

**\*Seu modelo de prova está na página seguinte**

## **Curso de Inglês Instrumental Online**

**preparatório para Provas de  
Proficiência do Mestrado e  
Doutorado com Certificado de  
Proficiência**

**SAIBA MAIS**



**PROVA DE PROFICIÊNCIA  
EM LÍNGUA INGLESA**

**PARA**

**PROGRAMA DE PÓS-GRADUAÇÃO**

**Instruções gerais:**

- 1) É permitido somente uso de dicionário convencional (não eletrônico), de uso individual e exclusivo.
- 2) Ao final da prova, assine a ata de comparecimento.
- 3) O tempo **máximo** de realização da prova é de 3 horas.
- 4) As respostas devem ser formuladas em português.
- 5) Esta prova está dividida em 2 partes. Devem ser respondidas as questões referentes às duas partes.
- 6) Não é permitido levar nenhum material de prova!

Nome do(a) candidato(a) (legível)

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## PARTE 1

Os textos a seguir são resumos extraídos de diferentes periódicos internacionais. Escolha um deles, de acordo com o tema de sua preferência, e preencha o quadro abaixo:

**Texto 1:** Norris, Pauline & Nguyen, Hong Anh. Consumption of antibiotics in a small Pacific island nation: Samoa. *Pharmacy Practice (Internet)*, Jan.-Mar. 2007, vol.5, no.1, p.36-41. ISSN 1886-3655.

High levels of antibiotic use contribute to development of antibiotic resistance. There is little known about levels of antibiotic use in Samoa, although anecdotally, there are high levels of use, and a strain of methicillin-resistant *Staphylococcus aureus* may have developed there. The study aimed to gather basic data on levels of antibiotic use in Samoa. All those who import medicines into Samoa were interviewed; invoices, prescription records in hospitals, pharmacies and health centres were reviewed; and prospective observation was carried out in private pharmacies. Analysis of orders made in one year provided an estimate of overall antibiotic consumption of 37.3 Defined Daily Doses (DDDs) per 1000 inhabitant days. Penicillins comprised 63% of DDDs used. Antibiotics were around a third of all prescribed drugs in hospitals and pharmacies, and 44% of those dispensed in health centres. Approximately two-thirds of prescriptions dispensed included an antibiotic. A quarter of antibiotic sales in pharmacies were without a prescription. Samoa has high rates of use of antibiotics and very high reliance on penicillins, compared to other developing countries. Levels of prescribing are high compared with other developing nations. It is feasible to calculate total consumption of medicines in very small developing nations.

**Texto 2:** Lehner, Luis, *Gravitational radiation from black hole spacetime*. Ph.D. University of Pittsburgh, 1998 DAI-B 59/06, p. 2797, Dec 1998.

The problem of detecting gravitational radiation is receiving considerable attention with the construction of new detectors in the United States, Europe and Japan. The theoretical modeling of the wave forms that would be produced in particular systems will expedite the search and analysis of the detected signals. The characteristic formulation of GR is implemented to obtain an algorithm capable of evolving black holes in 3D asymptotically flat spacetimes. Using compactification techniques, future null infinity is included in the evolved region, which enables the unambiguous calculation of the radiation produced by some compact source. A module to calculate the waveforms is constructed and included in the evolution algorithm. This code is shown to be second-order convergent and to handle highly non-linear spacetimes. In particular, we have shown that the code can handle spacetimes whose radiation is equivalent to a galaxy converting its whole mass into gravitational radiation in one second. We further use the characteristic formulation to treat the region close to the singularity in black hole spacetimes. The code carefully excises a region surrounding the singularity and accurately evolves generic black hole spacetimes with apparently unlimited stability

**Texto 3** '*Freedom is a constant struggle*': The dynamics and consequences of the Mississippi Civil Rights Movement, 1960-1984" Ph.D. State University of New York at Stony Brook, 1997 DAI-A 59/02, p. 620, Aug 1998.

This dissertation examines the impacts of social movements through a multi-layered study of the Mississippi Civil Rights Movement from its peak in the early 1960s through the early 1980s. By examining this historically important case, I clarify the process by which movements transform social structures and the constraints' movements face when they try to do so. The time period studied in this dissertation includes the expansion of voting rights and gains in black political power, the desegregation of public schools and the emergence of white-flight academies, and the rise and fall of federal anti-poverty programs. I use two major research strategies: (1) a quantitative analysis of county-level data and (2) three case studies. Data have been collected from archives, interviews, newspapers and published reports. This dissertation challenges the argument that movements are inconsequential. Indeed, some view federal agencies, courts, political parties, or economic elites as the agents driving institutional change. Typically these groups acted in response to movement demands and the leverage brought to bear by the civil rights movement. The Mississippi movement attempted to forge independent structures for sustaining challenges to local inequities and injustices. By propelling change in an array of local institutions, movement infrastructures had an enduring legacy in Mississippi.

**Texto 4:** Palmquist, M., & Young, R.. The Notion of Giftedness and Student Expectations About Writing. *Written Communication*, 9(1), 137-168, 1992.

Research reported by Daly, Miller, and their colleagues suggests that writing apprehension is related to a number of factors we do not yet fully understand. This study suggests that included among those factors should be the belief that writing ability is a gift. Giftedness, as it is referred to in the study, is roughly equivalent to the Romantic notion of original genius. Results from a survey of 247 postsecondary students enrolled in introductory writing courses at two institutions indicate that higher levels of belief in giftedness are correlated with higher levels of writing apprehension, lower self-assessments of writing ability, lower levels of confidence in achieving proficiency in certain writing activities and genres, and lower self-assessments of prior experience with writing instructors. Significant differences in levels of belief in giftedness were also found among students who differed in their perceptions of the most important purpose for writing, with students who identified "to express your own feelings about something" as the most important purpose for writing having the highest mean level of belief in giftedness. Although the validity of the notion that writing ability is a special gift is not directly addressed, the results suggest that belief in giftedness may have deleterious effects on student writers.

Escolhido o texto, preencha o quadro a seguir:

Área de estudo:	
Questão(ões) de pesquisa:	
Metodologia empregada:	
Conclusões:	

## PARTE 2

Leia o texto abaixo e responda às questões de 1 a 7:

# Taking On the Thin Ideal

SANJAY GUPTA, M.D.

TIME/ Friday, May, 30 2008.

Since 2001, more than 1,000 high school and college students have participated in the Body Project, which works by getting girls to understand how they have been buying into the notion that you have to be thin to be happy or successful. After critiquing the so-called thin ideal by writing essays and role-playing with their peers, participants are  
5 directed to come up with and execute small, nonviolent acts. They include slipping notes saying "Love your body the way it is" into dieting books at stores like Borders and writing letters to Mattel, makers of the impossibly proportioned Barbie doll.

According to a study in the latest issue of the Journal of Consulting and Clinical Psychology, the risk of developing eating disorders was reduced 61% among Body  
10 Project participants. And they continued to exhibit positive body-image attitudes as long as three years after completing the program, which consists of four one-hour sessions. Such lasting effects may be due to girls' realizing not only how they were being influenced but also who was benefiting from the societal pressure to be thin. "These people who promote the perfect body really don't care about you at all," says Kelsey  
15 Hertel, a high school junior and Body Project veteran in Eugene, Ore. "They purposefully make you feel like less of a person so you'll buy their stuff and they'll make money."

As part of the program, Hertel and a friend posted signs in a school bathroom saying  
20 YOU ARE BEAUTIFUL. DON'T BE SOMEONE THAT YOU'RE NOT. BE YOURSELF. The girls then watched their classmates react. "They'd see the signs and say things like 'That's encouraging because I always feel so fat and gross and ugly,'" Hertel says. The study's lead author, Eric Stice, designed the Body Project betting that a crucial element in preventing eating disorders lay in getting a participant to critique a fashion ad or other negative influence in front of her peers. "If I write down 10 things  
25 bad about it and post it on MySpace so anyone can view it, I'm accountable for it," says Stice, now at the Oregon Research Institute.

Psychologists are excited about his study because there's not a lot of other data measuring the effectiveness of such programs, let alone their long-term impact.

"This is a good start," says Dr. Walter Kaye, a board member of the National Eating Disorders Association. But Kaye cautions that eating disorders are much more complicated than researchers first thought. For starters, the disorders can't be blamed solely on environmental factors. Brain-scan studies show that the neural circuitry that normally responds to the pleasurable, rewarding aspects of eating doesn't seem to work in anorexics.

The Body Project study, which is funded by the National Institutes of Health, recruited participants by distributing flyers outside classrooms and posting them in school bathrooms. Now sororities and other groups are beginning to launch peer-administered versions of the program. But even if one is not available in your community, there are things parents can do to help with body-image issues. Be aware of what signals you might be giving your children when you talk about your own desire to lose weight. Pay attention to the stereotypical body image your kids are watching on TV. And perhaps most important, talk with them about it.

1) Qual o principal objetivo do projeto ao qual o texto se refere?

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2) Segundo o texto, os psicólogos que integram o projeto ficaram satisfeitos com o estudo realizado. A que se deve tal satisfação?

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3) Quais os principais resultados alcançados pelo projeto?

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4) A palavra **because**, em “(...)Psychologists are excited about his study because there's not a lot of other data measuring the effectiveness of such programs”, poderia ser substituída por:

- ☐ While
- ☐ Although
- ☐ Where
- ☐ However
- ☐ Since

5) Assinale com V as afirmativas verdadeiras e com F as falsas, levando em consideração o texto acima:

- ☐ O projeto a que se refere o texto procura combater a idéia de que, para que alcancem a felicidade ou obtenham sucesso, as garotas devem ser magras.
- ☐ Segundo o texto, não houve redução no desenvolvimento de doenças alimentares entre as participantes do projeto.
- ☐ Algumas das atividades propostas aos participantes do projeto foram realizadas em ambientes escolares.
- ☐ As doenças alimentares, segundo os integrantes do projeto, ocorrem devido a fatores ambientais.



6) Diga a que palavras se referem, no texto, as expressões a seguir:

- a) *they* (linha 5): \_\_\_\_\_
- b) *which* (linha 11): \_\_\_\_\_
- c) *his* (linha 27): \_\_\_\_\_
- d) *them* (linha 36): \_\_\_\_\_
- e) *them* (linha 42): \_\_\_\_\_

7) Encontre a forma que melhor expresse em português o sentido dado pelo texto:

a) Love your body the way it is (linha 6):

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b) the risk of developing eating disorders (linha 9):

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c) positive body-image attitudes (linha 10):

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d) a fashion ad or other negative influence in front of her peers (linhas 23 e 24):

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e) their classmates react (linha 20)

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