



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

LÍNGUA INGLESA - 26 DE SETEMBRO DE 2026

Número de inscrição:

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

Divulgação do resultado da prova: até 30 de outubro

- Para cada questão objetiva, há apenas uma resposta correta.
- As respostas dissertativas, sempre referentes ao texto-base, devem ser redigidas em língua portuguesa e no limite das linhas.
- Questões rasuradas e/ou com caligrafia ilegível não serão corrigidas. Não é aconselhado o uso de corretivo líquido.
- Usar caneta azul ou preta.
- Dicionários impressos - monolíngues ou bilíngues - podem ser consultados. Dicionário *on-line* e outros equipamentos eletrônicos não são permitidos.
- Não é permitido emprestar material nem pedir emprestado.
- Ao final, o candidato pode levar o texto-base e o papel almaço.

There's nothing more critical': California makes schools teach kids to spot fake news

Experts say skills can teach critical thinking and even combat the youth mental health crisis

California next year will become one of the few US states to teach students media literacy, a move experts say is imperative at a time when distrust in the media is at an all-time high and new technologies pose unprecedented challenges to identifying false information.

A state bill signed into law this fall mandates public schools to instruct media literacy, a set of skills that includes recognizing falsified data, identifying fake news and generating responsible internet content.

Researchers have long warned that the current digital ecosystem has had dire consequences on young people, and have argued that such instruction could make a difference. The US surgeon general has cited digital and media literacy support as one way to combat the youth mental health crisis spurred by social media. The American Psychological Association already has urged parents and schools to teach media literacy before they expose young people to social media platforms.

"What happens online can have the most terrifying of real-world impacts," the California assembly member Marc Berman, who sponsored the bill, said in a statement. "This instruction will help students to be more responsible digital citizens, more intentional about what they put online, and better understand online safety and privacy."

Just 18 states have enacted formal media literacy education standards or requirements so far. Those that have made it a focus – ranging from New Jersey and Delaware to Texas and Florida – cut across the political spectrum. When Assembly Bill 873 passed this fall, it was with nearly unanimous bipartisan support.

Erin McNeill, the founder and CEO of advocacy group Media Literacy Now, says that shows the broad appeal of teaching young people these skills. "There is recognition from both sides that this really is essential," McNeill said. "I can't think of anything that's more critical in education right now." [...] The new bill takes things a step further, said Alice Huguet, an education researcher and policy professor for kindergarten through 12th grade at the Rand Corporation.

For one thing, it recognizes the sweeping applications of media literacy. "A lot of coverage focuses on media literacy as fact-checking, but it's more complex than that," Huguet said, explaining that a lot of the skills involve recognizing emotional manipulation, factual absence and author intent. "It's about being a critical thinker."

It also explicitly calls for the teaching of good digital citizenship, which, Huguet explained, means interacting responsibly with others online, recognizing the importance of digital privacy and "engaging in civil dialogue" with peers. The lessons will ask students to think about their contributions to the media ecosystem. "They're putting things out into the world. In that sense, the bill is more well-rounded," Huguet said.

Rather than having media literacy as a standalone course, the bill requires that schools incorporate media and digital literacy lessons into existing core subjects, from language arts and history to science and mathematics. That should not only make the integration more feasible for teachers and friendly for budgets, experts and advocates say, but will also convey how media literacy is a fundamental life skill.

42 What classes ultimately look like will be up to individual districts and educators.
43 “It’s just guidance,” said Mike Torres, the director of the California department of
44 education’s curriculum frameworks and instructional resources division. Because
45 schools receive untethered funding, Torres explained, they can use as much or as little
46 of it as they’d like on media literacy education, and may choose to use any materials to
47 do so, as long as they’ve been evaluated.

48 For Torres, the true value of the bill is in the attention it draws to media literacy as
49 an issue. “It’s important to get the word out,” he said.

50 By that measure, the legislation has already been successful. “We’ve gotten
51 dozens and dozens of inquiries about media literacy. It’s bringing that conversation to
52 the forefront,” Torres said.

53 Others worry that its vague language may limit the bill’s effectiveness.

54 “Getting the bill passed is just half the battle,” said Huguet. “There needs to be
55 effective communication and collaboration with stakeholders, as well as ongoing
56 monitoring if they’re serious about it.”

57 Jessica Lee, the district library coordinator at the Berkeley Unified School District
58 (BUSD), on the other hand, is concerned that unequal resources across the state will
59 make it hard for implementation to be uniform. In Berkeley, for instance, local measures
60 pull from property taxes to fund libraries and other services. Districts without such
61 measures, or where property values are lower, don’t have the same luxury. “We can do
62 this because our district has the funding,” Lee said.

63 Despite those operational challenges, research points to the effectiveness of
64 teaching media literacy early and often. According to Sam Wineburg, a psychologist and
65 professor of education at Stanford University, skills like digital fact-checking can’t just be
66 presumed, especially in a media environment that encourages speed over accuracy –
67 they need to be explicitly instructed.

68 What’s more, students like learning media literacy skills, he said: “They really
69 enjoy anything where you’re looking behind the screen and lifting the curtain on how
70 things work.”

71 For Chris Albeck, the director of curriculum and instruction at the BUSD, teaching
72 media literacy is about meeting the current moment. “Students have a lot more access
73 now than they have before,” he said. “Kids will be kids. Kids will do things. But kids can
74 also be taught the right ways to interface with the digital world, [including] outside of
75 school, when their teachers aren’t looking.”

76 Huguet said she has heard a greater sense of urgency surrounding the topic in
77 the lead-up to the next election cycle. “The vast majority of high school students don’t
78 vote, but they will,” she said.

BULLER, Robin. There’s nothing more critical: California makes schools teach kids to spot fake
news. *The Guardian*, 5 dez. 2023.

Disponível em: [https://www.theguardian.com/education/2023/dec/05/california-media-literacy-
class-schools-misinformation](https://www.theguardian.com/education/2023/dec/05/california-media-literacy-class-schools-misinformation). Acesso em: 18 ago. 2026. (Adaptado).

1. A ideia principal do texto é:

- a) a proibição do uso de redes sociais nas escolas dos Estados Unidos.
- b) a inclusão do letramento midiático na educação escolar da Califórnia.
- c) o projeto de lei que proíbe notícias falsas no ambiente escolar na Califórnia.
- d) a aprovação de um projeto de lei sobre ensino de letramento midiático na educação escolar da Califórnia.

2. O trecho em que o texto afirma que pesquisadores têm alertado para os problemas do atual ambiente digital expressa uma relação de:

- a) um problema e uma possível alternativa.
- b) um fato e uma solução definitiva.
- c) uma discussão e uma instrução.
- d) uma proibição e uma instrução.

3. Conforme o artigo, a inserção do tema letramento midiático em diferentes disciplinas deve ser:

- a) motivo para criação de um novo curso.
- b) associado à questão das notícias falsas.
- c) desenvolvido em diferentes situações de aprendizagem.
- d) associado a conteúdos específicos de disciplinas de línguas.

4. Os conectores “on the other hand” (l. 58), “for instance” (l. 59) e “despite” (l. 63) expressam, respectivamente, as ideias de:

- a) adição, contradição e adição.
- b) contraste, ilustração e contraste.
- c) contraste, adição e causa.
- d) tempo, contraste e adição.

5. No texto, além de afirmar que as habilidades de checagem digital não podem ser simplesmente presumidas, o psicólogo e professor Sam Wineburg também afirma que:

- a) estudantes terão interesse em ensinar letramento midiático quando se tornarem eleitores/as.
- b) estudantes têm interesse em aprender habilidades de letramento midiático, mas sentem que não conseguem ir além do que leem nas telas.
- c) estudantes não têm interesse em letramento midiático, embora tenham curiosidade sobre sites falsos.
- d) estudantes demonstram interesse por atividades que lhes permitem compreender melhor como funcionam as informações e os conteúdos que encontram nas telas.

6. Os pronomes “they” (l. 13), “they” (l. 17) e “those” (l. 19) referem-se, respectivamente, a:

- a) pais, escolas e estudantes.
- b) escolas, estudantes e requerimentos.
- c) pais e escolas, estudantes e estados norte-americanos.
- d) escolas e docentes, usuários/usuárias digitais e padrões educativos.

Número de inscrição:

Nota final (a ser preenchida pela banca):

CIRCULE 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. De que maneira as escolas e os distritos poderão organizar o ensino de letramento midiático?

8. Qual é a maior preocupação da coordenadora das bibliotecas do Distrito Escolar Unificado de Berkeley (BUSD)?

9. De acordo com Mike Torres, por que a legislação sobre letramento midiático já pode ser considerada um sucesso?

10. Justifique a importância do ensino de letramento midiático na atualidade, segundo Chris Albeck.
