uff UNIVERSIDADE FEDERAL FLUMINENSE

| TRANSFERÊNCIA FACULTATIVA | 2019 | LÍNGUA INGLESA |

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.
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- Para escrever a Redação e preencher o Cartão de Respostas, use, exclusivamente, caneta esferográfica de corpo transparente de ponta grossa com tinta azul ou preta (preferencialmente, com tinta azul).
- Certifique-se de ter assinado a lista de presença.
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AGUARDE O AVISO PARA INICIAR SUAS PROVAS.

Read the two texts below and answer the questions which follow them.

TEXT 1

For children, the immigrant experience begins in school
by Anne Wicks, Director of the Education Reform Initiative

The growth in immigrant students

U.S. public schools are serving significantly more immigrant students today than in recent decades. According to 2015 U.S. Census data, 23 percent of students are immigrants. That number was 11 percent in 1990 and 7 percent in 1980.

Immigrant students come to America with an enormous range in background and education levels. For example, the needs of an immigrant student who received formal education in their home country are vastly different from the needs of a refugee student fleeing a war-torn country who may have had little-to-no formal education and be suffering from the effects of trauma.

The United States Supreme Court issued a decision in *Plyer v. Doe* in June 1982 that declared states cannot deny students a free public education on account of their immigration status. Consequently, all of America's public schools, today, work to educate all who cross their thresholds — newcomers and long-standing community members alike.

Lessons from different contexts

Clearly, it takes more than an ESL (English as a second language) teacher for schools to successfully support students recently arrived in the United States. While this work is complex and varies depending on the students and host communities, the schools and districts that are most successful in helping newcomer students become self-sufficient and successful learners have a few things in common: Strong school leaders, a commitment to knowing and understanding newcomer students and their families, using data effectively, and welcoming community support all make a significant difference.

Granite School District, in Salt Lake City, Utah, enrolls over 70 percent of Utah's immigrant students. The district serves about 66,000 students of these students, and a little more than half of those children are economically disadvantaged. For example, Woodrow Wilson Elementary School students speak more than 30 languages. As the number of newcomer students in the district increased, the district refined and expanded the support provided to help these children and their families succeed.

We can also learn from St. Paul, Minnesota, where Hmong families began resettling over 40 years ago at the end of the Laotian Civil War. Catholic Charities and Lutheran Social Services played key roles in helping families establish new lives, and St. Paul Public Schools had to quickly adapt.

Similarly, we should look to Lewiston, Maine, where more than 7,500 African Muslim refugees have settled over the last 17 years. The district enrollment is increasing and immigrant students are successfully graduating high school. We can also learn from San Juan School District near the Texas-Mexico border, where a focus on bi-literacy in both English and Spanish has helped to increase student success across all subjects.

There is no one right answer about how to best support newcomer students; however, it is clear that schools must provide more than English language skills to help these students achieve academic success and self-sufficiency in their new country. Strong school leaders who value understanding immigrant students, who use data to measure progress, and who engage the community broadly are essential.

It is naïve to think that schools can — or should — do this on their own. But, as these districts show, this work can be done.

Adapted from: https://www.bushcenter.org/catalyst/immigration/wicks-schools-and-immigrants.html.
Access 01 Dec. 2018.

Glossary: *fleeing*: fugindo; *on account of*: por causa de, com base em; *cross their thresholds*: cruzar suas fronteiras; *commitment*: compromisso; *settled*: se estabeleceram; *enrollment*: matrículas.

01 The number of immigrant students in US public schools

(A) has stabilized in the last two decades.
(B) has increased 23% in recent decades.
(C) has increased 11% from 1980 to 1990.
(D) has increased from 7% to 23 % in three and a half decades.

02 The text affirms "Immigrant students come to America with an enormous range in background and education levels". This means that

(A) the educational needs of immigrant students vary significantly.
(B) all immigrant students will equally suffer from the effects of trauma.
(C) immigrant students have similar background educational experiences.
(D) immigrant students with formal education in their home country will be more successful in American schools.

03 The U.S. Supreme Court decision in *Plyer v. Doe* declared that

(A) free public education in the U.S. is not available to immigrant students on account of their immigration status.
(B) American states must provide free public education to immigrant students, regardless their immigrant status.
(C) public schools in the U.S. cannot educate newcomers and long-standing community members alike.
(D) states cannot deny students a free public education, with the exception of newcomers and long-standing community members.

04 Having an ESL (English as a second language) teacher in schools

(A) guarantees successful support for students recently arrived in the United States.
(B) has been rejected by most ESL immigrant students who have recently arrived in the United States.
(C) is not a sufficient measure to successfully support students recently arrived in the United States.
(D) has proved to be an unsuccessful alternative to support students recently arrived in the United States.

05   Having strong school leaders and a commitment to knowing and understanding newcomer students and their families are

(A)   some of the characteristics of self-sufficient and successful immigrant learners.
(B)   some of the factors which prevent immigrant students to become successful learners.
(C)   the educational policies adopted by unsuccessful schools to promote immigrant students' successful learning.
(D)   among the things that schools which succeed in promoting immigrant students' successful learning have in common.

06   Granite, St. Paul, Lewiston and San Juan are used in the texts as examples of

(A)   U.S. cities which have a large number of economically disadvantaged and immigrant children.
(B)   school districts which have adopted successful educational policies aimed at immigrant students.
(C)   districts near the Texas-Mexico border with an increasing number of immigrants among their population.
(D)   schools which employ successful ESL teachers who support students recently arrived in the US.

07   Granite School District, in Salt Lake City, Utah, enrols

(A)   more than half of Utah's immigrant students.
(B)   about 66,000 immigrant students from all over the U.S.
(C)   less than half of Utah's immigrant students.
(D)   70% of Utah's economically disadvantaged children.

08   Students at Woodrow Wilson Elementary School, in Salt Lake City,

(A)   do not learn English as a second language.
(B)   speak several languages because many of them are immigrants.
(C)   are taught the 30 different languages spoken by the school's immigrant students.
(D)   learn the languages spoken by the 30 immigrant students enrolled at the school.

09   The schools of St. Paul, Minnesota, have had do adapt to the

(A)   arrival of Catholic charities.
(B)   casualties of the Laotian civil war.
(C)   immigration of Lutherans to Minnesota.
(D)   immigration of Laotian families.

10   In Lewiston, Maine,

(A)   7,500 people have immigrated to Muslim African countries.
(B)   the district enrollment has decreased in the last 17 years.
(C)   thousands of African Muslins have immigrated to the district.
(D)   thousands of immigrant students have enrolled in the district's schools .

11 The connector "*however*", (paragraph 8) in "*however, it is clear that schools must provide more than English language skills...*" can be replaced by

(A) therefore.
(B) in addition.
(C) nevertheless.
(D) on the contrary.

12 The pronoun "*this*", in "*it is naïve to think that schools can — or should — do this on their own*" (last paragraph), involves

(A) the provision of foreign language skills.
(B) the support of newcomer teachers and immigrant families.
(C) the revision of immigration laws in the U.S's school districts.
(D) the use of data to measure progress and the community's engagement.

13 "*Similarly*" (paragraph 7) has, in the sentence, the same meaning as

(A) likewise.
(B) actually.
(C) moreover.
(D) currently.

TEXT 2

What will education and learning look like ten years from now?
Answers by Mike Silagadze, Co-Founder and CEO at Top Hat

1. Learning will mirror how we learn outside of the classroom.

We live in a world where almost everything is 'tech.' We are glued to our mobile phones from morning to night - gaining knowledge through social media and websites. We download apps to learn new languages and watch YouTube videos to learn how to play musical instruments. Yet, when it comes to learning in the classroom, we've barely touched the surface of what's possible; many universities still require students to purchase print textbooks and we lecture at students as they sit passively. I'm encouraged by the innovative approaches I have seen some professors take, as they adopt more technology in the classroom and I think that will only accelerate as they learn and gain access to new and helpful tools.
Of course, what technology looks like in ten years may change pretty dramatically. Innovation in Artificial Intelligence (AI), for instance, is happening very rapidly. While I don't think AI tutors and teaching assistants will ever replace teachers, I do think that machine learning algorithms will help educators on non-priority tasks - like reading directions out loud, grading standardized tests, taking attendance - so educators can focus on more time with students and on the more intellectual activities only a human can do, like forming arguments, writing critically, and initiating more interesting and compelling discussions.

2. Learning will be more interactive.

Instructors have been working to create a more dynamic and interactive classroom experience for decades. By incorporating digital quizzes and assessments, videos, simulations, and gamification elements into course content, educators can create a dynamic and interactive learning experience for each student on an individual level. By

capitalizing on the digital habits of students, the classroom can be filled with interactivity regardless of the class size or topic.

3. Learning will be a lifelong endeavour

In education, we often talk about higher education providing a greater return in investment and better preparing students for jobs. But what does that look like when you consider 85% of jobs that will exist in 2030 haven't been invented yet? In ten years, while I think it will be essential to ensure students are gaining skills that make them employable, we also need people to be adaptable and we need to teach them how to learn. Therefore, in higher education, it will be important to balance building technical skills (aiming at employment) with more general critical thinking and communication skills (which will help people as they adapt to a changing workforce).

Glossary: *Mirror:* espelhar*; glued*: grudados; *require*: exigem; *purchase*: comprar, adquirir; *approaches*: abordagens; *taken shape*: tomou forma; *regardless*: *a despeito de*; *assessments*: testes, avaliação; *providing*: fornecendo; skills: habilidades; *endeavor*: esforço, empreendimento.

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14   In Text 2, Mike Silagadze explores a question which focuses on

(A)   the way education will affect learning in the future.
(B)   the prospects of education and learning in the next decade.
(C)   the technological advances in the area of education in the last decade.
(D)   how developments in education have affected learning in recent years.

15   In paragraph 1, the author's point of view concerning the role of technology in education in the next 10 years is

(A)   optimistic.
(B)   indifferent.
(C)   unrealistic.
(D)   pessimistic.

16   In the second paragraph, *reading directions out loud, grading standardized tests* and taking *attendance* are examples of

(A)   students' tasks which can be aided by machine algorithms.
(B)   learning strategies which can be adopted by machine algorithms.
(C)   teaching activities which can be performed by machine algorithms.
(D)   teaching activities which are traditionally performed by machine algorithms.

17 *Digital quizzes and assessments, videos, simulations and gamification elements* are examples of

(A) teaching strategies used to minimize the effects of students' digital habits.
(B) activities which should be included in the course content to facilitate the learning of digital skills.
(C) learning strategies which can be incremented by the establishment of dynamism and interaction in the classroom.
(D) activities which can be incorporated into the curriculum to increment dynamism and interaction in the classroom.

18 Concerning higher (university) education, the author proposes, in the last paragraph, an emphasis on the combination of

(A) invention and acceptance.
(B) employability and adaptation.
(C) communication and stability.
(D) criticism and unemployment.

19 In the first paragraph of text 2, the connector "*yet*", in "*Yet, when it comes to learning in the classroom*", can be replaced by

(A) then.
(B) therefore.
(C) however.
(D) additionally.

20 The verb form "*have been working*" in "*Instructors have been working to create a more dynamic and interactive classroom experience for decades*" (paragraph 3) implies

(A) an action which will take decades to be completed.
(B) an action which took place decades ago and may start again in the near future.
(C) an action which started decades ago but does not take place at the present time.
(D) an action which started decades ago and still takes place at the present time.