uff **UNIVERSIDADE FEDERAL FLUMINENSE**

REINGRESSO E MUDANÇA DE CURSO	2016	LÍNGUA INGLESA

CADERNO DE QUESTÕES

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AGUARDE O AVISO PARA INICIAR SUAS PROVAS

PROVA DE LÍNGUA INGLESA

Text 1

What is the future of technology in education?

Matt Britland

For me the future of technology in education is the cloud.

Teachers can use the cloud to set, collect and grade work online. Students will have instant access to grades, comments and work via a computer, smartphone or tablet. Many schools are already doing this.

School classrooms are going to change. Thanks to the cloud and mobile devices, technology will be integrated into every part of school. In fact, it won't just be the classrooms that will change. Games fields, gyms and school trips will all change. Whether offsite or on site the school, teachers, students and support staff will all be connected. In my ideal world, all classrooms will be paperless.

With the cloud, the world will be our classroom. The cloud can also encourage independent learning. Students will take ownership of their own learning. Teachers can put resources online for students to use. These could be videos, documents, audio podcasts or interactive images. There is also a massive amount of resources online that students can find and use themselves, without the help of the teacher. All of these resources can be accessed via a student's computer, smartphone or tablet. As long as they have an internet connection they are good to go.

Plenty of schools have already embraced this, but there's still a way to go to ensure all schools are ready for the future of technology. It is time for all schools to embrace the cloud.

Available at: <http://www.theguardian.com/teacher-network/teacher-blog/2013/jun/19/technology-future-education-cloud-social-learning>. Accessed on: 03 feb. 2016 (adapted).

01 The main objective of Matt Britland in his text is to

(A) warn the reader about the educational hazards posed by the use of new technologies in schools.
(B) inform the reader about the recent implementation of new technologies in schools.
(C) make the reader aware of the difficulty of introducing new technologies in schools.
(D) convince the reader of the benefits of employing new technologies in schools.

02 According to the text, the changes brought by new technologies will

(A) affect every aspect of school life.
(B) be limited to the classroom.
(C) make school trips unnecessary.
(D) eliminate the need to go to school.

03 In the third paragraph of the text, Matt Britland argues that school classrooms are going to change. This will happen because

(A) games fields, gyms and fieldtrips will all change.
(B) technology will be incorporated into schoolwork.
(C) change is essential to create an ideal world.
(D) classrooms will cease to exist when teachers and students become connected.

04 In the fourth paragraph of the text, in the sentence "The cloud can also encourage independent learning", the word "encourage" is a synonym for

(A) "praise".
(B) "brave".
(C) "promote".
(D) "reassure".

05 In the fourth paragraph of the text, "videos, documents, audio podcasts or interactive images" are mentioned as examples of resources that

(A) students can create online as a form of independent study.
(B) students can find online without the help of their teachers.
(C) teachers can put online for their students.
(D) teachers can search online to facilitate their work in the classroom.

06 According to the last paragraph of the text, embracing the cloud is something that all schools

(A) should do as soon as possible.
(B) must leave for the future.
(C) have been doing for a long time.
(D) should get prepared for very soon.

07 In his text, Matt Britland emphasizes the ways the cloud can encourage the creation of new connections and expand the students' experiences. An image from the text that expresses this possibility is:

(A) "It is time for all schools to embrace the cloud."
(B) "In my ideal world, all classrooms will be paperless."
(C) "Students will take ownership of their own learning."
(D) "With the cloud, the world will be our classroom."

Text 2

Tech only a tool in social change, ex-Microsoftie says

A former Microsoft researcher has written a book about the importance of humans in bringing about social change — an element he feels techies tend to forget.

By Matt Day

Kentaro Toyama has a polite reminder for the technology industry: Despite good intentions, your products alone aren't the solution to all of life's problems.

Toyama, who helped start Microsoft's research outpost in India, noticed during philanthropic projects there that something was wrong with the way technologists thought about social change.

"We're so enamored with technologies that we have come to a misguided conclusion that it's the technology that does all of the positive work," he said in an interview.

Toyama says the information age has driven a movement to favor philanthropic programs that can be applied on a large scale and target easily measurable goals. Somewhere along the way, he says, those trying to put technology to work for social change lost track of the human element.

Toyama recalls the repeated predictions that technology will cure society's ills, from Thomas Edison's expectation that the motion picture would revolutionize classroom education to the effort of laptops to revitalize teaching in the developing world.

Toyama advocates a subtler approach, favoring using technology to amplify social factors already in place and avoiding standardized programs. He also promotes decidedly old-school methods in an era of instant gratification. Among them: mentorship and patience.

An edited version of an interview with Toyama follows:

Q: What's the status quo your book is trying to address?

A: The idea that technology in general, but specifically digital technology is this incredible thing that you just sprinkle on various social situations and it makes them better.

In the academic and research community, people have long ago discredited this idea and moved on. But in the general public, as well as among people who are technologists and engineers, it is believed that technology makes life better, period.

Q: How is this world view a problem, in your eyes?

A: The biggest problem is believing that some widespread technology causes democratization or alleviates inequality in and of itself. I subscribe to this theory that technology amplifies underlying human resources. It's just a tool.

Available at: <http://www.seattletimes.com/business/technology/technology-only-a-tool-in-social-change-ex-microsoftie-says/>. Accessed on: 17 Aug. 2015 (adapted).

08 Kentaro Toyama is

(A) a strong opponent of Microsoft.
(B) a founding member of Microsoft.
(C) a former employee of Microsoft.
(D) a professional researcher of Microsoft.

09 According to Kentaro Toyama, technology

(A) is an essential element for social change.
(B) plays a limited role in social change.
(C) has no participation in social change.
(D) tends to create obstacles for social change.

10 Toyama believes that what is wrong with the way technologists think about social change is that they

(A) fail to imagine more efficient products.
(B) lack genuinely good intentions.
(C) limit themselves to easily-achieved goals.
(D) do not pay enough attention to the human aspect.

11 In the second paragraph of text 2, the word "there" refers to

(A) India.
(B) Microsoft.
(C) technology industry.
(D) philanthropic projects.

12 In the third paragraph of text 2, in the passage "'We're so enamored with technologies that we have come to a misguided conclusion that it's the technology that does all of the positive work,'" the word "misguided" is a synonym for

(A) mistaken.
(B) difficult.
(C) confusing.
(D) profound.

13 In the fifth paragraph of text 2, motion pictures and laptops are mentioned as examples of technologies that

(A) have become outdated due to new inventions.
(B) were expected to solve social problems.
(C) can play an important role in changing society.
(D) should be used more frequently in the classroom.

14 For Toyama, technology is more effective in promoting social change when it

(A) focuses on quantifiable goals and strategies.
(B) relies on programs of universal application.
(C) intensifies the efficiency of existing social structures.
(D) achieves important results as quickly as possible.

15 In his interview, Toyama declares that the aim of his book is to attack the idea that technology

(A) is incredibly important.
(B) promotes change all by itself.
(C) should be used as a tool for social change.
(D) may bring changes to the academic community.

16 For Toyama, technology is a tool because it

(A) promotes material comfort.
(B) reduces social inequalities.
(C) performs mindless work.
(D) increases human capabilities.

Text 3

Jen – a year ago
I had to teach Summer school this past year. The students in my math class were to spend their 90 minutes on a computer program and then I would pull small groups or individual students for direct instruction. Well, at least that was the way things were supposed to go. It was clear on the first day that 15-20 minutes was all that these unmotivated students could handle on the computer. Once I changed it up and varied the time between whole group, small group, individual instruction, and computer use it did become a little better. But, it would be a lie to say that even one of those students learned anything via the computer program (not to mention the moans I would get when I announced computer time). The students would skip the lessons (they learned how to cheat the system) and try to do the quizzes right away – then they would get bored and frustrated because they would have to take the quizzes over and

over until I sat next to them and taught them the whole lesson anyway because they would not go back to the "lesson" portion of the computer program. Computers are great... but I believe you would be hard pressed to find many students who would prefer using them over having direct instruction by a teacher.

17 The author of text 3 got frustrated when trying to use computers in her class because

(A) the students got bored with the computers.
(B) the students got distracted by playing quizzes on the computer.
(C) the students didn't know how to run the computer.
(D) the students learned how to cheat on the exams run by the computer.

18 A solution found by the author of text 3 to deal with the problems she faced in her class was to

(A) let the students give up using the computer altogether.
(B) skip the lesson and go straight for the quizzes portion of the class.
(C) make the students answer the same quizzes several times.
(D) teach the contents of the lesson personally for their students.

Text 4

José Marti-Parreño – European University of Valencia
80% of my students use their laptops for taking notes when I lecture. 100% of them use their laptops during practice classes because they need to research, access documents in Moodle that they need for the practice, etc. They are encouraged in some classes even to use their mobile phones to participate in online quizzes, so I really find it difficult not to allow my students to use their technological devices during my classes. If they prefer to use their laptops for online chatting or any other activity not related to class activity is their responsibility and they are missing a great opportunity to use class time in a useful way. It's part of their growing up to take that responsibility regarding a correct use of technology in class.

19 The author of text 4 believes that most of his students

(A) prefer to take notes in their paper notebooks during class.
(B) use laptops and cell phones in activities related to their class work.
(C) access the internet as a distraction from their class work.
(D) feel uncomfortable about using their cell phones in class.

20 The author of **text** 4 believes that the proper use of technological devices in class

(A) occurs spontaneously.
(B) should be enforced by the teacher.
(C) is the students' responsibility.
(D) does not improve the students' capacity to learn.