

**Agência USP
Internacional**

LANGUAGE EDUCATION PROGRAM AT USP

Processo Seletivo para o curso de inglês preparatório para o exame IELTS,
destinado aos alunos de graduação da USP

24/08/2014

Instruções

1. Só inicie a prova quando o fiscal autorizar.
2. Este caderno é composto de 45 questões objetivas divididas em três partes: **LISTENING COMPREHENSION**, **GRAMMAR/USAGE** e **READING COMPREHENSION**.
3. Em cada teste, há 5 alternativas, sendo apenas uma a correta.
4. Assinale a alternativa que você considera correta, preenchendo o retângulo correspondente na folha óptica de respostas, utilizando necessariamente caneta esferográfica com tinta azul ou preta. Exemplo:
5. Preencha a folha óptica de respostas com cuidado, pois, em caso de rasura, ela não poderá ser substituída e o uso de corretivo não será permitido.
6. Duração total da prova: **2 horas**. O candidato deve controlar o tempo disponível. Não haverá tempo adicional para transcrição de gabarito para a folha óptica de respostas.
7. O candidato só poderá retirar-se da sala após 1h30min do início da prova.
8. Durante a prova, são vedadas a comunicação entre candidatos e a utilização de qualquer material de consulta, eletrônico ou impresso, e de aparelhos de telecomunicação.
9. No final da prova, é **obrigatória** a devolução deste caderno de questões e da folha óptica de respostas. Poderá ser levado somente o gabarito provisório de respostas.

Observação

A divulgação do resultado desta prova será no dia 28 de agosto de 2014 pela AUCANI.

ASSINATURA DO CANDIDATO: _____

PARTE 1

LISTENING COMPREHENSION

Instruções

1. Você ouvirá **três** documentos sonoros e deverá responder a perguntas relativas a esses documentos.
2. Antes da primeira apresentação de cada documento sonoro, você terá **um minuto e trinta segundos** para ler as **5** questões relativas ao documento e se familiarizar com elas.
3. Cada documento será apresentado **duas** vezes. Após a primeira reprodução, você terá **um minuto** para responder às **5** questões. Após a segunda reprodução, você terá **um minuto e trinta segundos** para terminar de responder às questões.
4. Aconselha-se que as respostas sejam marcadas primeiramente no caderno de questões.
5. Ao final da apresentação dos três documentos sonoros desta prova, você terá **dois minutos** para terminar de responder a todas as questões e transferir suas respostas para a folha óptica de respostas, que não poderá conter rasuras nem ser trocada.
6. Ao final dos **dois minutos**, ouvir-se-á o som de uma campainha. A partir desse momento, você deverá começar a responder às outras 2 partes da prova.
7. Você poderá utilizar o caderno de questões para fazer anotações, que não serão consideradas na correção da prova.

AUDIO 1

(source: www.culips.com)

Listen to part of an interview about studying in Canada and answer questions 01-05.

01

According to the passage, Rita has her own company. Why does she call it a “one-stop shop”?

- a) Because people can only go there once.
- b) Because it is the name of the company.
- c) Because one gets information about living, working or studying in Montreal.
- d) Because she always recommends the same school to everyone.
- e) Because she only helps students to come to Canada.

02

What does she say about Vancouver?

- a) It is the biggest city in Canada.
- b) There are many people from Asia living there.
- c) It is far from the coast.
- d) It is not a costly place to live in.
- e) There is a wide range of cultures coexisting there.

03

What does she say about Montreal?

- a) It is a very busy and lively kind of place.
- b) It is a very expensive place to live in.
- c) There are more French speakers than English speakers.
- d) People interested in the humanities might enjoy it.
- e) You have to speak both English and French to enjoy it.

04

Why does she say it is important to decide priorities when choosing the city?

- a) Because of the immigrants’ accents that might interfere in the learning process.
- b) Because of the cost of living, which is different in each city.
- c) Because some cities are not safe.
- d) Because there are some violent neighbourhoods in Vancouver.
- e) Because French is the official language of Montreal.

05

What does she recommend checking before choosing a language school?

- a) Homework assignment.
- b) The staff’s credentials.
- c) If the school takes the students to the movies.
- d) If teachers have at least two international certificates.
- e) School day trips.

AUDIO 2

(source: www.ted.org)

Listen to part of a lecture about the English language and answer questions 06-10.

06

Which manias does the speaker mention in the passage?

- a) Fashion, sports, and tourism.
- b) Religion, Nazism, and tourism.
- c) The Beatles, sports, and plastic surgery.
- d) The Beatles, sports, and religion.
- e) Tourism, The Beatles, and religion.

07

How many people are trying to learn English worldwide?

- a) 2 billion.
- b) 3 billion.
- c) 4 billion.
- d) 5 billion.
- e) 6 billion.

08

Which will be the world’s largest English-speaking country or region?

- a) India.
- b) South East Asia.
- c) Latin America.
- d) China.
- e) Europe.

09

What is “Gaokao”?

- a) A system of teaching English.
- b) A test.
- c) A prep course.
- d) A proficiency certificate.
- e) An English school.

10

According to the lecture, in which of these situations would the English language be a useful tool?

- a) Finding solutions to difficulties.
- b) Solving mathematical puzzles.
- c) Training actors for performances.
- d) Improving artistic skills.
- e) Understanding the fall of the Berlin Wall.

AUDIO 3

(source: <http://www.bbc.co.uk/programmes/p00ghvck>)

Listen to part of a lecture with neuroscientist Vilayanur Ramachandran and answer questions 11-15.

11

What does the lecturer say about some major scientific revolutions in the history of mankind?

- a) They were caused by our view of ourselves and our place in the cosmos.
- b) Their impact will last for hundreds of years.
- c) They changed our view of ourselves and our place in the cosmos.
- d) They were caused by social upheavals.
- e) They have hardly altered our view of ourselves and our place in the cosmos in the past 300 years.

12

Who are the leading figures of the revolutions mentioned by the lecturer?

- a) Darwin and Halley.
- b) Copernicus and Huxley.
- c) Darwin, Huxley and Freud.
- d) Copernicus, Huxley and Halley.
- e) Copernicus, Darwin and Freud.

13

According to the lecturer, what is the object of study of the greatest revolution of all?

- a) The human brain.
- b) The history of the human species.
- c) The cosmos.
- d) The future of mankind.
- e) The humanities.

14

In order to appeal to a broad audience, the lecturer will

- a) try to be comprehensive.
- b) have to simplify ideas and concepts.
- c) carry out some research on the human brain.
- d) quote some of his colleagues.
- e) talk about two main themes.

15

What do researchers expect to learn by studying neurological syndromes?

- a) Why they are anomalies.
- b) How mental disorders can be cured.
- c) Why the normal brain develops neurological syndromes.
- d) How the normal brain works.
- e) Why they used to be ignored.

PARTE 2

GRAMMAR/USAGE

Instruction for questions 16-23:

Which of the alternatives is closest to the original meaning?

16

The older I get, the less I want to sleep.

- a) As I get older, I want to sleep less.
- b) As I get old, the less I want to sleep.
- c) As I get old, I want to sleep more.
- d) As I get less sleep, the older I get.
- e) As I get older, the more I want to sleep.

17

Each of the company's most valued employees is given a bonus.

- a) The company gives bonuses to all valued employees.
- b) The company gives a bonus to its most valued employees.
- c) The company gives bonuses to the most valued employee.
- d) The company gives a bonus to its most valued employees.
- e) The company is given a bonus by its most valued employees.

18

Someone is going to repair my car tomorrow.

- a) I am going to repair my car tomorrow.
- b) I am going to have my car repair tomorrow.
- c) I am going to have my car repaired tomorrow.
- d) I am going to buy a new car tomorrow.
- e) I am going to repairing my car tomorrow.

19

This is the first time that his arrogance has been ignored.

- a) No one ignored his arrogance.
- b) No one has ignored his arrogance.
- c) No one has ignored his arrogance until now.
- d) No one ignores his arrogance.
- e) No one appreciated his arrogance until now.

20

Without this new medication, the patient would have died.

- a) If the patient hadn't been given the new medication, he would have survived.
- b) If the patient had not been given the new medication, he would have died.
- c) If the patient was not given the new medication, he would have died.
- d) If the new medication were not given to the patient, he would not have died.
- e) If the new medication is given to the patient, he won't survive.

21

John likes to play soccer better than chess.

- a) John had better play soccer than chess.
- b) John would rather play soccer than chess.
- c) John would like to play soccer.
- d) John would rather plays soccer than chess.
- e) John had better play chess than soccer.

22

We will miss our plane if we don't hurry.

- a) Unless we miss our plane, we will have to hurry.
- b) Unless we hurry, we will miss our plane.
- c) Unless we hurried, we would miss our plane.
- d) Unless we hurry, we would miss our plane.
- e) Unless we hurry our plane, we will be late.

23

We are not scared of walking in São Paulo at night.

- a) We are not afraid of walk in São Paulo at night.
- b) We are not afraid of walking in São Paulo at night.
- c) We are not afraid to walking in São Paulo at night.
- d) We are not afraid of walk in São Paulo.
- e) We are not afraid of the night in São Paulo.

**Instruction for questions 24-27:
Which alternative best fills the blank?**

24

It is essential that he _____ all documents so that the department can check the veracity of his story.

- a) takes
- b) took
- c) take
- d) will take
- e) taking

25

_____ Anna felt extremely uncomfortable for having to talk to her boss about her colleagues, she was able to manage the situation pretty well.

- a) In spite of
- b) Since
- c) Because
- d) Despite the fact that
- e) Otherwise

26

The thing _____, I have to lay some people off by the end of the week, but I still haven't picked the names. This is driving me crazy!

- a) has
- b) goes
- c) is
- d) as
- e) being

27

Jonathan missed the deadline, _____ was a disaster for his career.

- a) that
- b) which
- c) whose
- d) whom
- e) what

28

Which sentence is correct?

- a) The United States and the Germany are going to lead the summit.
- b) United States and Germany are going to lead the summit.
- c) The United States and Germany are going to lead the summit.
- d) United States and the Germany are going to lead the summit.
- e) United States and Germany are going to lead summit.

29

Choose the alternative that best completes the sentence "I had a hard time _____"

- a) when I try to find the way to Nick's apartment.
- b) trying find the way to Nick's apartment.
- c) find the way to Nick's apartment.
- d) to try to find the way to Nick's apartment.
- e) trying to find the way to Nick's apartment.

30

Dental checkups may reveal more than you realize.

"People think we're looking _____ teeth," says Gigi Meinecke, DMD, spokesperson _____ the Academy of General Dentistry and a dentist in private practice in Potomac, MD. "But typically we're looking _____ all the sort of the soft tissues in the mouth." This access can allow dentists to identify a number of surprising conditions – _____ diabetes _____ Gastroesophageal Reflux Disease – possibly before you or your doctor are aware of them." (Adapted from **Reader's Digest**)

Which alternative completes the text below correctly?

- a) at / for / on / from / to.
- b) by / at / at / from / till.
- c) at / for / at / from / to.
- d) on / for / on / from / to.
- e) at / in / in / up / till.

PARTE 3

READING COMPREHENSION

Read the text below and answer questions 31-35.

What does it mean to be a slave in the 21st century?

(1) Modern slavery is said to have reached an unprecedented scale, but what does the term mean?

(2) Slavery, forced labour and trafficking are serious crimes under international and most national laws. Slavery was defined in a 1926 League of Nations convention as the status of a person over whom others had powers of "ownership". **In addition**, the International Labour Organisation (ILO) has adopted related conventions on forced labour, which it defines as a situation in which people enter work or service against their own choice and are unable to **extricate** themselves without punishment or the threat of punishment.

(3) Most countries have now signed up to the 2000 Palermo protocol against transnational organised crime. The protocol has a complex definition of human trafficking, but one concept stands out: a human trafficking offence occurs when a person's vulnerability is abused to drive them into a situation of exploitation. Compare the older definitions with the Palermo protocol, and you learn a lot about the nature of modern slavery. The first conventions against forced labour and slavery were adopted when much of the world was still under colonial rule. In contrast, the Palermo protocol responds to the new challenge of globalisation, with millions of vulnerable workers on the move and governments of wealthier countries keen to find cheap labour for the jobs shirked by their nationals.

(4) Typically, the most flagrant abuse occurs when the manufacture of goods such as electronics is outsourced to a country with weak protection of labour rights, and particularly when migrants are brought in through labour brokers, performing arduous work and long hours in sweatshop-type factories, with limited freedom of movement.

(5) Two challenges lie ahead: ensuring vigorous law enforcement against the worst cases of exploitation, and building consensus for a law and policy framework that plugs the gaps, stopping unscrupulous people making unfair profits at the expense of the most vulnerable. Fail, and modern slavery will be an increasing feature of global labour markets.

Adapted from "What does it mean to be a slave in the 21st century?", **The Guardian**. <http://www.guardian.co.uk/global-development/poverty-matters/2013/apr/03/slave-21st-century?INTCMP=SRCH> accessed on 30/06/2014.

31

In paragraph 2, "**In addition**" can be replaced by _____ with no changes in meaning.

- a) Usually.
- b) Mainly.
- c) Furthermore.
- d) However.
- e) Essentially.

32

According to the text, which alternative best describes slavery after the 2000 Palermo protocol?

- a) A situation in which people enter work or service to be well-paid.
- b) A situation when a person's irresponsibility is abused.
- c) A person over whom others have powers of "ownership".
- d) When migrants are brought in through labour brokers.
- e) A situation of exploitation arising from the abuse of a person's vulnerability.

33

Which is the best synonym for "**extricate**" in paragraph 2?

- a) liberate.
- b) attach.
- c) restrain.
- d) let out.
- e) block.

34

What is the main difference between the old conventions and the new Palermo protocol in paragraph 3?

- a) The old ones were concerned about transnational organized crime while the new one is locally focused.
- b) The old ones were adopted when much of the world was still under colonial rule and much has changed since then.
- c) The old ones have a complex definition of human trafficking while the new one is extremely simple.
- d) The old ones focused on migration from poor to wealthier countries while the new one is concerned with subcontracting.
- e) The old ones focused on global labour markets while the new one discusses modern slavery.

35

According to paragraph 4, which of the following best describes a situation of modern slavery?

- a) The manufacture of goods is outsourced to countries with weak protection of labour rights.
- b) The manufacture of electronics is outsourced.
- c) Workers perform arduous labour.
- d) Migrants are brought in to work in factories.
- e) Workers face long work journeys.

Read the text below and answer questions 36-40.

(1) The question to be addressed in this paper, how information technology (IT) effects (corporate) sustainability, is a special case of the broader question of to what extent technology can promote sustainability. Without a doubt, technology plays an ambiguous role for environmental sustainability. On the one hand, technological progress is often accompanied by efficiency gains, which enable value creation with less consumption of natural resources. In other words, technology can help with increasing eco-efficiency, which is the ratio between economic and environmental performance, or, more concretely, between (product or service) value added and environmental impact added by that activity. On the other hand, this environmentally beneficial effect of efficiency gains has often been over-compensated by changes in behavior and consumption patterns. The fuel mileage of cars, for instance, has only **slightly** increased in the last five decades. To be sure, today's cars use fuel much more efficiently than their predecessors. At the same time, however, they are much heavier, their engines much stronger and several new facilities, which used to be luxury, are standard today. "Yesterday's luxuries are today's necessities". Similarly, the "paperless office", which was anticipated to occur with the rise of PCs, has not yet occurred; on the contrary, paper consumption peaked during the decades of rapid PC growth and is almost 30% higher today than 1990, as indicated by data for Germany.

(2) Apparently, economic efficiencies and benefits have often been achieved at the expense of the environment. This does not disqualify, however, efficiency improvements as such, since a more efficient usage of natural resources is more sustainable than an inefficient one. Unfortunately, the assumption that everything can be kept the same is not realistic in any real economy. Efficiency gains on a corporate (i.e., on a microeconomic) level will frequently enhance production volume and, thereby, the total consumption of natural resources or reduce the price of the product and, thereby, stimulate additional consumption on the consumer side.

Adapted from: Hack, S.; Berg, C. **The Potential of IT for Corporate Sustainability**. *Sustainability*, Vol. 6, 2014.

36

According to the text, which statement is true?

- a) Sustainability is invariably stimulated by technology.
- b) The role of technology in environmental sustainability is questionable.
- c) Technology helps the creation of an environmental impact.
- d) Efficiency gains always decrease the consumption of natural resources.
- e) Technology balances consumption patterns.

37

Which of these factors represents a concrete environmentally beneficial effect?

- a) The fuel mileage of cars.
- b) Stronger car engines.
- c) A paperless office.
- d) The rise of PCs.
- e) New facilities.

38

The word "**slightly**" in paragraph 1 could be best replaced by

- a) greatly.
- b) carelessly.
- c) inadequately.
- d) considerably.
- e) moderately.

39

In the sentence "At the same time, however, they are much heavier, their engines much stronger and several new facilities", the word **however** expresses the idea of

- a) contrast.
- b) emphasis.
- c) condition.
- d) cause.
- e) time.

40

According to paragraph 1, all the following sentences are true, **EXCEPT**:

- a) Technology progress is not often accompanied by efficiency gains.
- b) Technology can help with increasing eco-efficiency.
- c) Eco-efficiency is the ratio between economic and environmental performance.
- d) Today's cars use fuel much more efficiently than their predecessors.
- e) The paperless office has not yet occurred.

Read the text below and answer questions 41-45.

(1) An essential question for every teacher is “What will my students remember a year after they have taken the final exam?” This question is significant for students specializing in physics, since each course they take will contribute to their understanding of what it means to do physics. But it is perhaps even more critical for students in introductory physics courses, since most will not go on to become professional physicists and are thus unlikely to encounter pure physics in the future.

(2) Traditionally, we, as physics educators, have focused on teaching fundamental physics concepts and the ways that such concepts apply to real-world problems. But in recent years, this focus has shifted. Numerous studies of what makes people successful in the workplace have shown that while understanding scientific concepts is important, the ability to think like a scientist while solving complex problems is equally vital. Specifically, students need to know how to formulate a problem; collect and analyse data; and identify patterns. They also need to know how to test ideas; how to evaluate assumptions and solutions; how to distinguish evidence from inference; how to argue scientifically; and so forth.

(3) Science educators around the world have begun incorporating this new focus into their curricula. For example, the Next Generation Science Standards in the US place scientific “habits of mind” at the centre of science education for all students from kindergarten to the end of high school. On the other side of the Atlantic, a multinational group of physicists involved in a project called Tuning Educational Structures in Europe found that the competencies ranked most highly by physics graduates and employers include problem solving, teamwork and the ability to apply knowledge in practice. With this in mind, the group has produced a guide for academics involved in planning or revising physics degree courses as part of the Bologna process, along with a platform for establishing communication between employers and universities.

(4) Another factor driving the shift in physics education relates to changes in our understanding of how people learn. We now recognize that learning is a process of physical change that occurs in the brain, and possibly in the whole body. A more complete explanation of this “embodied cognition” can be found in the work of Margaret Wilson, a psychologist at the University of California, Santa Cruz. In essence, learning involves rewiring paths to the neuronal connections that students already have when **they** enter our classrooms, and this process is enhanced when students interact bodily with their environments. This new understanding has important implications for how physics is – or should be – taught.

Etkina, E.; Planinšić, G. Thinking like a scientist. *Physics World*, Volume 27, Number 3, March 2014.

41

According to the text, what do students need to do to be successful in the workplace?

- a) To understand what is necessary to do physics.
- b) To work with pure physics to become professional physicists.
- c) To apply difficult concepts to real-world problems.
- d) To develop a scientific approach to problem solving.
- e) To learn fundamental physics concepts.

42

All of the following are characteristics of scientific thinking, **EXCEPT** for

- a) data collection.
- b) scientific argumentation.
- c) concept teaching.
- d) problem formulation.
- e) data analysis.

43

The curricula of science education have

- a) promoted a project in the USA and in Europe.
- b) been changing to include scientific strategies.
- c) prioritized scientific strategies at the end of high school.
- d) altered physics degree courses.
- e) improved communication between corporations and universities.

44

What best summarizes the last paragraph?

- a) Many educators have shifted physics education in a number of ways.
- b) The brain undergoes physical change when learning physics.
- c) Neuronal connections are stimulated when physics is taught.
- d) Psychologists have found a new form of cognition in learning.
- e) Paths to neuronal connections are rewired through body’s interactions with the world.

45

The word “**they**” in paragraph 4 refers to

- a) "students".
- b) "connections".
- c) "classrooms".
- d) "environments".
- e) "paths".

XXX.XXX.XXX.XXX DD/MM/AAAA HH:MM:SS

LPT 2014
1ª Fase - Language Project Test (24/08/2014)

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