



TRANSFERÊNCIA FACULTATIVA	2023	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, o seu número de inscrição e a 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 grossa 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, e 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 com a Proposta de Redação.

AGUARDE O AVISO PARA INICIAR SUAS PROVAS.

TEXT 1

World Cup 2022: why is Qatar a controversial location for the tournament?

Nov 29, 2022 (Reuters)

The decision to award Qatar hosting rights for the 2022 World Cup has been marred by controversy around issues such as local climate conditions, human rights violations, and, in particular, the welfare of migrant workers, since it was first announced 12 years ago.

Local climate conditions and FIFA's calendar

FIFA awarded the 2022 tournament to the Middle Eastern country in 2010, with the understanding it would be held during the summer, where temperatures exceed 40 degrees.

In 2015, FIFA recommended that Qatar host a shorter World Cup over the cooler months of November and December in a move that was sure to put soccer's world governing body on a collision course with the major European leagues. The big European leagues would prefer an April-May option to minimise disruption to their lucrative domestic seasons. But this latter alternative did not prevail and the schedule change to the northern hemisphere winter marked the first time that the World Cup moved from its regular slot of June and July when Europe's domestic leagues have concluded their seasons.

Welfare of migrant workers

Britain's *Guardian* newspaper reported that at least 6,500 migrant workers – many of them working on World Cup projects – had died in Qatar since it won the right in 2010 to stage the World Cup.

The International Labour Organization has questioned that number, which it said included all deaths in the overall migrant population, which consists of 2, 9 million people. Qatari World Cup organisers have said that there have been three work-related fatalities and 34 non-work-related deaths among workers at World Cup 2022 sites.

Amnesty International and other rights groups have led calls for FIFA to compensate migrant workers in Qatar for human rights abuses by setting aside \$440 million, matching the World Cup prize money. They believe that their fight for compensation may make up for the abuse suffered by migrant workers.

Apart from the schedule change and the welfare of migrant workers, violation in women's and LGBT's rights, as well as the strict control on alcohol were other issues which nurtured the controversy around the 2022 World Cup in Qatar.

Available at : <https://www.reuters.com/lifestyle/sports/world-cup-2022-why-is-qatar-controversial-location-fifa-tournament>.
Access: 03 Dec. 2022. Adapted.

01 Allegations of human rights violations were some of the factors which:

- (A) resulted in the exclusion of Qatar as the host of the 2022 World Cup.
- (B) have justified the decision to award Qatar hosting rights for the 2022 World Cup.
- (C) were the reasons behind the choice of Qatar as the host country for the 2022 World Cup.
- (D) were at the basis of the controversy concerning the choice of Qatar as the 2022 World Cup.

02 In 2010, FIFA:

- (A) required that the 2022 World Cup in Qatar be held in the Summer.
- (B) awarded the World Cup to a Middle Eastern Country other than Qatar.
- (C) chose the Middle Eastern country Qatar as the host of the 2022 World Cup.
- (D) recommended that Qatar hold the World Cup when temperatures are below 40 degrees.

- 03** FIFA's 2015 recommendation that Qatar host a shorter World Cup in November and in December:
- (A) was received with enthusiasm by the European leagues.
 - (B) put soccer's world governing body on a collision with Qatar.
 - (C) did not take into account the Middle Eastern countries' cooler months.
 - (D) was potentially problematic considering the European leagues' seasons.
- 04** The change of the World Cup schedule from June/July to November/December:
- (A) represented the first time the World Cup was to be held during the northern hemisphere winter, and not in June/July.
 - (B) implied the change of the World Cup to the Northern Hemisphere, in November and December.
 - (C) demanded that Europe's leagues participate in the 2022 World Cup in Qatar, in June and July.
 - (D) was the first time FIFA moved its yearly convention to June/July, during Europe's winter.
- 05** 2.9 million is the number of:
- (A) migrant workers in Qatar.
 - (B) migrants living in Qatar.
 - (C) migrants leaving Qatar.
 - (D) inhabitants of Qatar.
- 06** The only alternative which contains a **true** statement is:
- (A) Qatari World Cup organisers said there were more work-related deaths than deaths among non-workers.
 - (B) ILO has confirmed the numbers concerning migrant workers' deaths reported by *The Guardian*.
 - (C) *The Guardian* reported that thousands of migrant workers have died in Qatar since 2010.
 - (D) The 6,500 migrant workers who died since 2010 worked on World Cup projects.
- 07** \$440 million is the amount:
- (A) to be paid by FIFA to Amnesty and other rights groups.
 - (B) to be used to compensate FIFA for human rights violations.
 - (C) to be set aside by migrant workers to compensate for Europe's abuse.
 - (D) proposed by human rights organizations to compensate migrant workers for human rights violations.
- 08** In the fragment "*the first time that the World Cup moved from its regular slot of June and July when Europe's domestic leagues have concluded their seasons*", the underlined verbal phrase implies that Europe's domestic leagues:
- (A) moved their seasons to the regular slot in June and July.
 - (B) regularly conclude their seasons before June and July.
 - (C) cannot conclude their seasons after June and July.
 - (D) will conclude their seasons after the World Cup.

09 The suffix “er” in the word “*cooler*”, used in the text, has the same grammatical meaning as used in the word:

- (A) “shorter”.
- (B) “worker”.
- (C) “summer”.
- (D) “organizer”.

10 The pronoun “they”, in “*they believe their fight for compensation...*” refers to:

- (A) FIFA members.
- (B) migrant workers.
- (C) human right abuses.
- (D) Amnesty and other rights groups.

TEXT 2

How COVID-19 will pave the way for better and more accessible education in Brazil

Blog by **Isabela Melara Cavassin**

Winner, 4th annual World Bank/Financial Times blog competition

JUNE 21, 2021

It is safe to say that the COVID-19 pandemic has left a mark in every aspect of our lives. Taking the economy for example, the destruction trail left by the virus is made clear when 38 million US citizens apply for unemployment benefits (compared to the 5.8 million that applied pre-covid), or when the stock market goes through a roller coaster motion every other hour.

While the financial turmoil is widely discussed by politicians and experts, other consequences of the pandemic receive little to no attention from the authorities. For instance, the emotional toll brought by the sudden change in educational formats. Leaving both teachers and students in an academic limbo, the transitioning to the online system was turbulent. As the COVID-19 cases rose, so did the number of dropout students due to financial complications, demotivation, or lack of future perspective.

Unfortunately, few institutions put effort into making online school an enjoyable and valid format of learning. However, there were those that did pave the way for quality education solutions.

A good example is the inverted classroom method, which got popular in Brazilian High Schools and kept students from dropping out, ensuring them independence to learn on their own way. In this method, the teacher shares reliable sources and leads the class so they can study by themselves. After the students have read the material, an online meeting is held, the subject is discussed, and eventual doubts are solved.

The inverted classroom encourages healthy studying habits, stimulates the establishment of a routine, and makes learning a much more personalized and rewarding experience. The teacher assumes a tutor role, rather than an authority.

The public schools that successfully implemented this innovative online teaching method were recognized by the Brazilian National Council of Secretaries of Education. In December 2020, 5 schools were awarded with the School Management Award, including one in a rural area. The first place was awarded with a 30 thousand Brazilian Reais prize to purchase equipment.

As a public-school student, I have seen my teachers struggle with switching from one method to another, fighting to assure proper equipment to those who did not have it. It is refreshing to know the effort will not go to waste. The newly adopted stimulating method (and the ones that are to be)

will continue to improve learning and its accessibility, by combining technology and passion for education

Available at: <https://blogs.worldbank.org/voices/how-covid-19-will-pave-way-better-and-more-accessible-education-brazil>.
Access: 29 Nov. 2022.

11 The main purpose of Isabela Cavassin's text is to:

- (A) describe and publicize a successful educational project for online education developed in Brazil during the COVID pandemic.
- (B) describe an online education project to be implemented in Brazil after the COVID pandemic.
- (C) to win the blog competition in order to finance the educational project she describes.
- (D) publicize a Brazilian online educational project with the view of raising funds.

12 The sudden change in the educational formats is firstly introduced in the text (second paragraph) as:

- (A) a problem to be solved by unemployment benefits.
- (B) one of the marks left by COVID-19 pandemic in our lives.
- (C) the result of the collapse of the US economy during the pandemic.
- (D) an issue which has received sufficient attention from the authorities.

13 The rise in the number of dropout students is compared, by the author, to the rise in the number of:

- (A) teachers who adopted online programs.
- (B) complications faced by students.
- (C) people infected by COVID 19.
- (D) online students.

14 It is correct to say that the "inverted classroom method", described by Isabela Cavassin, aims, in the overall, at:

- (A) developing student's autonomy in the context of online education.
- (B) replacing face-to-face education with modern online techniques.
- (C) encouraging teachers' direct participation in online programs.
- (D) minimizing student's direct participation in regular education.

15 The main steps followed in the "inverted classroom method" are:

- (A) teachers share sources with students, students study in their own, a face-to-face meeting is held.
- (B) teachers share sources among themselves; students study alone; the topic is discussed in a face-to-face meeting.
- (C) teachers share sources with students; students study on their own; the topic is discussed in an online meeting.
- (D) students share sources with teachers; students search for more sources on their own, an online meeting is held to clarify doubts.

16 The underlined words in “Rewarding experience”, “innovative online teaching method”, and “the newly adopted stimulating methods” are examples of:

- (A) grammatical words which determine the verbal quality of adjectives.
- (B) verbs used in the gerund form to convey the ongoing aspect of the action.
- (C) lexical items which are semantically associated with the theme of education.
- (D) evaluative language which marks the author’s favourable views on the method described.

17 The R\$30,000 School Management Award was meant to be used for:

- (A) painting schools.
- (B) training teachers.
- (C) buying equipment.
- (D) developing innovative methods.

18 The connecting word “However”, in ‘*However, there were those that did pave the way for quality education solutions*’ expresses:

- (A) a contrast between ideas.
- (B) a hypothesis to be explored.
- (C) the probability of a fact to happen.
- (D) the opposite meaning of “unfortunately”.

19 Among the metaphors used by the author in the passages below, the one which evokes the concrete domain of “movement up and down” is:

- (A) I have seen my teachers struggle with switching from one method to another.
- (B) the stock market goes through a roller coaster motion every other hour.
- (C) how COVID-19 will pave the way for better education in Brazil.
- (D) leaving both teachers and students in an academic limbo.

20 “Due to”, in: “...so did the number of dropout students due to financial complications” can be replaced by:

- (A) in spite of.
- (B) because of.
- (C) in addition to.
- (D) as opposed to.