



TRANSFERÊNCIA FACULTATIVA	2018	LÍNGUA INGLESA
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CADERNO DE QUESTÕES

INSTRUÇÕES AO CANDIDATO

- Você deverá ter recebido o Caderno com a Proposta de Redação, a Folha de Redação, dois Cadernos de Questões e o Cartão de Respostas com o seu nome e o número de inscrição e modalidade de ingresso. Confira se seus dados no Cartão de Respostas estão corretos e, em caso afirmativo, assine-o e leia atentamente as instruções para seu preenchimento.
- Verifique se este Caderno contém enunciadas 20 (vinte) questões de múltipla escolha de **LÍNGUA INGLESA** e se as questões estão legíveis, caso contrário **informe imediatamente ao fiscal**.
- Cada questão proposta apresenta quatro opções de resposta, sendo apenas uma delas a correta. A questão que tiver sem opção assinalada receberá pontuação zero, assim como a que apresentar mais de uma opção assinalada, mesmo que dentre elas se encontre a correta.
- Não é permitido usar qualquer tipo de aparelho que permita intercomunicação, nem material que sirva para consulta.
- O tempo disponível para a realização de todas as provas, incluindo o preenchimento do Cartão de Respostas é, no mínimo, de **uma hora e trinta minutos** e, no máximo, de **quatro horas**.
- Para escrever a Redação e preencher o Cartão de Respostas, use, exclusivamente, caneta esferográfica de corpo transparente de ponta média com tinta azul ou preta (preferencialmente, com tinta azul).
- Certifique-se de ter assinado a lista de presença.
- Quando terminar, entregue ao fiscal a Folha de Redação, que será desidentificada na sua presença, o Cartão de Respostas, que poderá ser invalidado se você não o assinar. Se você terminar as provas antes de três horas do início das mesmas, entregue também ao fiscal os Cadernos de Questões e o Caderno de Redação.

AGUARDE O AVISO PARA INICIAR SUAS PROVAS

TEXT 1

Inclusion in Education

A generation ago, few classrooms in the United States included students with disabilities. As late as the middle of the 1970s, an estimated 1 million kids with disabilities didn't even attend school. For disabled children who *did* attend school, special education usually meant placement in a special class or a special school.

Special education changed with the passage of the 1975 Individuals with Disabilities Education Act (IDEA). The legislation moved children with special needs from segregated classrooms into regular classrooms.

Art Shapiro, a professor of special education at Kean University and author of the bestseller *Everybody Belongs: Changing Negative Attitudes Toward Classmates With Disabilities*, listed the following four ways inclusion can benefit disabled kids:

- **Inclusion improves learning for both disabled and non-disabled students.** When youngsters who have learning problems are included, students without disabilities often do better academically. A teacher is more apt to break instruction into finer parts or repeat directions if he or she has a youngster in the room who deals with deafness, blindness, or a developmental disability.
- **Children learn to accept individual differences.** The best way to help children overcome their misconceptions about kids who have disabilities is to bring them together in integrated settings.
- **Children develop new friendships.** Children with disabilities who are included in regular education develop friendships in their home communities. Special education students sent to regional special education programs may be seen as oddballs in their communities.
- **Parent participation improves.** When children with disabilities are integrated into local schools, parents have more opportunity to participate in that school and in the community where the school is located.

Most importantly, inclusion, without doubt, is not just about learners with special needs. It is an attitude and approach that embraces diversity and learner differences and promotes equal opportunities for all learners.

Adapted from: < <http://pmct.org/articles/0304/inclusionsept03.html>>. Access 19 Dec. 2017.

Glossary:

Disability: deficiência.

Deafness: surdez.

Misconceptions: concepções equivocadas.

01 The scenario for students with disabilities, before the mid1970's, was the following:

- (A) a large number of disabled kids did not attend schools and those who did went to special schools.
- (B) approximately 1 million kids with disabilities attended either regular schools or special schools.
- (C) there were around 1 million vacancies for students with disabilities, in special classes or special schools.
- (D) an estimated 1 million kids attended special schools and some others did not even attend schools.

- 02** The major cause of the change in special education, which occurred after 1975, was
- (A) the change in people's attitudes towards diversity and learner differences.
 - (B) the moving of children with special needs to segregated classrooms.
 - (C) the introduction of four different ways to approach special education.
 - (D) the passage of the Individuals with Disabilities Education Act (IDEA).
- 03** Art Shapiro is the author of a book whose title indicates he
- (A) has a negative attitude towards accepting classmates with disabilities.
 - (B) supports the inclusion of students with disabilities in special classes.
 - (C) believes negative attitudes towards classmates with disabilities should change.
 - (D) thinks everybody should belong to a classroom with students with special needs.
- 04** The belief that *Inclusion improves learning for both disabled and non-disabled students* (item 1 in Shapiro's list) is supported by the fact that
- (A) non-disabled kids tend to learn more efficiently with their classmates with special needs.
 - (B) there are specific instructions and directions for students with special needs.
 - (C) teachers give clearer instructions and directions when there is a special needs student in class.
 - (D) the interaction between disabled and non-disabled students makes learning more efficient.
- 05** Deafness and blindness are physical conditions of some students who
- (A) do not attend regular schools.
 - (B) can benefit more directly from inclusion programs.
 - (C) are segregated within the context of special schools.
 - (D) are sent to regional special education programs.
- 06** According to Shapiro, when children with disabilities are integrated into local schools, parents become more
- (A) isolated.
 - (B) defensive.
 - (C) prejudicial.
 - (D) participative.
- 07** In the view of the author of text 1, inclusion
- (A) promotes diversity.
 - (B) prevents equal opportunities.
 - (C) maximizes learner differences.
 - (D) strengthens negative attitudes to diversity.
- 08** The statement (extracted from the text) which expresses the author's opinion on inclusion is:
- (A) [...] *an estimated 1 million kids with disabilities didn't even attend school.*
 - (B) [...] *inclusion, without doubt, is not just about learners with special needs.*
 - (C) *The legislation moved children with special needs from segregated classrooms into regular classrooms.*
 - (D) *A generation ago, few classrooms in the United States included students with disabilities.*

09 *Oddballs*, in “*Special education students sent to regional special education programs may be seen as **oddballs** in their communities*”, has the same meaning as

- (A) curious people.
- (B) strange people.
- (C) humorous people.
- (D) anonymous people.

10 The expression “without doubt”, used in the first sentence of the last paragraph, can be replaced by

- (A) doubtfully.
- (B) uncertainly.
- (C) unfortunately.
- (D) undoubtedly.

TEXTO 2

The Alliance for Inclusion in the Arts

About

The Alliance for Inclusion in the Arts is an NGO which promotes and advocates for full inclusion of artists of color and performers with disabilities at all levels of production in theatre, film, television, and related media. Our work also extends to audiences, particularly those belonging to historically excluded communities. Through these activities, *Inclusion in the Arts* has become the primary catalyst for and facilitator of increased diversity and inclusion on a national level.

Our principal aim is to achieve full inclusion in American arts and entertainment, such that what we see on our screens and stages truly reflects the society in which we live; where each artist is considered on his/her merits as an individual; where the stories being told are drawn from authentic and diverse experiences; and where our individual humanity can be celebrated. To this end, we actively engage artists and decision makers, promote partnerships, and create opportunities.

The only organization of its kind in the United States, *Inclusion in the Arts* serves communities that have traditionally been denied equitable professional opportunities, including those who identify as African American, Asian Pacific American, Caribbean Black, South Asian, Latino, Arab American, Persian American, Native American, Deaf and hard of hearing, blind and low vision, have mobility, physical, developmental or intellectual disabilities.

Mission & What We Do

The Alliance promotes inclusive hiring practices and standards, diversity in leadership and balanced portrayals of people of color and with disabilities. When these artists are denied equitable professional opportunities, the exclusion results in a serious loss to the cultural life of the nation and further denies artists and audiences alike the artistic benefits of diversity, and denies the public an accurate reflection of American society.

Adapted from: < <http://inclusioninthearts.org/>>. Access 19 Dec. 2017.

Glossary:

NGO: ONG.

through: através; por meio de.

drawn from: retiradas de.

hiring: contratação (para emprego).

denied: negados.

- 11 *The Alliance for Inclusion in the Arts* is an American institution which aims to promote
- (A) educational inclusion for artists with disabilities.
 - (B) social inclusion in the Arts in non-developed countries.
 - (C) the development of an accurate cultural view of American society.
 - (D) social diversity and equality of professional opportunities in the Arts.
- 12 The communities who benefit from the support of *The Alliance for Inclusion in the Arts* consist mostly of
- (A) African American communities and people with mobility disabilities.
 - (B) ethnic minority communities and people with different types of disability.
 - (C) Americans who live in different countries and people with physical disabilities.
 - (D) disabled people of color who live in America and in non-developed countries.
- 13 *The Alliance for Inclusion in the Arts*
- (A) is the only NGO for artistic inclusion in the U.S.A.
 - (B) has representations in Asian and African countries.
 - (C) is the only NGO of its kind in non-developed countries.
 - (D) has representations in all continents, including Latin America.
- 14 According to the text, when people of color and with disabilities are denied equitable professional opportunities,
- (A) the nation's cultural life is negatively affected.
 - (B) the organization is denied the benefit of diversity.
 - (C) an accurate view of American society is promoted.
 - (D) artists and audiences are denied access to cultural life in general.
- 15 The expression *To this end* in the sentence "*To this end, we actively engage artists and decision makers, promote partnerships, and create opportunities*" (paragraph 2) can be replaced, without loss of meaning, by
- (A) contrary to this end.
 - (B) in addition to this end.
 - (C) as opposed to this aim.
 - (D) to achieve this aim.
- 16 The word *also* in "*Our work also extends to audiences*" (paragraph 1) expresses an idea of
- (A) negation.
 - (B) contrast.
 - (C) addition.
 - (D) condition.

TEXTO 3



2017 Diversity Best Practices Inclusion Index Status
Company ABC

Companies that received 70% or higher overall are recognized on the 2017 Diversity Best Practices Inclusion Index. Companies that accomplished a score of 85% or higher are named as a 2017 Leading Inclusion Index Company.



Your organization's total score: 85%

Questions? Contact surveysupport@workingmother.com
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Available in: < <https://www.diversitybestpractices.com/dbp-inclusion-index>>. Access: 20 Dec. 2017.

- 17 The aim of the BPB (Diversity Best Practices) inclusion index is to
- (A) provide data specific to the company workforce.
 - (B) calculate the index of evaluative practices of companies.
 - (C) calculate the number of companies with good diversity practices.
 - (D) provide an evaluative index of the diversity practices of companies.
- 18 One of the factors taken into account in the quantitative evaluation of a company by means of the BPB index is
- (A) transparency of index status.
 - (B) practices in recruitment.
 - (C) retention of demographic data.
 - (D) provision of cultural activities.
- 19 The total score of the company, whose DBP result index status is shown in text 3, is 85%. A specific item which would require some improvement on the part of the company is
- (A) recruitment.
 - (B) transparency.
 - (C) company culture.
 - (D) retention and advancement.
- 20 The expression “*your organization's total score*” could be replaced by
- (A) the total score of your organization.
 - (B) yours and the organization's total score.
 - (C) my total organizational score.
 - (D) the organization of your total score.