EXAME DE PROFICIÊNCIA DE LEITURA EM LÍNGUA ESTRANGEIRA

DATA: 19/05/2013   HORÁRIO: das 8 às 11 horas

CADERNO DE PROVA

Idioma:

INGLÊS

Área de Pesquisa:

(4) LINGUÍSTICA, LETRAS E ARTES

LEIA ATENTAMENTE AS INSTRUÇÕES

☑ Esta prova é constituída de um texto técnico-científico em língua estrangeira, seguido de 5 (cinco) questões abertas relativas ao texto apresentado.

☑ É permitido o uso de dicionário impresso, sendo vedados troca ou empréstimo durante a realização do Exame.

☑ As respostas deverão ser redigidas em português e transcritas para a **Folha de Respostas**, utilizando caneta esferográfica, **tinta preta** ou **azul, escrita grossa.**

☑ **A Folha de Respostas** será o único documento válido para correção, não devendo, portanto, conter rasuras.

☑ Será eliminado o candidato que se identificar em outro espaço além daquele reservado na capa da **Folha de Respostas** e/ou redigir as respostas com lápis grafite (ou lapiseira).

☑ Nenhum candidato poderá entregar o Caderno de Prova e a Folha de Respostas antes de transcorridos 60 minutos do início do Exame.

☑ Em nenhuma hipótese haverá substituição da **Folha de Respostas**.

☑ Ao encerrar a prova, o candidato entregará, obrigatoriamente, ao fiscal da sala, o Caderno de Prova e a Folha de Respostas devidamente assinada no espaço reservado para esse fim.

USING THE COMPUTER TO IMPROVE YOUR WRITING

You already know that the computer lets you easily type in text, shift it around, and make small changes. It can also help in other ways if you know its capacities—and its limitations. Here are some simple and practical tips on making the most of the computer to draft and revise your work. Use the **Help** key in your word-processing program to learn more about the functions mentioned here.

Composing

If you use word processing only for typing final drafts, you may be surprised how much power you gain by doing all your writing on the computer.

1. You don't have to create clean or fully developed text the first time. Try jotting down your ideas as they come, without looking up spelling or other details. Just make a note or insert XXXX or //// or a lot of space in the text to mark places to return. Use the highlight button from the bar at the top to show passages that need more work. Create a full draft quickly—then go back and strengthen it.

2. Try doing brainstorming on screen. Write anything that comes to mind about your topic, then see what you have said. It's encouraging to scroll through your results later and find worthwhile bits to develop. For real writer's block, turn off the screen lighting and type in what occurs to you on a darkened screen: you'll probably be surprised at how much sense the seemingly random sequences make. It's like talking out loud.

3. Outlining is easier on computer. Even a simple list of points to cover helps get you started. You can use **Enter** and **Tab** to set up an initial structure. If you like to work from a full outline, try the built-in outliner to type in your initial ideas in an indented and numbered sequence. (In the old and new versions of Word, it's **Bullets and Numbering, Outline Numbered**, or **Multilevel List**.) With any type of outline you can fill in as much as you want in each session of writing.

4. A simple idea: don't double-space your text until you're ready to print it out. You need to see as many lines as possible on screen to get a sense of the flow of your work.

5. Save time by using short forms in your first draft. Then use the **Search** or **Find** function (**Ctrl-f** is the standard shortcut key) to insert full wordings. For instance, you can type *sov* while you're writing your draft, and then replace it with *sovereignty-association* when you're ready to print. (But confirm each replacement.)

Revising

Word processing comes into its own with the real work of good writing—cutting, arranging, and rewriting. Get to know what your computer can and can't do to support you.

6. Don't be deceived by the orderly look of text on the screen. Print out your paper several times in order to look at it as a whole—not just 24 lines at a time. Read it through critically, comparing sections and checking overall flow and logic.

7. This kind of checking may make you want to restructure your essay completely. Luckily, the computer makes that easy with its cut-and-paste functions (**Ctrl-x** and **Ctrl-v**). If you're uncertain about where a section should go, try copying it and looking at it in both places; then you can choose which position you prefer.

8. Keep all your drafts in case you want to go back to an earlier version. Use the **Save As** function from the **File** menu to rename the drafts in sequence (that's easier than navigating the automatic **Versions** option in Word). Later you can open multiple windows to see two or more drafts at once.

9. It's worthwhile—especially for group work—to learn the **Comment** (or **New Comment**) command from the **Insert** menu. You can write notes to yourself (or your co-writer) that show up behind highlighted passages but don't change the layout of the text. The **Track Changes** function in Word automatically uses different coloured font to show suggested changes in wording. It's easy to accept or reject specific changes later.

10. To go quickly to a specific passage in your draft, use the **Search** or **Find** function of any word processor (**Ctrl-f**). Type in a word or two you remember using and ask the computer to find them. It's much quicker than scrolling through.

11. The computer can help you a lot with documentation of your sources. Footnotes or endnotes take only a few keystrokes from the **Insert** or **References** menu. Parenthetical references are easy to check and complete. The first time you enter a parenthetical reference, type out the full publication information at the end of the document to form a rough Reference list. You can format and alphabetize these entries later by using the **Sort** function; just

highlight that portion of the text.

12. Be sure to use the **spellchecker (Tools** or **Review, Spell Check)** as a final touch to your editing. It can catch typos as well as spelling errors. Set the **Language** to Canadian English rather than US or British English to avoid wondering whether it's *labour* or *labor.* Don't accept all the suggestions a spellchecker makes. It won't recognize personal names or technical terms. And you will definitely still need to proofread for sense. If you are writing about research on *lungs*, you don't want to find that your document talks about *lunch* instead. And the computer can't tell you that you've mistyped *form* when you meant *from*, much less that you've misused *principle* for *principal*.

13. So don't throw out your print or online dictionary. You will have to look up the words that spellcheckers don't recognize; and of course you will need it to check meaning and usage. Using the computer **Thesaurus** is generally NOT advisable for academic writing. It supplies words in the same general grouping as the ones you highlight, but pays no attention to meaning or sense. If you do use it, at least be sure not to use a suggested word if you aren't sure of its meaning.

14. The **grammar checkers** built into word processors may help you overcome bad habits such as overusing jargon or the passive voice, but only if you already know how to come up with alternatives. Don't count on these programs, however, to clear up problems with sentence structure or word choice. They catch only a few kinds of grammar errors, and they often flag good sentences mistakenly. If you do use a grammar checker, study the options and the onscreen comments. You might learn something, or you might just see how badly the program has read your sentence. Find the **Options** button and select only the features that are useful and understandable. **WARNING:** Don't accept the check "as-you-go" features (turn them off under **Tools, Spelling and Grammar** or **Review, Spelling and Grammar,** Options in Word). The red or green lines bouncing up as you type are distracting, and at least half their flags are wrong.

15. You can do your own style checking by making the most of the simple **Find** function (**Ctrl-f**). For instance, if you know you tend to overuse or misuse a certain word or phrase, let Find call up each instance and then look at it in context to see if another word would be better. This can even work with types of words: try searching for *ion* or *met* (type a space after those letters) to notice how many abstract words you have used ending in those letters. Even looking at each use of *and*, *but*, or *which* can show up some habits of sentence structuring. Use your judgement about what to change.

16. If you hit a tough passage to revise, give yourself lots of screen space to try out new versions. Do a hard-page return (**Ctrl-Enter**) and use the rest of the screen to play around with your ideas. It can sometimes help to make a list or other visual structure—use **Enter** and **Tab** as much as you like until you see the essential shape of your ideas. Revise, then delete the Enters and Tabs to get back your text.

EM HIPÓTESE ALGUMA, SERÁ CONSIDERADA A RESPOSTA NESTE CADERNO.

Depois de ler o texto, responda as questões a seguir em português.

QUESTÃO 01 - Resuma, com base nas linhas 1 a 4, o assunto abordado pelo texto. (Máximo de 5 linhas).

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QUESTÃO 02 - Partindo da função da conjunção **If**, que inicia a sentença localizada entre as linhas 6 e 7, diga qual a relação entre os conteúdos das duas orações que formam a sentença em questão.

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QUESTÃO 03 – De que modo, segundo o texto, uma pessoa deve proceder para fazer um _brainstorming_?

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QUESTÃO 04 - Identifique no texto os tópicos que falam sobre "corretores ortográficos" e retire deles 3 (três) conselhos importantes sobre o seu uso.

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QUESTÃO 05 - Qual o exemplo apresentado no 15º tópico do texto sobre um dos usos das teclas **Ctrl-f**?

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