

Prova 3 – Inglês

QUESTÕES OBJETIVAS

**QUESTÕES APLICADAS A TODOS OS
CANDIDATOS QUE REALIZARAM A
PROVA ESPECÍFICA DE INGLÊS.**



UEM

Comissão Central do Vestibular Unificado

Texto 1

Youth who drop out

It has been known for many years that young people who don't complete high school face many problems in later life than do people who graduate. While national leaders have demanded that schools, communities, and families make a major effort to retain students, the dropout rate remains high.

Students drop out for many reasons, some which may even seem like good ones at the time – to help out their families or to start new ones, for example – and their decisions may be supported by the people closest to them in the belief that they have no choice. But the consequences of leaving can be great, and there are many concrete things that schools and families can do to help students stay in school, or get an alternative education, and also meet their personal responsibilities.

Reasons why youth drop out

Both school problems and personal factors are reasons for dropping out.

- Didn't like school in general or the school they were attending.
- Were failing, getting poor grades, or couldn't keep up with school work.
- Didn't get along with teachers and/or students.
- Had disciplinary problems, were suspended, or expelled.
- Didn't feel safe in school.
- Got a job, had a family to support, or had trouble managing both school and work.
- Got married, got pregnant, or became a parent.
- Had a drug or alcohol problem.

What parents can do to prevent dropping out

Here are some ways that parents, working with school administrators, counselors, and teachers, can help their children remain in high school:

- Arrange for help with making up missed work, tutoring, placement in a special program, and/or a transfer to another school.
- Help them with personal problems, and/or arrange for professional help.
- Help them schedule work and family obligations so that there is also time to attend school.
- Help them understand that the choices they make – like marrying, becoming parents, falling courses, or behaving badly enough to get suspended – can seriously disrupt their ability to finish school.
- If students do become pregnant or parents, help them find school and social programs that will meet their special needs.

- If all else fails, help them find a program and encourage them to stay with it until they get an alternative high school diploma.

Disponível em < <http://www.focusas.com/Dropouts.html>>.
Acesso em 30/08/2006.

- 01** – Assinale a alternativa em que o termo “although” pode substituir o termo sublinhado sem alteração de significado.
- A) “While national leaders...” (linha 4)
 - B) “...which may even seem...” (linha 8)
 - C) “Both school problems...” (linha 18)
 - D) “...and/or a transfer...” (linhas 38-39)
 - E) “...they make – like marrying...” (linhas 44-45)
- 02** – Assinale a alternativa em que a palavra ou a expressão apresentada esteja relacionada a um contexto positivo.
- A) “expelled” (linha 26)
 - B) “missed work” (linha 37)
 - C) “falling courses” (linhas 45-46)
 - D) “meet their special needs” (linha 51)
 - E) “fails” (linha 52)
- 03** – Assinale a alternativa cujos termos sejam sinônimos.
- A) “retain” (linha 6) – complete
 - B) “supported” (linha 10) – tolerated
 - C) “pregnant” (linha 30) – expect a baby
 - D) “prevent” (linha 32) – permit
 - E) “schedule” (linha 42) – ability
- 04** – According to the text, it is **correct** to say that parents can help their children remain in high school by
- A) changing their obligations.
 - B) helping them to see that their choices interfere in their school life.
 - C) helping them to get married and become parents.
 - D) helping them with their family obligations.
 - E) solving their personal problems.
- 05** – Assinale a alternativa **correta**.
- A) As formas sublinhadas em “later life than” (linha 3) e “make a major effort” (linha 5) são usadas em comparativos.
 - B) O pronome relativo “which” (linha 8) pode ser substituído por “students”.
 - C) O verbo “may” (linha 10) expressa obrigatoriedade.
 - D) O pronome “them” (linha 11) refere-se a “students” (linha 7).
 - E) O vocábulo “needs” (linha 51) é um verbo na terceira pessoa do singular.

- 06** – A frase “... they have no choice” (linhas 11-12) pode ser expressa como
 A) “they should not choose anything”.
 B) “they don’t have any choice”.
 C) “they haven’t had a choice”.
 D) “they may not choose”.
 E) “they mustn’t choose”.
- 07** – One of the reasons students drop out is that
 A) their school was not good enough.
 B) they didn’t like being disciplined.
 C) their teachers were very strict.
 D) they didn’t want to get mixed with drugs and alcohol.
 E) they started a family.
- 08** – According to the text,
 A) people who graduate have less problems in later life.
 B) young people face more problems than older ones.
 C) young people have stopped graduating for many years.
 D) the younger people are the more problems they face.
 E) people who graduate are many years older than those who don’t.
- 09** – The word “behaving” (line 46) is the same as
 A) learning.
 B) having low grades.
 C) judging.
 D) doing things in a particular way.
 E) becoming involved.
- 10** – A leitura do texto permite afirmar que
 A) os estudantes apresentam razões satisfatórias para abandonarem os estudos.
 B) as conseqüências do abandono da escola nem sempre são significativas.
 C) os líderes nacionais promovem campanhas para incentivarem os alunos a permanecerem na escola.
 D) uma das razões para a evasão escolar é o fato de os estudantes não terem um bom relacionamento com professores e colegas.
 E) os professores podem ajudar a manter os alunos na escola, auxiliando-os na escolha profissional.
- 11** – It is possible to see the use of passive voice in
 A) “While national leaders have demanded that...” (line 4)
 B) “Students drop out for many reasons...” (line 7)
 C) “...and their decisions may be supported by the people...” (lines 10-11)
 D) “...there are many concrete things that schools and families can do...” (lines 13-14)
 E) “...couldn’t keep up with school work.” (lines 22-23)
- 12** – Considerando as informações contidas no texto, assinale a alternativa **incorreta**.
 A) O texto apresenta razões pelas quais os jovens deixam a escola.
 B) O texto oferece alternativas para os pais ajudarem seus filhos.
 C) O texto afirma que os índices de evasão escolar continuam altos.
 D) O texto atribui a evasão escolar ao uso de drogas.
 E) O texto determina regras sobre como manter os jovens na escola.
- 13** – Analise as expressões e os vocábulos contidos no texto e assinale a alternativa **correta**.
 A) “While” (linha 4) é um advérbio de tempo.
 B) “Remains” (linha 6) é uma forma verbal.
 C) “Closest” (linha 11) significa “close to”.
 D) “So that” (linha 43) implica uma obrigação.
 E) “Also” (linha 43) pode ser substituído por “too”.
- 14** – Assinale a alternativa na qual ambos os termos sejam verbos.
 A) “effort” (linha 5); “seem” (linha 8)
 B) “belief” (linha 11); “choice” (linha 12)
 C) “get along” (linha 24); “counselors” (linha 35)
 D) “tutoring” (linha 38); “transfer” (linha 39)
 E) “finish” (linha 48); “fails”(linha 52)
- 15** – Assinale a alternativa **correta** de acordo com o texto.
 A) Estudantes que param de frequentar a escola são mal vistos pela sociedade.
 B) Escolas, famílias e autoridades impedem maior evasão escolar.
 C) Embora haja orientação no sentido de manter estudantes na escola, a evasão continua alta.
 D) Estudantes são apoiados pelas famílias quando optam por deixar a escola.
 E) As razões pelas quais os estudantes deixam a escola são determinadas por fatores sociais.