



REINGRESSO E MUDANÇA DE CURSO	2022	LÍNGUA INGLESA
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AGUARDE O AVISO PARA INICIAR SUAS PROVAS.

Leia os textos 1, 2, 3 e 4 e responda às questões que os seguem.

TEXT 1

The COVID-19 pandemic has changed education forever. This is how:

By Cathy Li and Farah Lalani

Apr. 29, 2020

The COVID-19 has resulted in schools shut all across the world. As a result, education has changed dramatically, with the distinctive rise of e-learning, whereby teaching is undertaken remotely and on digital platforms. Research suggests that online learning has been shown to increase retention of information, and take less time, meaning the changes coronavirus have caused might be here to stay.

With this sudden shift away from the classroom in many parts of the globe, some are wondering whether the adoption of online learning will continue to persist post-pandemic, and how such a shift would impact the worldwide education market.

Even before COVID-19, there was already high growth and adoption in education technology, with global edtech investments reaching US\$18.66 billion in 2019 and the overall market for online education projected to reach \$350 Billion by 2025. Whether it is language apps, virtual tutoring, video conferencing tools, or online learning software, there has been a significant surge in usage since COVID-19.

A changing education imperative

It is clear that this pandemic has utterly disrupted an education system that many assert was already losing its relevance. In his book, *21 Lessons for the 21st Century*, scholar Yuval Noah Harari outlines how schools continue to focus on traditional academic skills and rote learning, rather than on skills such as critical thinking and adaptability, which will be more important for success in the future. Could the move to online learning be the catalyst to create a new, more effective method of educating students? While some worry that the hasty nature of the transition online may have hindered this goal, others plan to make e-learning part of their 'new normal' after experiencing the benefits first-hand.

Glossary: *surge*: aumento grande e rápido; *utterly*: completamente; *rote learning*: memorização; *hasty*: apressada.

Adapted from: <https://www.weforum.org/agenda/2020/04/coronavirus-education-global-covid19-online-digital-learning/>

01 The main idea presented in Text 1 is:

- (A) the impact of the pandemic on education.
- (B) the investments on online education after the COVID-19 pandemic in 2020.
- (C) the results of the transition to online education during the pandemic.
- (D) the lack of relevance of schools in the 21st century.

02 According to Text 1, research has shown that online learning

- (A) presents difficulties to students.
- (B) presents benefits to learning.
- (C) implies a need of high investments on educational technology.
- (D) has caused many troubles to students around the globe.

- 03 According to the article, the adoption of online learning
- (A) was quite low before the COVID-19 pandemic.
 - (B) will drop in the post-pandemic period.
 - (C) was higher in 2019 than in 2020.
 - (D) had been increasing even before the beginning of the pandemic.
- 04 The sum of “\$350 Billion” (paragraph 3) refers to:
- (A) the investment on online education in the US in 2019.
 - (B) the cost of educational technologies for online learning during the pandemic.
 - (C) the estimate market for digital education in the next few years.
 - (D) the value of online learning software for digital education in the future.
- 05 The book ‘21 Lessons for the 21st Century’ is cited in the article to:
- (A) show that schools have been changing their methods over the past years.
 - (B) assert the need for online learning in the 21st century.
 - (C) reinforce the importance of traditional academic skills.
 - (D) illustrate how schools have been losing their relevance.
- 06 According to Yuval Noah Harari, critical thinking and adaptability are
- (A) essential skills for the future.
 - (B) as important as traditional academic skills.
 - (C) less important than rote learning.
 - (D) more difficult to teach at schools.
- 07 As to the future of education, the article
- (A) does not present a clear prediction.
 - (B) affirms that e-learning will become the ‘new normal’ after the pandemic.
 - (C) shows evidence that online learning will improve school methods.
 - (D) asserts that the educational system will change after the experience with online learning.
- 08 The modal verb “**might**” in “*Research suggests that online learning has been shown to increase retention of information, and take less time, meaning the changes coronavirus have caused **might** be here to stay*” expresses an idea of:
- (A) certainty.
 - (B) obligation.
 - (C) possibility.
 - (D) permission.
- 09 In the sentence “*In his book, 21 Lessons for the 21st Century, scholar Yuval Noah Harari outlines how schools continue to focus on traditional academic skills and rote learning, **rather than** on skills such as critical thinking and adaptability, which will be more important for success in the future.*”, the phrase “**rather than**” could be replaced, without changing its meaning, by
- (A) despite.
 - (B) in order to.
 - (C) in relation to.
 - (D) instead of.

10 In the sentence “**While** some worry that the hasty nature of the transition online may have hindered this goal, others plan to make e-learning part of their ‘new normal’ after experiencing the benefits first-hand”, the conjunction “**while**” expresses, in the sentence, an idea of

- (A) cause.
- (B) contrast.
- (C) certainty.
- (D) condition.

TEXT 2

The new normal is already here. Get used to it

December 18, 2021

Is it nearly over? In 2021 people have been yearning for something like stability. Even those who accepted that they would never get their old lives back hoped for a new normal. Yet as 2022 draws near, it is time to face the world’s predictable unpredictability. The pattern for the rest of the 2020s is not the familiar routine of the pre-covid years, but the turmoil and bewilderment of the pandemic era. The new normal is already here.

Remember how the terrorist attacks of September 11th 2001 began to transform air travel in waves. In the years that followed each fresh plot exposed an unforeseen weakness that required a new rule. First came locked cockpit doors, more armed air marshals and bans on sharp objects. Later, suspicion fell on bottles of liquid, shoes and laptops. Flying did not return to normal, nor did it establish a new routine. Instead, everything was permanently up for revision.

The world is similarly unpredictable today and the pandemic is part of the reason. For almost two years people have lived with shifting regimes of mask-wearing, tests, lockdowns, travel bans, vaccination certificates and other paperwork. As outbreaks of new cases and variants ebb and flow, so these regimes can also be expected to come and go. That is the price of living with a disease that has not yet settled into its endemic state.

The desire to return to a more stable, predictable world may help explain a 1990s revival. You can understand the appeal of going back to a decade in which superpower competition had abruptly ended, liberal democracy was triumphant, suits were oversized, work ended when people left the office, and the internet was not yet disrupting cosy, established industries or stoking the outrage machine that has supplanted public discourse.

That desire is too nostalgic. It is worth notching up some of the benefits that come with today’s predictable unpredictability. Many people like to work from home. Remote services can be cheaper and more accessible. The rapid dissemination of technology could bring unimagined advances in medicine and the mitigation of global warming.

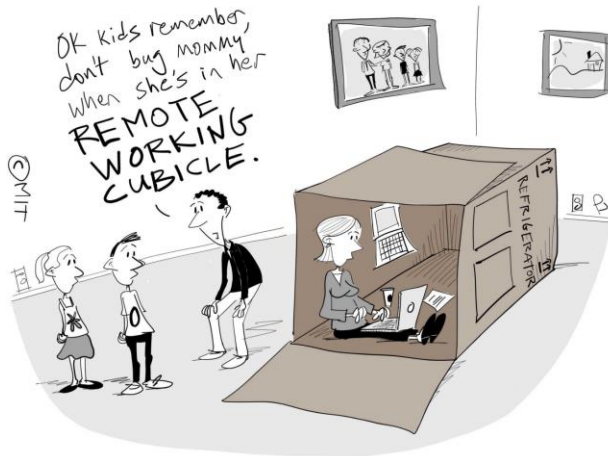
Even so, beneath it lies the unsettling idea that once a system has crossed some threshold, every nudge tends to shift it further from the old equilibrium. Many of the institutions and attitudes that brought stability in the old world look ill-suited to the new. The pandemic is like a doorway. Once you pass through, there is no going back.

Glossary: *yearning*: almejando; *turmoil and bewilderment*: confusão; *ebb and flow*: altos e baixos; *outrage*: ódio; *notching up*: marcar, elencar; *threshold*: nível de tolerância; *nudge*: cutucada.

Adapted from: <https://www.economist.com/leaders/2021/12/18/the-new-normal-is-already-here-get-used-to-it>

- 11 The main idea expressed in Text 2 is that
- (A) things will return to the way they were before the pandemic.
 - (B) people desire to go back to the 90's.
 - (C) society will be little affected by the pandemic.
 - (D) change and unpredictability will be part of the 'new normal' after the pandemic.
- 12 The terrorist attacks of September 11th, 2001 are used in Text 2 as an example of:
- (A) how things come back to normal after some time.
 - (B) how things keep changing after a disruptive event.
 - (C) how air travel was reinvented in the following year.
 - (D) how people reduced their travel habits after the attacks.
- 13 According to the author, the current decade will be marked by
- (A) a more predictable world.
 - (B) a sense of conformity.
 - (C) a period of stability.
 - (D) a state of confusion and uncertainty.
- 14 According to the article, remote work and services are considered as
- (A) some advantages of the present times.
 - (B) challenges presented by the pandemic.
 - (C) beneficial only by few people.
 - (D) predictable consequences of the September 11th terrorist attacks.
- 15 The demonstrative pronoun **those**, in "*Even those who accepted that they would never get their old lives back hoped for a new normal*", refers to
- (A) stability.
 - (B) people.
 - (C) something.
 - (D) lives.
- 16 The transition expression "**Even so**", in "*Even so, beneath it lies the unsettling idea that once a system has crossed some threshold, every nudge tends to shift it further from the old equilibrium*", can be replaced, without changing its meaning, by
- (A) Yet.
 - (B) Moreover.
 - (C) However.
 - (D) Despite.

TEXT 3



Taken from: <https://medium.com/the-coffeelicious/when-working-at-home-dont-forget-the-cubicle-cartoon-cb6a405f6ce3>

TEXT 4



Taken from: <https://chumworth.medium.com/remote-working-great-until-its-not-a559b489589d>

17 Texts 3 and 4 are cartoons that illustrate some of:

- (A) the benefits of using computers for work.
- (B) the advantages of working from home.
- (C) the challenges of remote working during the pandemic.
- (D) the consequences of online learning.

18 In text 3, the man

- (A) is complaining about remote work.
- (B) is helping his kids with remote learning.
- (C) is telling the kids not to bother their mother while she's working remotely.
- (D) is suggesting that the kids interrupt their mother while she's in the remote working cubicle.

19 In text 4, the woman

- (A) is having online classes.
- (B) is having a meeting with her staff.
- (C) is preparing a budget plan for her husband.
- (D) is doing some online research.

20 In text 3, the conjunction “**when**”, in “*don’t bug mommy **when** she’s in her remote working cubicle*”, could be replaced, without changing its meaning, by

- (A) during.
- (B) until.
- (C) while.
- (D) whereas.

