Ministério da Educação
UNIVERSIDADE TECNOLÓGICA FEDERAL DO PARANÁ
Departamento Acadêmico de Línguas Estrangeiras Modernas - Campus Curitiba
Comissão Organizadora do Exame de Proficiência em Leitura em Língua Estrangeira - **COEPro**

EXAME DE PROFICIÊNCIA EM LEITURA – INGLÊS MESTRADO E DOUTORADO

Marque suas respostas apenas na
Folha de Resposta, com caneta azul ou preta.

- A prova tem dez (10) questões objetivas. Existe apenas **uma** (1) resposta correta para cada questão.
- Ao terminar a prova, entregue este caderno e a folha de respostas para o aplicador.
- A prova tem a duração de **duas** (2) horas. **NÃO haverá prorrogação do tempo**.
- É permitido utilizar **dicionários monolíngues e bilíngues** apenas em **versão impressa.**
- **Não é permitido** o uso de qualquer dispositivo eletrônico e/ou digital durante a realização da prova, sob pena de imediata desclassificação do candidato.

TEXT 1

How to Build a Baby's Brain

You cannot see what is going on inside your new-born's brain. You cannot see the electrical activity as her eyes lock onto yours and, almost instantaneously, a neuron in her retina makes a connection to one in her brain's visual cortex that will last all her life. The image of your face has become an enduring memory in her mind. And you cannot see the explosive release of a neurotransmitter—brain chemical—as a neuron from your baby's ear, carrying the electrically encoded sound of "ma," connects to a neuron in her auditory cortex. "Ma" has now commandeered a cluster of cells in the infant's brain that will, as long as the child lives, respond to no other sound.

You cannot see any of this. But Dr. Harry Chugani can come close. With positron-emission tomography (PET), Chugani, a pediatric neurobiologist, watches the regions of a baby's brain turn on, one after another, like city neighborhoods having their electricity restored after a blackout. He can measure activity in the primitive brain stem and sensory cortex from the moment the baby is born. He can observe the visual cortex burn with activity in the second and third months of life. He can see the frontal cortex light up at 6 to 8 months. He can see, in other words, that the brain of a baby is still forming long after the child has left the womb—not merely growing bigger, but forming the microscopic connections responsible for feeling, learning and remembering.

Scientists are just now realizing how experiences after birth, rather than something innate, determine the actual wiring of the human brain. Only 15 years ago neuroscientists assumed that by the time babies are born, the structure of their brains had been genetically determined. But by 1996, researchers knew that was wrong. Instead, early-childhood experiences exert a dramatic and precise impact, physically determining how the intricate neural circuits of the brain are wired. Since then they have been learning how those experiences shape the brain's circuits.

At birth, the brain's 100 billion or so neurons form more than 50 trillion connections (synapses). The genes the baby carries have already determined his brain's basic wiring. They have formed the connections in the brain stem that will make the heart beat and the lungs respire. But that's not all. Of a human's 80,000 different genes, fully half are believed to be involved in forming and running the central nervous system. Yet even that doesn't come close to what the brain needs. In the first months of life, the number of synapses will increase 20-50 fold—to more than 1,000 trillion. There simply are not enough genes in the human species to specify so many connections.

That leaves experience—all the signals that a baby receives from the world. Experience seems to exert its effects by strengthening synapses. Just as a memory will fade if it is not accessed from time to time, so synapses that are not used will also wither away in a process called pruning. The way to reinforce these wispy connections has come to be known as stimulation. Contrary to the claims of entrepreneurs preying on the anxieties of new parents, stimulation does not mean subjecting a toddler to flashcards. Rather, it is something much simpler—sorting socks by color or listening to the soothing cadences of a fairy tale. In the most extensive study yet of what makes a difference, Craig Ramey of the University of Alabama found that it was blocks, beads, peekaboo and other old-fashioned measures that enhance cognitive, motor and language development—and, absent traumas, enhance them permanently.

Source: https://www.act.org

Questions from 1 to 5 below refer to TEXT 1.

1. The main point of this passage is to:
a) illustrate the importance of genetics in the formation of a baby's brain.
b) illustrate the importance of stimulation and experience in the formation of a baby's brain.
c) indicate the great need for conducting further research on babies' brains.
d) compare the latest research on babies' brains with similar research conducted fifteen years ago.

2. The main point made in the second, third, and fourth paragraphs is that the structure of a baby's brain:
a) is genetically determined before the child is born.
b) can be seen through positron-emission tomography.
c) can be altered through a process known as pruning.
d) is still developing after the child is born.

3. According to the passage, one thing PET allows neurobiologists to do is:
a) observe activity in the frontal cortex of a baby's brain.
b) determine the number of genes involved in the formation of a baby's brain.
c) control the release of neurotransmitters in a baby's auditory cortex.
d) restore microscopic connections in a baby's brain.

4. When she compares a baby's brain to city neighborhoods, the author is most nearly illustrating her point that:
a) neurotransmitters are actually brain chemicals.
b) regions of the brain are awakened through experience.
c) the visual cortex allows a baby to recognize specific images.
d) a baby's brain has about 1,000 trillion synapses.

5. Which of the following would the author of the passage be LEAST likely to recommend as a way to strengthen the synapses of a baby's brain?
a) reading to a baby.
b) playing peekaboo with a baby.
c) teaching a baby with flashcards.
d) showing a baby how to distinguish red socks from blue blocks.

TEXT 2

Giving and receiving positive feedback

Your manager stops you and says she needs to have a word about your performance in the recent project. You worry about it all weekend, wondering what you might have done wrong. When you step into her office on Monday morning she begins by praising you for the good work you've done on the project, and you wonder if this is the obligatory praise that starts off the typical 'feedback sandwich'. You know how the feedback sandwich goes: say something nice, say what you really want to say, say something nice again.

In an attempt to inject some positivity into their feedback, many managers rely on sandwiching negative feedback between two positive comments. However, when feedback becomes such a routine, employees can start to perceive positive feedback as simply a form of sugarcoating the negatives, thus diminishing its value. Instead, positive feedback should not simply be seen as something to cushion the negative, but should be delivered so as to reinforce and encourage good performance. Below are three tips to help you make positive feedback count.

1. Don't always follow positive feedback with negative feedback

When positive and negative feedback always appear to go hand in hand, the positives can become devalued and ignored. Ensure there are times when positive feedback is given for its own sake and resist the temptation to offer constructive criticism.

2. Cultivate a 'growth mindset'

Psychologist and 'growth mindset' proponent Carol Dweck spoke of the plasticity of the brain and our ability to develop skills and talents that we might not have been good at to start with. Many of us tend to focus our praise on the end result and seemingly innate talents, e.g. 'You really have an eye for details' or 'You have a real talent for organising events'. However, research suggests that by focusing on the process of how things are done – praising effort, experimentation and problem-solving strategies – we can encourage the development of new skills and the continued honing of talents.

3. Create a culture of offering positive feedback

Make giving positive feedback part of your team/department/company culture. Don't just wait for special moments like appraisals to give feedback. Offer informal positive feedback when making small talk or when walking down a corridor. Feedback doesn't have to only come from the higher ranks either. Encourage peer feedback among team members and colleagues and actively ask them for positive comments on each other's performances on tasks.

It might take time to counter the effects of an environment where there is a cynical view of positive feedback, but in the long run, by embracing positive feedback, you can not only enhance working performance but also enrich the quality of life in the workplace.

Source: https://learnenglish.britishcouncil.org

Question from 6 to 10 below refer to TEXT 2.

6. What does the 'feedback sandwich' involve?
a) giving positive feedback by accompanying it with negative feedback.
b) giving negative feedback by accompanying it with positive feedback.
c) creating a feedback culture in an organisation.
d) devaluing positive feedback.

7. The writer believes that the 'feedback sandwich':
a) can encourage good performance.
b) makes negative feedback more painful.
c) makes employees fearful of feedback.
d) is too predictable to be effective.

8. How can we create a culture of positive feedback?
a) by offering feedback only during informal occasions such as when walking down a corridor.
b) by making sure that only positive and not negative feedback is given.
c) by asking your employees to offer positive feedback to their colleagues.
d) by not conducting appraisals for employees.

9. A cynical view of positive feedback:
a) is irreversible.
b) can make the quality of working life richer.
c) can be healthy.
d) can be changed gradually.

10. Observe the statements and decide either they are TRUE or FALSE, according to the text. Then mark the right answer.
I- Overusing the 'feedback sandwich' can result in a mistrust of positive feedback.
II- We should give positive feedback when employees make an effort and try new things.
III- By offering positive feedback in a variety of situations, we can get our employees used to getting positive feedback.
IV- You can improve the performance of your employees by embracing their mistrust of positive feedback.

a) they are all true.
b) only I and II are true.
c) only II and III are true.
d) only I, II and III are true.