

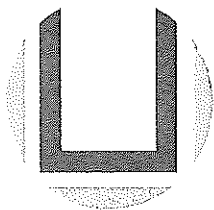
***Seu modelo de prova está na página seguinte**

Curso de Inglês Instrumental Online

**preparatório para Provas de
Proficiência do Mestrado e
Doutorado com Certificado de
Proficiência**

SAIBA MAIS





UNIVERSIDADE FEDERAL DO RIO GRANDE
INSTITUTO DE LETRAS E ARTES
PROVA DE PROFICIÊNCIA EM LEITURA
DE TEXTOS EM LÍNGUA ESTRANGEIRA

LÍNGUA INGLESA - 25 DE MAIO DE 2019

Número de inscrição:

Tempo para a realização da prova: 2 horas e 30 minutos

Divulgação do resultado da prova: até 14 de junho de 2019

- Para cada questão objetiva, há apenas uma resposta correta.
- As respostas finais, sempre referentes ao texto-base, devem ser redigidas em língua portuguesa.
- As respostas das questões discursivas devem ser limitadas ao número de linhas disponível na folha de respostas.
- Questões rasuradas e/ou com caligrafia ilegível não serão corrigidas.
- Usar caneta azul ou preta. Não é aconselhado o uso de corretivo líquido.
- Dicionários impressos - monolíngues ou bilíngues - podem ser consultados. Dicionário *on-line* e outros equipamentos eletrônicos não são permitidos.
- Não é permitido emprestar ou pedir material emprestado.
- Ao final, o candidato pode levar o papel almaço e o texto-base.

The learning gap between rich and poor students hasn't changed in decades
Lowest income students' learning level is up to four years behind the highest income students

01 The average performance of the lowest income students in the United States lags
02 about three to four years behind that of the highest income students — an achievement
03 gap that has remained constant for more than four decades, a new study finds.

04 An analysis of standardized tests given to more than 2.7 million middle and high
05 school students over almost 50 years suggests that federal education programs aimed
06 at closing that gap are falling short, researchers report online March 18 in the *National*
07 *Bureau of Economic Research*. Lower achievement in high school leads to lower
08 earning potential throughout adulthood, says coauthor Eric Hanushek, education
09 economist at Stanford University. "The next generation is going to look a lot like this
10 generation. Kids from poor families will become poor themselves."

11 Whether the problem is worsening, however, is up for debate. A widely cited 2011
12 study, also out of Stanford, showed the achievement gap widening between children
13 born in the mid-1970s and those born in the early 2000s. But Hanushek says his work
14 suggests the gap is holding steady, but isn't worsening, as previously believed.

15 He and colleagues looked at results from four different programs conducted
16 nationwide at various intervals from 1971 to 2015 to test teenagers in math, reading
17 and science. A total of 98 exams were used in the programs, testing 13–15 year olds
18 as well as 17 year olds.

19 To categorize students by family income level, the researchers relied on
20 demographic surveys given alongside the standardized tests that included information
21 on parents' education levels and other lifestyle indicators. For example, a dishwasher
22 in the 1950s was seen as a wealth indicator. More recent signs of wealth include
23 whether a student has a separate bedroom or a personal computer.

24 Test scores for 17-year-old students in the bottom 10th income percentile were

25 far lower than those in the top 10th percentile — suggesting the poorest students'
26 learning was about three or four years behind that of the richest, the authors report.

27 Meanwhile, the overall test scores themselves didn't shift for 17 year olds during
28 the study period. They did improve slightly for 13-15 year olds, but with the lowest-
29 income students still scoring much lower than highest-income students. That suggests
30 that federal programs for younger students have been helpful, including the Head Start
31 preschool program for needy families, or the No Child Left Behind initiative setting
32 academic standards and testing programs for grades 3 to 8, Hanushek says. Programs
33 for older students are sorely needed, he says.

34 The 2011 study also shows the poorest students about three to six years behind
35 their wealthier peers in terms of learning. But that study, conducted by Stanford
36 education sociologist Sean Reardon, suggests that the achievement gap has been
37 growing wider for decades. The 2011 study looked at 12 exams administered from
38 1960 to 2007, and found that the gap in test scores between the poorest students and
39 the wealthiest grew by 40 percent from the 1970s to the early 2000s. Reardon
40 suggested parents with means were increasingly investing in their children's education,
41 exacerbating the divide.

42 The differing results between the new study and that conducted in 2011 come
43 down to the fact that the researchers analyzed results from different tests and family
44 income assessments, says education sociologist Anna Chmielewski at the University of
45 Toronto, who was not involved in either of the studies. Hanushek and Reardon agree
46 that the income-related achievement gap is alarming. "That shouldn't be obscured by
47 academic quibbling," Reardon says.

GUPTA, Sujata. The learning gap between rich and poor students hasn't changed in decades. *In: ScienceNews*. 19 de março de 2019. Disponível em: www.sciencenews.org/article/learning-gap-rich-poor-students-remains-high. Acesso em: 10 abr. 2019. (Adaptado)

1. No primeiro parágrafo, o verbo “lags” (linha 1) pode ser substituído, sem interferir no sentido utilizado, por
 - a) fail.
 - b) fall.
 - c) move.
 - d) stay.

2. A conjunção “whether” (l. 12), no contexto em que está inserida, expressa
 - a) tempo.
 - b) contraste.
 - c) alternativa.
 - d) oposição.

3. Pode-se afirmar que o problema apontado no título do texto está diretamente relacionado a
 - a) *family income assessments*. (linhas 44 e 45)
 - b) *lower achievement in high school*. (linha 8)
 - c) *lower earning potential throughout adulthood*. (linhas 8 e 9)
 - d) *the income-related achievement gap*. (linha 47)

4. A declaração “That shouldn’t be obscured by academic quibbling”, mencionada no último parágrafo, refere-se
 - a) ao resultado apontado pelo sociólogo Sean Reardon
 - b) à conclusão, após análise comparativa entre as duas pesquisas.
 - c) ao objetivo de ambas as pesquisas desenvolvidas pela Universidade de Stanford.
 - d) à principal causa do problema apontada por ambas as pesquisas.

5. Ambas as pesquisas concordam que
 - a) a relação renda familiar e rendimento escolar contribui com a estagnação social dos estudantes pobres.
 - b) a discrepância do rendimento escolar dos estudantes de classes mais ricas e mais pobres é alarmante.
 - c) a discrepância do rendimento escolar dos alunos ricos e dos alunos pobres é de quatro anos.
 - d) o investimento em programas educacionais de cunho governamental configura uma possível solução.

6. É correto afirmar que os seguintes fatores foram utilizados para categorizar a classe social dos participantes
 - a) quarto individual; computador pessoal; máquina de lavar louça.
 - b) quarto individual; computador pessoal; máquina de lavar roupa.
 - c) máquina de lavar roupa; computador pessoal; nível de escolaridade dos pais.
 - d) nível de escolaridade dos pesquisados; quarto individual; computador pessoal.

Número de inscrição:

Nota final (a ser preenchida pela banca):

CIRCLE A ALTERNATIVA CORRETA EM CADA QUESTÃO

1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D

ESCREVA ABAIXO AS RESPOSTAS DE CADA QUESTÃO DISSERTATIVA

7. Indique o objetivo de ambas as pesquisas desenvolvidas pela Universidade de Stanford.

8. Explique a razão pela qual há diferença nos resultados entre os estudos publicados em 2011 e 2019.

9. Resuma a metodologia utilizada no estudo realizado pela equipe do economista Eric Hanushek.

10. Explique a relevância da faixa etária dos estudantes considerados pela pesquisa desenvolvida pelo economista Eric Hanushek e sua equipe.
