idea of traveling here.” His parents
37 cautioned him about sharing too much on Facebook after the election, worried that his own visa
38 prospects could be harmed. Bado also knows students from Iran who have not been able to see
39 their family members because of Trump’s travel ban, upheld June 26 by the US Supreme Court.
40 Nevertheless, Bado has had a good experience in the US and is enamored with the City of Brotherly
41 Love. “I tell [potential international students] about all the people that I’ve met that actually do not
42 agree with all these immigration policies,” he says.

Retrieved and adapted from <https://www.csmonitor.com/EqualEd/2018/0702/International-students-to-US-Do-you-really-want-us> on
September 5, 2018.

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

1. Explique os dois usos da expressão **US** no título, considerando a sua relação com o conteúdo do texto.

2. Qual é o objetivo do vídeo da Temple University em que Landry Bado participa?

3. Qual é a relação entre o vídeo da Temple University e as ações do Presidente Trump?

4. Quais são as preocupações dos pais dos alunos, conforme o quinto parágrafo do texto?

5. Explique os seguintes dados numéricos apresentados no texto.

a. \$30 billion (linha 19):

b. 12 (linha 25):

c. 7 (linha 34):

6. Como situações em outros países contribuem para o declínio do número de estudantes estrangeiros nos EUA? Cite exemplos, comentando.

7. O último parágrafo do texto sugere que Landry Bado

a. já recebeu ameaças de ser machucado fisicamente devido às suas postagens no Facebook contra as políticas de imigração.

b. teme ser banido juntamente com seus pais para o Irã, assim como aconteceu com alguns de seus amigos.

c. não gostaria de deixar o país, principalmente porque tem uma namorada nos EUA, que não concorda com as leis de imigração.

d. apesar de tudo, está gostando da sua experiência nos EUA e conhece pessoas que não concordam com as políticas de imigração de Trump.

TEXTO 2

THE UNIVERSITY OF THE FUTURE WILL BE INTERDISCIPLINARY

Traditional departmental structures are preventing research and education from evolving. It's time for something new.

Zahir Irani*

Wed 24 Jan 2018 07.30 GMT



'Rigid departments and administrative systems can be a drag on efforts to innovate and demonstrate flexibility.'

Photograph: Alamy

1 Structures and labels are important for bringing order to confusion, providing a sense of direction and
2 purpose. But they can lose **their** value as the world changes around them. In a world where
3 interdisciplinary research is of growing importance, dividing universities by academic departments
4 creates barriers not benefits.

5 As academics, we're used to departments. We cling to them for our sense of identity. They provide
6 stability as a store of resources and a physical home. But these monolithic structures are blocking the
7 next phase in the evolution of universities.

8 Departments make it harder for academics to push boundaries as they struggle to find new intellectual
9 homes for ideas that don't fit neatly into disciplinary boxes. Students lose out too: poorly managed
10 course development across disciplines can lead to a joint degree that is two mealy halves joined
11 together rather than a seamless matrix of ideas and challenges.

12 **Inter-departmental rivalries** have also long been recognised as a problem for higher education
13 management. Rigid departments and administrative systems can be a drag on efforts to innovate.
14 They are the basis of division rather than collaboration, engendering disputes over resourcing and
15 financing. They introduce barriers between teaching and research activities, leading to hostility and
16 sometimes predatory competition. The result can be **unbalanced levels of financial subsidy**
17 between departments.

18 Designing courses that are cross-disciplinary, where one discipline learns from the perspective of
19 another, or interdisciplinary, where the disciplines are integrated, allows for more context-specific
20 programmes that better suit industry and prepare students for jobs, opening doors rather than closing
21 them. It benefits academics too, since research councils now rarely fund research in a single
22 discipline. They're looking for the broader view and sharper insights that come from the intersection
23 between multiple disciplines that defines new territory – and so should universities.

24 The higher education sector needs to find new structures that demonstrate we're set up in the most
25 effective ways to wrestle with real problems. While cross-disciplinary and interdisciplinary research
26 centres are common, they tend to be offshoots of departments. In the US, there has been a shift
27 towards more flexible structures, with staff free to move between interdisciplinary centres. There are
28 not enough of these in the UK. Universities can take inspiration from the University of Essex, **which**
29 has an Interdisciplinary Studies Centre where students can choose modules from across humanities
30 and social sciences subjects and work with staff from different departments.

31 At Bradford University's faculty of management and law we're following these initiatives. We're
32 removing departmental divisions and restructuring ourselves around research. Under this approach,
33 research centres – based around interdisciplinary expertise and collaborations – administer taught
34 courses, using research to inform course creation and delivery. The structure is intended to encourage
35 cooperation between staff and students, strengthen the ties between teaching and research activities,
36 and turn collaborative, interdisciplinary working into the norm.

37 Open, flexible boundaries are likely to become increasingly important for academics and students, as
38 emphasis within universities shifts from structure to cooperation. Everyone is set to benefit:
39 researchers will receive wider input, ideas and energy, teaching staff will no longer feel excluded from
40 higher-status activities, and students will gain experience and skills from being part of live projects.
41 Freed from departmental traditions, higher education will spring into new life.

42 *Zahir Irani is dean of management and law at the University of Bradford School of Management.

Retrieved and adapted from <https://www.theguardian.com/higher-education-network/2018/jan/24/the-university-of-the-future-will-be-interdisciplinary> on September 6, 2018.

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

8. Forneça a tradução adequada para os seguintes grupos nominais:

a. Inter-departmental rivalries (linha 12):

b. unbalanced levels of financial subsidy (linha 16):

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

a. Their (linha 2):

b. Which (linha 28):

10. Como o texto define os seguintes termos:

a. Cross-disciplinary:

b. Interdisciplinary:

11. O sexto parágrafo (linhas 24-30) apresenta uma crítica feita ao Reino Unido em relação aos Estados Unidos. Que crítica é essa?

12. Quais são os objetivos da reestruturação dos centros de pesquisa da faculdade de Administração e Direito da Universidade de Bradford?

13. Quais seriam as vantagens de se oferecer uma estrutura acadêmica mais flexível para:

a. Pesquisadores:

b. Corpo docente:

c. Alunos:

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