

EXAME DE PROFICIÊNCIA EM LEITURA EM LÍNGUA INGLESA

Passo Fundo, outubro de 2016.

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.

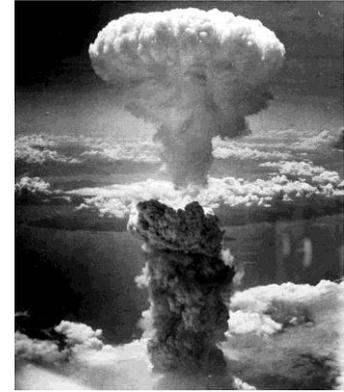
Has Planet Earth Entered New 'Anthropocene' Epoch?

By Noel Castree, University of Wollongong | August 30, 2016 10:06pm ET

01 A group of experts tasked with considering the question of whether we have
02 officially entered the Anthropocene – the geological age characterised by
03 humans' influence on the planet – has delivered its answer: yes.

04 The British-led Working Group on the Anthropocene (WGA) told a geology
05 conference in Cape Town that, in its considered opinion, the Anthropocene
06 epoch began in 1950 – the start of the era of nuclear bomb tests, disposable
07 plastics and the human population boom.

08 The Anthropocene has fast become an academic buzzword and has achieved
09 a degree of public visibility in recent years. But the more the term is used, the
10 more confusion reigns, at least for those not versed in
11 the niceties of the underpinning science. Roughly translated, the
12 Anthropocene means the "age of humans."



This photo of the mushroom cloud over Nagasaki was taken by Charles Levy from one of the B-29

13 ***The end of an era?***

14 Making this call is not straightforward, because the Anthropocene proposition is being investigated in different
15 areas of science, using different methods and criteria for assessing the evidence. Despite its geological ring,
16 the term Anthropocene was coined not by a geologist, but by the Nobel Prize-winning atmospheric chemist
17 Paul Crutzen in 2000.

18 He and his colleagues in the International Geosphere-Biosphere Program have amassed considerable
19 evidence about changes to everything from nutrient cycles to ocean acidity to levels of biodiversity across the
20 planet. Comparing these changes to those occurring during the Holocene, they concluded that we humans
21 have made an indelible mark on our one and only home. We have altered the Earth system qualitatively, in
22 ways that call into question our very survival over the coming few centuries. [...]

23 ***Gaining traction***

24 Even more than the concept of global warming, the Anthropocene is provocative because it implies that our
25 current way of life, especially in wealthy parts of the world, is utterly unsustainable. Large companies who
26 make profits from environmental despoliation – oil multinationals, chemical companies, car makers and
27 countless others – have much to lose if the concept becomes linked with political agendas devoted to things
28 like degrowth and decarbonisation. When one considers the organised attacks on climate science in the
29 United States and elsewhere, it seems likely that Anthropocene science will be challenged on ostensibly
30 scientific grounds by non-scientists who dislike its implications. [...]

31 We can also recognise that Earth system science is not as precise as nuclear physics or geometry. This lack
32 of precision does not mean that the Anthropocene is pure scientific speculation. It means that science knows
33 enough to sound the alarm, without knowing all the details about the unfolding emergency. The Anthropocene
34 deserves to become part of our lexicon – a way we understand who we are, what we're doing and what our
35 responsibilities are as a species – so long as we remember that not all humans are equal contributors to our
36 planetary maladies, with many being victims.

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

1. Complete o quadro com as informações sobre a 'Era Antropocênica' descrita no texto 1.

a) Principal característica:
b) Fatos importantes que marcaram o início dessa era:
c) Período/ano em que teria iniciado essa era:
d) Local e cidade onde foi anunciada a proposição:
e) Grupo que realizou o anúncio:
f) Responsável por ter cunhado o termo <i>Anthropocene</i> :

2. Quais evidências relacionadas a mudanças no planeta terra foram encontradas pelo grupo de estudiosos do *International Geosphere-Biosphere Programme*; o que eles concluíram?

a) Evidências:
b) Conclusão:

3. Por que o termo *Anthropocene* é mais provocativo do que “aquecimento global” e qual a relação desses estudos com as grandes empresas?

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

a) an academic buzzword (linha 8)

b) the underpinning science (linha 11)

c) environmental despoliation (linha 26)

d) pure scientific speculation (linha 32)

TEXT 2

THE SCIENCE BEHIND SPORT'S MAGIC MOMENTS

How do the world's best athletes perform feats of unbelievable
brilliance?

by Amit Katwala / August 8, 2016



01 Lewis Hamilton is flying. His Mercedes clips the kerbs of the famous Eau Rouge corner perfectly and flies up the
02 hill as the track weaves through Belgian forest. It's August 2015, and the F1 champion is about to set his 10th
03 pole position of the season at Spa, one of the fastest circuits on the calendar.

04 I catch up with him a couple of days later at Mercedes-Benz World in Surrey. "I don't really know how to describe
05 the feeling", he tells me. "It's all positive. It's just positive energy. You plan for things to happen and when they
06 happen the way you planned them to, it's a good feeling".

07 It's a common phenomenon across sports and active pursuits. Football legend Pelé remembers "a strange
08 calmness" during one of his best performances. "I felt I could run all day without tiring, that I could almost pass
09 through them [his opponents] physically. I felt I could not be hurt. It was a very strange feeling and one I had not
10 felt before. Perhaps it was merely confidence, but I have felt confident many times without that strange feeling of
11 invincibility".

12 I like these two quotes, one from Ayrton Senna and another about him, showing what this feeling looks like from
13 the outside and how it feels to the athlete. This is F1 driver John Watson talking about Senna: "I witnessed
14 something I had not seen anyone do before in a racing car. It was as if he had four hands and four legs. He was
15 braking, changing down, steering, pumping the throttle and the car appeared to be on that knife edge of being in
16 control and being out of control".

17 And here's Senna himself, talking about the unique sensation of control he felt at times. "I felt as though I was
18 driving in a tunnel", he said. "The whole circuit became a tunnel... I had reached such a high level of concentration
19 that it was as if the car and I had become one. Together **we** were at the maximum. I was giving the car everything
20 – and vice versa".

21 This feeling has many names. Psychologists have called it "peak performance". Athletes might call it "being in
22 the zone". Mihaly Csikszentmihalyi calls **it** "flow".

23 After attending a talk by influential psychologist Carl Jung, Csikszentmihalyi emigrated to the United States to
24 study the key components of happiness. He equipped a group of teenagers with beepers that would sound at
25 random intervals during the day. Whenever a beep went off, they had to record their thoughts and feelings. He
26 found that they were unhappy a lot of the time, as teenagers are, but that they tended to be happiest when they
27 were focused on a challenging task. "The best moments usually occur when a person's body or mind is stretched
28 to its limits in a voluntary effort to accomplish something difficult and worthwhile", he wrote. He called this
29 phenomenon "flow", and it shows up in all areas of life, including sport.

30 It only happens when you push at the boundaries of your ability. The context also matters. For a full-flow state,
31 it has to matter – something needs to be on the line, whether it's an athlete's life, their livelihood or simply their
32 pride. **They** need to be in a rich, unpredictable environment where they don't know what's going to happen next,
33 so they're operating at the edge of their abilities. This leads to heightened attention; the brain's processing system
34 kicks up a gear, and you get deep embodiment – a kind of hypersensitivity to the world around that is one of the
35 hallmarks of flow.

Retrieved and adapted from <http://www.prospectmagazine.co.uk/life/the-science-behind-sports-magic-moments>

AS QUESTÕES DE 5 A 11 REFEREM-SE AO TEXTO 2.

5. Explique, com suas palavras, o significado de “flow” conforme o contexto apresentado.

6. As declarações entre aspas feitas no quarto e quinto parágrafos são complementares ou divergentes? Explique.

7. O que motivou Mihaly Csikszentmihalyi a ir para os Estados Unidos?

8. Que concepção é expressa implicitamente através da passagem “as teenagers are”, na linha 26?

9. Que fatores são necessários para que o indivíduo atinja o estado de “*flow*”?

10. O texto apresenta informações mais específicas sobre a atuação nos esportes. No entanto, o “*flow*” pode beneficiar sujeitos atuantes em outras áreas. Justifique.

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

a) I (linha 14)

b) we (linha 19)

c) it (linha 22)

d) they (linha 32)
