



MINISTÉRIO DA EDUCAÇÃO
UNIVERSIDADE FEDERAL DE PELOTAS - CES

Concurso Público (Aplicação: 26/04/2009)
Cargo: Tradutor e Intérprete – Área Língua Inglesa /Classe E

LEIA ATENTAMENTE AS SEGUINTE INSTRUÇÕES:

- Verifique, nos espaços devidos do CARTÃO-RESPOSTA, se o número de controle é o mesmo que está ao lado do seu nome na folha de chamada. Caso o número de controle não corresponda ao que está nessa folha, comunique imediatamente ao fiscal de prova. Não se esqueça de assinar seu nome no primeiro retângulo.
- Marque as respostas das questões no CARTÃO-RASCUNHO, a fim de transcrevê-las, com caneta esferográfica preta ou azul, de ponta grossa, posteriormente, no CARTÃO-RESPOSTA.
- Não pergunte nada ao fiscal, pois todas as instruções estão na prova. Lembre-se de que uma leitura competente é requisito essencial para a realização da prova.
- Não rasure, não amasse nem dobre o CARTÃO-RESPOSTA, para que ele não seja rejeitado pela leitora.

No interessante livro “Em terra de cego quem tem um olho é rei: usando teoria econômica para explicar ditados populares”, organizado por Adolfo Sachsida, encontramos vários adágios ludicamente interpretados. A um deles, alude o texto a seguir, a partir do qual versarão as questões de 1 a 8.

Capítulo 16: Altruísmo ou “Consumo” Futuro?

Em um país extremamente religioso, a crença do que fazemos em vida determina a vida pós-morte está arraigada nas pessoas. O ditado popular “XXXXX” representa bem essa visão. Se isso é verdade ou não, não há como saber. Afinal, ninguém teve a gentileza de voltar para nos contar. Crenças religiosas à parte, o ditado implica uma conclusão triste: alguns atos de altruísmo até então vistos tão bem, podem ser, na verdade, uma busca por consumo futuro.

O que isso quer dizer? Quer dizer que as pessoas preferem ter um nível constante de consumo ao longo do tempo. O ditado em questão analisa dois intervalos de tempo específicos: a vida e a vida depois da morte. Como as pessoas não gostam de consumir tudo apenas em um intervalo de tempo, elas realizam um investimento no presente (em vida), dando dinheiro aos pobres (ou à igreja), visando o retorno futuro esperado do empréstimo a Deus para poder manter o mesmo padrão de vida. Ou seria padrão de morte?

Mesmo no período medieval, muitos dos lordes e senhores feudais doavam grande parte de suas fortunas à igreja logo antes de morrerem. Como viveram uma vida de regalias e pecados, a doação era uma forma de se redimirem, ou investirem em uma qualidade de morte semelhante à qualidade de vida que tiveram.

Para realizar um “investimento” como esse, a pessoa certamente não é avessa ao risco. Enquanto o consumo presente traz uma satisfação garantida e tangível, o consumo futuro, ou consumo após a morte, é fundamentado na fé e o retorno esperado é incerto e de difícil mensuração, até mesmo para o mais fiel dos investidores.

Lucas Filgueiras – IBMEC-MG

1

O ditado popular, “explicado” por princípios da economia e substituído nessa adaptação do texto original por XXXXX, é:

- (a) “Quem tudo quer, tudo perde”.
- (b) “Quem dá aos pobres empresta a Deus”.
- (c) “Quem espera, sempre alcança”.
- (d) “Em terra de cego, quem tem um olho é rei”.
- (e) “Quem vai ao ar, perde o lugar”.

2

O texto desconstrói a ideia de que o ditado fala da benevolência do ser humano. **Esse, à luz do texto, incorreria em qual pecado capital?**

- (a) Luxúria.
- (b) Preguiça.
- (c) Cobiça.
- (d) Gula.
- (e) Ira.

3

O autor afirma que os “investidores” dos quais fala no texto seriam avessos ao risco. **Seguindo a linha de raciocínio do economista, que hipotética atitude do investidor provaria que essa aversão foi atenuada?**

- (a) As pessoas repensarem a idéia de doar algo, visando ao bem futuro.
- (b) As pessoas pararem de se preocupar com a vida pós-morte.
- (c) As pessoas levarem uma vida ainda mais “pecaminosa” para garantir maior atratividade de sua doação aos olhos do Senhor.
- (d) As pessoas fazerem suas doações bem antes de morrerem.
- (e) As pessoas ofertarem seus bens a pessoas ainda mais ricas; não aos pobres.

4

O texto faz uma crítica sobretudo

- (a) ao dito desapego dos doadores.
- (b) à atitude da igreja de receber doações.
- (c) à suposta omissão de Deus.
- (d) aos que recebem as doações, mesmo sabendo que não são fruto de desprendimento.
- (e) aos ricos.

5

O comportamento dos “doadores” pode ser explicado por um outro adágio. **Qual?**

- (a) “Quem planta vento, colhe tempestade”.
- (b) “Há um tempo de semear e outro de colher”.
- (c) “Deus ajuda a quem cedo madruga”.
- (d) “Se Deus é por nós, quem será contra nós?”
- (e) “A voz do povo é a voz de Deus”.

6

No terceiro parágrafo, para preservarmos o sentido original – sem necessidade de outras alterações –, **a única substituição correta do nexos “Como” é por**

- (a) “Ainda que”.
- (b) “Uma vez que”.
- (c) “Não obstante”.
- (d) “Por”.
- (e) “Embora”.

7

A ironia e o tom jocoso marcam presença nas seguintes passagens do texto, EXCETO.

- (a) Gentileza (1º par.)
- (b) Padrão de morte (2º par.)
- (c) “investimento” (4º par.)
- (d) Arraigada (1º par.)
- (e) Até mesmo para o mais fiel dos investidores (4º par.)

8

Analisa as seguintes alterações:

- I) “Como as pessoas não gostam de consumir” por “As pessoas não gostando de consumir”. (2º par.)
- II) “não há como saber” por “é improvável saber”. (1º par.)
- III) “Como viveram uma vida de regalias” por “Havendo vivido uma vida de regalias”. (3º par.)

Estaria(m) correta(s) apenas

- (a) I e II.
- (b) II e III.
- (c) I.
- (d) I e III.
- (e) II.

Read the text and answer the questions

Who is a native speaker of English?

Jack Scholes

In 2006 the British Council published *English Next – Why global English may mean the end of ‘English’ as a Foreign Language* by David Graddol. This booklet is free of charge from the British Council and can also be read and downloaded for free from the British Council website – www.britishcouncil.org.br/elt.

Graddol’s research shows that “Global English has led to a crisis of terminology. The distinctions between ‘native speaker’, ‘second-language speaker’, and ‘foreign-language user’ have become blurred. One of the most familiar ways of representing the global community of English speakers is in terms of three circles. (figure 1)

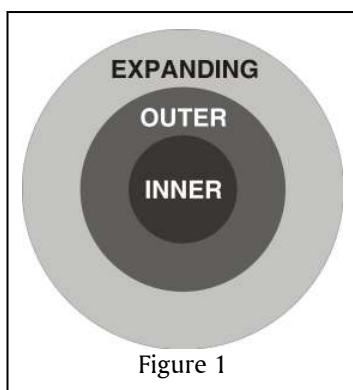


Figure 1

The ‘inner’ circle represents the native speakers; the ‘outer circle’ consists of second-language speakers in countries like India. The ‘expanding circle’ was the ever-increasing number of people learning English as a foreign language. The three circles were first described in this way by the sociolinguist Braj Kachru in 1985. By 1997, such a model was already failing to capture the increasing importance of the outer circle, and the degree to which ‘foreign language’ learners in some countries – especially Europe – were becoming more like second language users.

In a globalized world, the traditional definition of ‘second-language user’ (as one who uses the language for communication within his own country) no longer makes sense. Also, there is an increasing need to distinguish between proficiencies in English, rather than a speaker’s bilingual status. Kachru himself has recently proposed

(figure 2) that the ‘inner circle’ is now better conceived of as the group of highly proficient speakers of English – those who have ‘functional nativeness’ regardless of how they learned or use the language.

I particularly like the term ‘functional nativeness’, and this is how I would like to describe my level of proficiency in Portuguese. I also believe that this should be the realistic aim of anyone learning any foreign language.

But why is it so difficult to achieve this ‘functional nativeness’? There are, of course, many reasons but undoubtedly, one of the biggest challenges of becoming a fluent, native-like speaker of another language is having an in-depth knowledge of common, everyday words and phrases and an ability to understand them and use them correctly and appropriately, especially the ones that reflect deeply rooted socio-cultural aspects of the language and which are often difficult or impossible to translate.

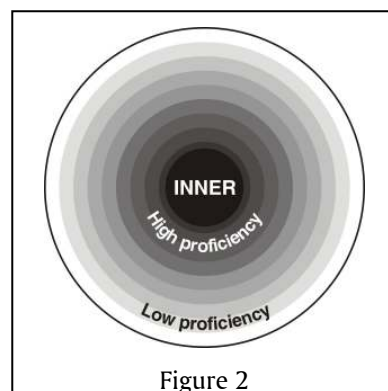


Figure 2

So, when we are asked, “What’s the English word for *rodízio*”, or “How do you say *quebrar o galho* in English, the simple answer is, “There is no word in English for *rodízio* and there is no direct translation for *quebrar o galho*. Our aim as English teachers should be to enable learners to communicate effectively, achieve native-like fluency more quickly and also learn to appreciate the fascinating richness of another language and culture.

(Adapted from *New Routes*, Sept. 2008)

Match the words in column A to their referents in column B.

A	B
I. who (line 15)	native speaker
II. those (line 18)	proficient speakers
III. this (line 21)	getting "functional nativeness"
IV. them (line 27)	in-depth knowledge of words and phrases

The correct pairs are

- (a) III and IV.
- (b) I and V.
- (c) II and IV.
- (d) II and III.
- (e) I and IV.

10

According to the text it is correct to say that

- (a) Although highly proficient speakers have doubled, low proficient ones have not disappeared yet.
- (b) In Kachru's circle the outer circles comprises all Third World countries.
- (c) The author thinks it is difficult to distinguish between proficiencies in English.
- (d) The "inner circle" depends on how the learners have acquired their English.
- (e) Kachru's circle no longer portraits the reality.

11

Read the following statements and decide whether they are true (T) or false (F).

- I. () To learn the socio-cultural aspects of a language is a good way to become a fluent speaker of this language.
- II. () Graddol generated a controversial issue among linguists.
- III. () Kachru has updated his studies and says that the ability to use the language is what matters.
- IV. () Scholes disagrees with Kachru's proposal.

The correct sequence is

- (a) T, T, F, F.
- (b) T, F, T, F.
- (c) F, T, F, F.
- (d) T, T, T, T.
- (e) T, T, T, F.

12

What is the main idea of this text? Choose the best alternative.

- (a) To criticize Kachru's results.
- (b) To propose a discussion on Graddol's article.
- (c) To present new methodologies of teaching English..
- (d) To find fault with modern research.
- (e) To explain that the way the English learner was seen has recently changed.

13

In "But why is it so difficult to achieve this functional nativeness?" (line 23), the connective **but** gives the idea of

- (a) consequence.
- (b) contrast.
- (c) addition.
- (d) conclusion.
- (e) emphasis.

14

The word **blurred** in "... have become blurred..." (line 5) can be adequately substituted for

- (a) weak.
- (b) glassy.
- (c) glossy.
- (d) meandered.
- (e) shimmered.

According to the text, it would be INCORRECT to say that

- (a) Graddol's results showed some concepts must change due to globalization.
- (b) Kachru's representation of the global community of English speakers has not updated.
- (c) it is more important to know how the speaker uses the language than to know where he was born.
- (d) Kachru's most recent proposal is to observe how the speaker uses and understands the language.
- (e) to acquire "functional nativeness" one has only to understand everyday words and phrases.

Looking at the two circles, it is correct to say that

- (a) the outer layer of figure 2 represents native speakers.
- (b) the native speaker is not the only group represented in the second one.
- (c) people who are learning English are not represented in the first circle.
- (d) both circles represent the reality of native speakers.
- (e) intermediate level learners of English are located in the inner part of the first circle.

"Our aim as English teachers should be to enable learners to communicate effectively, achieve native-like fluency more quickly and also learn to appreciate the fascinating richness of another language and culture." (lines 32-34). The meaning of this paragraph would not change if it the author had written it differently. **Which of the alternative below best maintain the original meaning of the passage above?**

- (a) Teachers must help students to really communicate with speakers of the target language. They also should help these students reach the fluency of a native speaker rapidly and enjoy the wealth of the people who speak this language.
- (b) Because we are teachers of foreign languages, we have to allow the learners to establish fluent communication like native speakers. It is useful to

fully realize the greatness of a different language and culture.

- (c) As teachers of a foreign language, we have the objective of changing data in the foreign language at the same time we aid our students to learn to love the culture of the country whose language they are studying, as well as its language.
- (d) We have a goal because we are teachers of foreign languages It is to help them establish communication with native speakers as well as aid them to look up to native fluency and appreciation for the foreign culture and language.
- (e) Teachers ought to be able to help students to exchange information in the foreign language. It is important that learners acquire communicative ability as soon as possible and that they respect the enthralling wealth of a different language and a different culture.

In "...and the degree to which 'foreign language' learners in some countries – especially Europe – were becoming more like second language users." (lines 12-13) the words between dashes indicate

- (a) an explanation.
- (b) a contradiction.
- (c) a questioning.
- (d) an interruption of thought.
- (e) an exemplification.

The only substitution that does not alter the original meaning of the sentence is

- (a) "The 'expanding circle' was the ever-increasing number of people learning..." (lines 8-9) for population.
- (b) "...such a model was already failing..." (line 11) for a pattern.
- (c) "...rather than a speaker's bilingual status (line 17) for niche.
- (d) "... Global English has led to a crisis of terminology." (line 4) for has been conducive.
- (e) "...reflect deeply rooted..." (lines 27-28) for originated.

Read the sentences.

- I) In "...of people learning English as a foreign language." the underlined word can be substituted by like without any change in meaning. (line 9)
- II) In "...an ability to understand them ..." (line 26) the underlined word refers to "challenges."
- III) In "Also, there is an increasing need to distinguish between proficiencies in English, rather than a speaker's bilingual status." (line 16-17) the underlined expression may be substituted by instead of with no change in meaning.
- IV) In "...especially the ones..." (line 27) the underlined word refers to "words and phrases".

The correct ones are

- (a) I and II.
(b) II and III.
(c) I and IV.
(d) II and IV.
(e) III and IV.

21

The text you have read can be described as

- (a) critic.
(b) informative.
(c) supportive.
(d) pamphletary.
(e) propagandistic.

For questions 22 to 31 below, listen to the radio interview "60-Second Ideas to Improve the World" and answer accordingly.

22

What is the guest speaker Mary Beard's field of expertise?

- (a) She is a social worker who deals with lower class families.
(b) She works as a prison guard.
(c) She is a radio broadcaster.

(d) She is a journalist.

(e) She studies the culture of the classical world.

23

Her idea is that all prison inmates should be let free, **EXCEPT**

- (a) pickpockets.
(b) flashers.
(c) fraudsters.
(d) rapists.
(e) drug users.

24

According to Ms Beard, what is one good reason why prisons should be shut down?

- (a) The money government spends in maintaining prisons is not enough.
(b) Historians have proved that general crime rate has not decreased since prisons were created.
(c) It is absurd that something as inexpressive as sheep stealing be treated the same way as murder or rape.
(d) Inmates should be sent to exile.
(e) Inmates could be used as workforce.

25

In Ms Beard's talk, the adjective "run-of-the-mill" can be replaced, with no change in meaning, by

- (a) unorthodox.
(b) soft.
(c) stupid.
(d) violent.
(e) petty.

What is one difference between the opinions of the two male speakers about Ms Beard's talk?

- (a) One thinks drug users who are convicted with long sentences should work in order to pay for their expenses whereas the other is worried that white-collar criminals would be benefitted with the shutting down of prisons.
- (b) One is happy that more schools and railways would eventually be built whereas the other wishes violent criminals be sent to Antarctica.
- (c) One fears that building schools might not really make any difference in reforming criminals whereas the other is fully supportive of Ms Beard's suggestion.
- (d) One believes the legal system should be more concerned with finding ways to prevent small offenders to resorting to future crime whereas the other is preoccupied that it would be very difficult to tag some kinds of criminals.
- (e) One thinks some criminals should be made break stones like in the old days whereas the other believes social work could possibly divert criminals from future crimes.

When introducing the show, the presenter explains that each week she gives one of her guests the chance to present their one _____ idea.

- (a) susinct
- (b) sascinct
- (c) sessinct
- (d) succinct
- (e) seccinct

The adjective the guests use to describe bankers who commit crimes is

- (a) errand.
- (b) errant.
- (c) aaron.
- (d) erring.
- (e) eerie.

Why do the speakers conclude that the policy for criminals adopted by past communities would not work nowadays?

- (a) Because the treatment dispensed to criminals in the past was too cruel to present standards.
- (b) Because there would not be enough room in prisons to hold all criminals convicted of crimes considered minor nowadays.
- (c) Because there are different forms of crime these days.
- (d) Because the rate of violent crimes has increased exponentially.
- (e) Because there is a lack of areas or countries to where felons could be deported.

What is the main point in Ms Beard's remark, "We're not stupid; we're smart."?

- (a) To discuss why there are so many intelligent people behind bars.
- (b) To discuss why there are so many not-so-bright people behind bars.
- (c) To explain that humans have become smarter throughout the years.
- (d) To question the relationship between investment in the jail system and the results achieved.
- (e) To make the point that, until the legal system does not catch up with general thought, prison cells will be more and more crowded.

What is the tone of the end of the conversation?

- (a) Ironic
- (b) Contemplative
- (c) Solemn
- (d) Serious
- (e) Tragic

The following text is found at the UFPel website and will serve as basis to questions 32 to 36. **Choose the alternative that best corresponds to a possible English version of the underlined passage, respecting textual elements such as tone and register.**

Perfil do Corpo Docente

1 Embora não devendo constituir-se no
2 componente mais importante do processo, o
3 professor acaba indiretamente por sê-lo, tendo em
4 vista as condições de poder com que se reveste em
5 sala de aula, em relação com os alunos. Desta forma,
6 não se concebe como factível a mudança do
7 paradigma educacional, se não acompanhada
8 previamente da predisposição do docente neste
9 sentido. Para que o professor efetivamente seja
10 incorporado a essa nova concepção e possa
11 trabalhar dentro de uma nova realidade educacional,
12 mormente de acordo com uma pedagogia interativa
13 e moderna, entendem-se como necessários os
14 seguintes pressupostos principais, desde os mais
15 gerais aos mais particularizados.

(Adapted from <http://www.ufpel.edu.br>)

32

“Embora não devendo constituir-se no componente mais importante do processo...”
(lines 1-2)

- (a) Although must not be the most important component of the process....
- (b) Though it did not have to constitute in the most important part of the process...
- (c) Notwithstanding this ought not to be considered the most important part of the process...
- (d) Even if it had not been the most important process' component...
- (e) Even though it should not be the process most important ingredient

33

“... mormente de acordo com...” (line 12)

- (a) specifically
- (b) definetly
- (c) slightly
- (d) principally
- (e) rather

34

“... tendo em vista as condições de poder com que se reveste...” (line 3-4)

- (a) ... considering the power conditions he is invested with
- (b) ... keeping in mind the conditions of power he possesses
- (c) ... having in sight the strength options be is dressed with
- (d) ... caring for the power conditions he dresses himself
- (e) ... taking into consideration the conditions of power that he redresses

35

“Desta forma, não se concebe como factível a mudança do paradigma educacional, se não acompanhada previamente da predisposição do docente neste sentido.” (line 5-9)

- (a) So the exchange of the educational paradigm is not correctly feasible, whether it is not followed by the teacher's inclination this way.
- (b) It is not plausible, this manner, a change in the educational pattern, whether or not it is beforehand accompanied by the inner disposition of the teacher this way.
- (c) If the change in the educational paradigm is not followed by the teacher's will, it will not be feasible.
- (d) This way, it is not plausible the change of the educational paradigm, if it is not previously accompanied by the docent predisposition in this direction.
- (e) The change of the educational pattern is not feasible if it is not followed by the previous will of the teacher.

“...entendem-se como necessários os seguintes pressupostos principais, desde os mais gerais aos mais particularizados:” (lines 13-15)

- (a) ... one thinks the next main presuppositions are indispensable, since the more general to the more private ones.
- (b) ... it is understood that the following requisites are fundamental, from the most general to the most particular.

- (c) ... going from the most general to the most determined, the proceedings are known as indispensable.
- (d) ... the following principal requirements are considered necessary, from the general to the most specific ones.
- (e) ... the more general and the more specific requisites, as follows, are regarded as essential.

The text below belongs to one of UFPel's international partner universities. For questions 37 to 40, choose the alternative that best corresponds to a possible Portuguese version of the underlined passage, respecting textual elements such as tone and register.

Vision and Mission Statements

- 1 The vision of Mississippi State University is to be the most respected land-grant institution in the region.
- 2 The mission of Mississippi State University is to educate the workforce and leaders of the future, produce
3 robust research for our state and nation, and provide expert services to our citizens, communities and businesses.
- 4 Enhancing its historic strengths in agriculture, natural resources, science, and engineering, Mississippi State
5 entered the twenty-first century with additional strengths in a comprehensive range of graduate and undergraduate
6 programs. These include architecture, the arts, business, education, the humanities, the social and behavioral sciences, and
7 veterinary medicine. The Meridian Campus focuses on meeting the needs of place-bound students and working adults
8 through upper division and graduate programs in education, business, liberal arts, and social work.
- 9 The university's educational programs emphasize the exploration of ideas and the discovery, application, and
10 dissemination of knowledge. The university embraces its role as a major contributor to the economic development of the
11 state through targeted research and the transfer of ideas to the marketplace, aided by faculty-industry relationships and by
12 interdisciplinary initiatives. Building on its land-grant tradition, MSU extends its resources and expertise throughout the
13 entire state for the benefit of Mississippi's citizens. Through integration of its programs in learning, research, and service,
14 through traditional scholarship, through statewide extension and outreach, and through engagement with business,
15 industry, government, communities and organizations, the university is committed to maintaining its tradition as the
16 People's University.
- 17 **Access and Excellence**
- 18 Mississippi State University will provide access and opportunity to students from all sectors of the state's
19 diverse population. The university promotes citizenship and leadership in its students and fosters in them an understanding
20 of their history and culture, an appreciation of the arts, a tolerance for opposing points of view, a facility with written and
21 spoken language, an understanding of scientific principles and methods, a command of modern technologies, a competence
22 in critical thinking and problem solving, a commitment to life-long learning, and a spirit of inquiry. MSU will provide
23 mentoring and support to the students admitted to maximize their chances of success and to help Mississippi reach and
24 surpass the national average in the percentage of our population that holds a college degree, and will provide access for
25 working and place-bound adult learners, particularly through its Meridian Campus and distance learning programs. The
26 university will develop competent and informed citizens and professionals who are equipped to lead in the world of work
27 and in their communities through traditional academic programs, experiential learning, and opportunities for leadership
28 development and community service.
- 29 **Statewide Mission**
- 30 Mississippi State University will serve the State of Mississippi and beyond through its broad range of
31 instruction, research, and outreach functions. The university maintains four strategically located research and extension
32 centers around the state and has staff in every county of Mississippi. The institution regularly enrolls students from each of
33 the state's eighty-two counties and is actively engaged with business and industry, agriculture and natural resources,
34 schools, communities and organizations in every part of the state.

(Adapted from <http://www.msstate.edu/web/mission.html>)

“... Mississippi State entered the twenty-first century with additional strengths in a comprehensive range of graduate and undergraduate programs.” (lines 4-6)

- (a) ... um alcance compreensivo em programas de graduação e pós-graduação.
- (b) ... uma lista que compreende programas de pós-graduação e graduação.
- (c) ... um enfoque completo em programas de graduação e pós-graduação.
- (d) ... uma lista completa de programas de graduação e pós-graduação.
- (e) ... um completo rol de programas de pós-graduação e graduação.

“Through integration of its programs in learning, research, and service, through traditional scholarship...” (lines 13-14)

- (a) bolsas de estudo tradicionais
- (b) tradição em bolsas de estudo
- (c) tradição em aprendizagem
- (d) conhecimento tradicional
- (e) tradição em conhecimento

“The institution regularly enrolls students from each of the state's eighty-two counties and is actively engaged with business and industry, agriculture and natural resources, schools, communities and organizations in every part of the state.” (lines 32-34)

- (a) O instituto regularmente matricula alunos de cada estado e de oitenta e dois países e está engajada de forma ativa aos negócios e à indústria, agricultura e recursos naturais, escolas, comunidades e organizações em todas as partes do estado.
- (b) A instituição matricula regularmente alunos de cada um dos oitenta e dois condados e está ativamente ligada aos negócios e à indústria, agricultura e recursos naturais, escolas, comunidades e organizações em todas as partes do estado.

- (c) A instituição geralmente matricula alunos de cada um dos oitenta e dois condados e está ativamente ligada aos negócios e à indústria, agricultura e recursos naturais, escolas, comunidades e organizações em cada parte do estado.
- (d) A instituição matricula regularmente alunos de cada um dos oitenta e dois países e está ativamente ligada aos negócios e à indústria, agricultura e recursos naturais, escolas, comunidades e organizações em cada parte do estado.
- (e) O instituto regularmente matricula alunos de cada estado e de oitenta e dois países e está ativamente interessada nos negócios e na indústria, agricultura e recursos naturais, escolas, comunidades e organizações em todas as partes do estado.

“The university promotes citizenship and leadership in its students and fosters in them an understanding of their history and culture, an appreciation of the arts, a tolerance for opposing points of view, a facility with written and spoken language, an understanding of scientific principles and methods, a command of modern technologies, a competence in critical thinking and problem solving, a commitment to life-long learning, and a spirit of inquiry.” (lines 19-22)

- (a) A universidade promove cidadania e liderança entre seus alunos e desenvolve uma compreensão de suas histórias e culturas, uma apreciação das artes, uma tolerância de pontos de vista antagonísticos, uma facilidade com a linguagem oral e escrita, um entendimento dos princípios científicos e metodológicos, um comando de tecnologias modernas, uma competência à crítica do pensamento e problemas resolvidos, um comprometimento com ensino pela vida toda e um espírito inquisitor.
- (b) A universidade promove cidadania e liderança com seus alunos e adota neles um entendimento de sua história e culturas, um apreço pelas artes, a tolerância por pontos de vista opostos, uma facilidade com a escrita e a língua oral, uma compreensão dos métodos dos princípios científicos, um comando de tecnologias modernas, a competência do pensar crítico e dos problemas resolvidos, um compromisso com a aprendizagem pela vida e um espírito questionador.
- (c) A universidade promove cidadania e liderança entre seus discentes e ajuda a desenvolver neles o entendimento de sua história e cultura, a apreciação pelas artes, a tolerância por pontos de

vista antagônicos, o domínio das linguagens oral e escrita, a compreensão de princípios e métodos científicos, o domínio de tecnologias modernas, a habilidade de raciocínio crítico e resolução de problemas, o compromisso com o aprendizado vitalício e um espírito questionador.

- (d) A universidade promove a cidadania e a liderança entre seus discentes e ajuda a adotar com eles o entendimento de sua história e cultura, a apreciação pelas artes, a tolerância por pontos de vista antagonísticos, o domínio das linguagens oral e escrita, a compreensão de princípios e métodos científicos, o domínio de tecnologias modernas, a habilidade de raciocínio crítico e resolução de problemas, o compromisso com o aprendizado vitalício e um espírito questionador.
- (e) A universidade promove cidadania e liderança entre seus alunos e desenvolve uma compreensão de suas histórias e culturas, uma apreciação das artes, uma tolerância de pontos de vista antagonísticos, uma facilidade com a linguagem oral e escrita, um entendimento dos princípios científicos e metodológicos, um comando de tecnologias modernas, a habilidade de raciocínio crítico e problemas resolvidos, um comprometimento com ensino pela vida toda e um espírito inquisitor.