



REINGRESSO E MUDANÇA DE CURSO	2023	LÍNGUA INGLESA
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AGUARDE O AVISO PARA INICIAR SUAS PROVAS.

Text 1

Two Years Since COVID-19: What Have We Learned?

DECEMBER 15, 2021
PATTI ZIELINSKI

It's been two years since the first cases of the coronavirus were detected in China. Since then, the disease has spread around the globe, causing more than 800,000 deaths in the United States and five million deaths worldwide and transforming our lives in unprecedented ways.

Rutgers Today spoke with some of the university's experts in health care, environmental science and engineering, education, labor and business to discuss what we have learned since the onset of COVID-19 and what we might expect in the future.

Sunanda Gaur (Professor of Pediatrics)

As the nation went into lockdown, the Rutgers clinical research centers went into overdrive to rapidly activate and operationalize a large number of critical studies to evaluate new drugs and treatment approaches to manage COVID-19. In our pediatric COVID-19 vaccine trial, we have enrolled over 140 children - a level of activity that is unprecedented in CRC history.

Through this experience, we have learned the importance of teamwork as research professionals at all levels- from physician-scientists to non-physician researchers, research nurses, study coordinators, research assistants, laboratory personnel, pharmacists and a horde of volunteers from our various professional schools, as well as undergraduates. Together, we came up with innovative solutions to the myriad of problems we faced, such as PPE availability and staffing shortages. We learned that if we work together, listen to each other and solve problems together, creative solutions emerge organically.

The pandemic has taught us that in grave situations, the community at large comes forth to do its part in moving research and knowledge forward through volunteering to participate in clinical trials such as vaccine study. They are a key to our success, and we are thankful to them for helping science.

Tamara Lee (Assistant Professor of Labor Studies and Employment Relations)

The most transformative power of the pandemic is not what we've learned, but rather how we learn, and for what end. We knew about the problematic consequences of social, political and economic inequality before COVID-19 spotlighted the brutality of our systemic inequities. While our traditional academic lens normalized those conditions, erased the malintent of racial capitalism and obscured the dangers of colorblind analyses and public policy interventions, the arrival of the pandemic provided us with the opportunity to more critically and radically confront the structures that underlie our society and wake us up to the idea that what we thought was secure, what we thought was fair, what we thought was an institution or a law for equal rights has not been that, either by application or intentional design.

Bob Kopp (Professor of Earth and Planetary Sciences)

We've learned that given competent leadership, countries around the world are able to undertake rapid and radical change to manage an imminent threat - the sort of radical change we need over the next couple of decades to stabilize the global climate.

We've also learned that the disinformation apparatus that climate scientists have been dealing with for decades has metastasized. It is a potent obstacle to decisive action that can sway a large minority of the global populace even when individuals and their loved ones are in grave and near-term danger.

Joo Hun Han (Associate Professor of Human Resource Management)

We have witnessed remarkable scientific advances and human adaptability in dealing with this unprecedented crisis. Two years into the pandemic, our workplaces are filled with anxiety, fatigue, stress and burnout. Many workers are still fearful of returning to the office. And even those working from home may need more time and space for themselves. That's why employee mental health is now a central issue in management. Leaders should make every effort to provide flexible work arrangements and employee assistance programs. Workers should know that they deserve good self-care - and should actively ask for what they need - to remain resilient in the face of continuing unknowns and struggles. If we don't prioritize employee mental health, workers will become less engaged and businesses will lose their competitive edge.

Available at: <https://www.rutgers.edu/news/two-years-covid-19-what-have-we-learned>.
Access: 06 dec. 2022. Adapted.

01 According to the text, all the four university experts interviewed agree that the pandemic:

- (A) has taught us different lessons.
- (B) has not taught us anything relevant.
- (C) has taught us the importance of collaboration.
- (D) taught us some lessons, but they're not relevant anymore today.

02 As indicated by Sunanda Gaur, the most important lesson we learned from the pandemic was:

- (A) the development of the vaccine for children.
- (B) creativity to solve problems by research teams.
- (C) the collaborative work among researchers from different areas.
- (D) the importance of collaboration between researchers and the community.

03 According to Tamara Lee, the pandemic has helped academics to:

- (A) become more aware of inequalities and confront them more critically and radically.
- (B) erase racial capitalism and colorblind analyses of public policy interventions.
- (C) spotlight the brutality of social, political and economic inequalities.
- (D) put an end to social, political and economic inequalities.

- 04** As a professor of Earth and Planetary Sciences, Bob Kopp defends that:
- (A) competent leadership is necessary not only to stop the spread of the pandemic but also to reduce climate change.
 - (B) climate scientists have helped countries around the world to manage the pandemic.
 - (C) disinformation was decisive to help countries manage the imminent threat of COVID.
 - (D) global climate can be stabilized by climate scientists.

05 The pronouns “It” and “their”, in “*It is a potent obstacle to decisive action that can sway a large minority of the global populace even when individuals and **their** loved ones are in grave and near-term danger*” in Bob Kopp’s interview, refer respectively to:

- (A) apparatus and decades.
- (B) climate and global populace.
- (C) danger and climate scientists.
- (D) disinformation apparatus and individuals.

06 The verbal expression “has metastasized” in “*We’ve also learned that the disinformation apparatus that climate scientists have been dealing with for decades **has metastasized.***” is used as a metaphor to indicate that:

- (A) disinformation about climate change is coming to an end.
- (B) climate change is going to get worse due to the pandemic.
- (C) climate scientists will be able to solve this disinformation apparatus.
- (D) disinformation can be seen as a cancer that spreads and contaminates different parts of society.

07 According to Professor Joo Hun Han, in order to deal with employees’ mental health issues, managers should:

- (A) promote feelings of anxiety, fatigue, stress and burnout in the workplace.
- (B) offer flexible work arrangements and employee assistance programs.
- (C) make employees more engaged by giving them more responsibilities.
- (D) provide employees with more time and space in their offices.

08 In the sentence “*If we don’t prioritize employee mental health, workers will become less engaged and businesses will lose their competitive edge.*”, the conjunction “**if**” expresses the idea of:

- (A) contrast.
- (B) condition.
- (C) conclusion.
- (D) consequence.

Text 2



"I HAVE TO STAY HOME TONIGHT AND HELP MY DAD WITH HIS NEW CAMERA PHONE. WE NEED TO DELETE 750 PICTURES OF HIS HAND."

Available at: <https://www.glasbergen.com>. Access: 06 dec. 2022.

09 The humor in the cartoon implies that:

- (A) the boy spends too much time on his cell phone.
- (B) the boy's father likes to take pictures of his own hand.
- (C) there is a generation gap in relation to technology use.
- (D) the boy doesn't know how to take pictures using his cell phone.

10 In the sentence "*I have to stay home tonight*", the verb "**have to**" could be replaced by without changing the meaning of the clause.

- (A) should
- (B) could
- (C) might
- (D) must

11 In the sentence "*We need to delete 750 pictures of **his** hand*", the pronoun "**his**" refers to:

- (A) the boy.
- (B) the phone.
- (C) the camera.
- (D) the boy's father.

Text 3



“Mrs. Claus bought me a smartwatch! It knows when you are sleeping, it knows when you’re awake, it knows if you’ve been bad or good...”

Available at: <https://www.glasbergen.com>. Access: 06 dec. 2022.

12 The cartoon shows:

- (A) a criticism of smart technologies.
- (B) a Christmas’ advertisement to sell smart watches.
- (C) a criticism to Christmas’ tradition of buying people gifts.
- (D) a poster to show the importance of having a smart watch.

13 In the cartoon, we can understand that Mrs. Claus is:

- (A) Santa’s daughter.
- (B) Santa’s friend.
- (C) Santa’s father.
- (D) Santa’s wife.

14 Texts 2 and 3 both show:

- (A) how technology is necessary to our lives.
- (B) how technology pervades our lives.
- (C) how technology can be expensive.
- (D) how technology can help us.

Text 4

This book is gray

By Lindsay Ward

Gray just wants to be included. But the other colors are always leaving him out. So he decides to create his own project: an all-gray book. Once upon a time, there lived a wolf, a kitten, and a hippo...

Gray just knows it's going to be perfect. But as he adds page after page, the Primary and Secondary colors show up...and they aren't quite so complimentary.

A book within a book, this colorful tale explores the ideas of fitting in, appreciating others, and looking at things from another perspective and also uses personality and wit to introduce basic color concepts.

Available at: <https://www.amazon.com.br/This-Book-Gray-English-Lindsay>. Access: 06 dec. 2022.

15 Text 4 can be described as:

- (A) an advertisement.
- (B) a paper abstract.
- (C) a book synopsis.
- (D) a film review.

16 It can be inferred from the text that "*This book is grey*" is aimed at:

- (A) adults.
- (B) children.
- (C) teenagers.
- (D) young adults.

17 The main theme(s) of the book can be described as:

- (A) the importance of secondary colors.
- (B) the importance of the color gray.
- (C) diversity and inclusion.
- (D) the types of colors.

18 The connector "So", in "**So** he decides to create his own project: an all-gray book.", can be replaced by:

- (A) But.
- (B) Thus.
- (C) However.
- (D) Nevertheless.

19 The animals introduced in the story share the same:

- (A) size.
- (B) color.
- (C) height.
- (D) personality.

20 The phrasal verb “*fitting in*”, in “*A book within a book, this colorful tale explores the ideas of **fitting in***”, could be replaced by:

- (A) refusing.
- (B) accepting.
- (C) belonging.
- (D) understanding.