

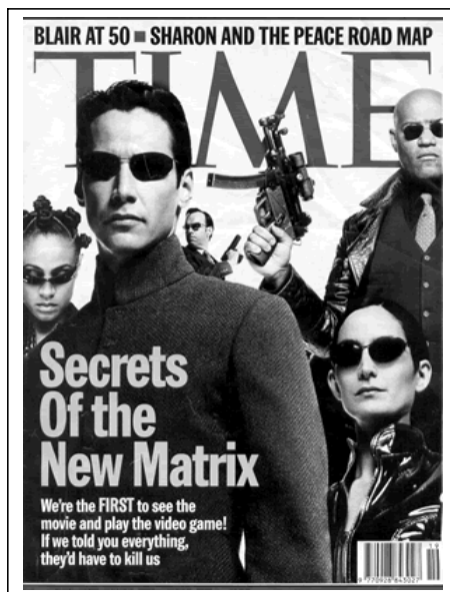
ITA 2005

INGLÊS



Vestibular

As questões 1 e 2 referem-se à manchete da capa da revista *Time*, abaixo reproduzida:



(*Time*, May 12, 2003)

Questão 1. Na frase “Secrets of the New Matrix: We’re the FIRST to see the movie and play the videogame! If we told you everything, they’d have to kill us”, extraída da manchete da revista *Time*, os pronomes “we” e “you” referem-se, respectivamente, a

- A () editores da *Time* — público que assistiu à estréia do filme.
- B () diretores do filme “The Matrix Reloaded” — público em geral.
- C () público que assistiu à estréia do filme — público em geral.
- D () editores da *Time* — leitores da revista *Time*.
- E () público que assistiu à estréia do filme — leitores da revista *Time*.

Questão 2. Considere as seguintes asserções:

- Em “We’re” e “they’d”, “re” e “d” são, respectivamente contrações de flexões verbais dos verbos I e II .
- Uma outra forma de expressar a oração “If we told you everything, they’d have to kill us.” é III .

A opção que melhor preenche as lacunas I, II e III é

- | | I | II | III |
|-------|------|-------|---|
| A () | are | would | They’d kill us, unless we told you everything. |
| B () | are | had | They had to kill us, unless we told you everything. |
| C () | were | would | Unless we told you everything, they would have to kill us. |
| D () | were | could | Unless we told you everything, they could kill us. |
| E () | are | would | They wouldn’t have to kill us, unless we told you everything. |

As questões de 3 a 7 referem-se ao texto abaixo:

1 (...) Languages have always died. As cultures have risen and fallen, so their languages have emerged and disappeared. We can get some sense of it following the appearance of written language, for we now have records (in various forms – inscriptions, clay tablets, documents) of dozens of extinct languages from classical times – Bithynian, Cilician, Pisidian, Phrygian, Paphlagonian, Etruscan, 5 Sumerian, Elamite, Hittite... We know of some 75 extinct languages which have been spoken in Europe and Asia Minor. But the extinct languages of which we have some historical record in this part of the world must be only a fraction of those for which we have nothing. And when we extend our coverage to the whole world, where written records of ancient languages are largely absent, it is easy to see that no sensible estimate can be obtained about the rate at which languages have died in the past. We can of course make guesses at the size of the population in previous eras, and the likely size of communities, and (on the assumption that each community would have had its own language) work out possible numbers of languages.(...)

(Crystal, D. *Language Death*. C.U.P. 2000:68)

Questão 3. Considere as seguintes asserções:

- I. Há registro de cerca de 75 línguas, hoje extintas, que já foram faladas na Europa e na Ásia Menor.
- II. O exame do surgimento da linguagem escrita pode nos dar pistas sobre as razões do aparecimento e desaparecimento das línguas.
- III. As línguas extintas das quais temos registro hoje em dia representam a maior parte das línguas conhecidas.

Das afirmações acima, está(ão) correta(s)

- A () apenas I e II.
- B () apenas I e III.
- C () apenas II e III.
- D () todas.
- E () nenhuma.

Questão 4. Assinale a opção que contém os respectivos referentes dos itens abaixo relacionados:

- Linha 1: “their” em “...so their languages have emerged...”
- Linha 7: “which” em “...of those for which we have nothing...”
- Linha 8: “where” em “...where written records of ancient languages...”

- A () languages; historical record; ancient languages.
- B () cultures; extinct languages; the whole world .
- C () written languages; a fraction of languages; the past.
- D () cultures; extinct languages; the past.
- E () cultures; a fraction of languages; the whole world.

Questão 5. Assinale a opção que contém as respectivas melhores traduções para os verbos sublinhados nos trechos abaixo:

- Linhas 6 e 7: “But the extinct languages of which we have some historical record in this part of the world must be only a fraction of those for which...”
- Linhas 8 e 9: “...no sensible estimate can be obtained about the rate at which...”
- Linhas 9 e 10: “We can of course make guesses...”

- A () devem; pode; pode.
- B () devem; pode; podem.
- C () devem; pode; podemos.
- D () deve; podem; pode.
- E () deve; podem; podemos.

Questão 6. Assinale a opção que contém outra forma de expressar a frase “on the assumption that each community would have had...” (linhas 11 e 12).

- A () has each community had...
- B () had each community had...
- C () if we assume that each community will have had...
- D () if each community has had...
- E () assuming each community will have...

Questão 7. Assinale a opção que contém uma conjunção que **não** pode substituir “for” em “for we now have ...” (linhas 2 e 3).

- A () as
- B () due to the fact that
- C () since
- D () because
- E () so

As questões de 8 a 10 referem-se ao seguinte trecho, extraído de uma entrevista:

1 **Hywel Rhys Thomas**, 56, is an authority on Education. Holder of a PhD
in Education from the University of Birmingham, he has worked as a lecturer,
administrator and researcher in Europe and as a consultant in Africa and South
5 America. Last September he took part in "Education and Science as Strategies
for National Development", an international seminar held in Brasília organised by
UNESCO and the Brazilian Ministry of Education. Dr.Thomas, who participated
as a guest of the British Council, discussed his ideas with Link UK:

(I)

10 **Link:**

H. R. Thomas: Over the last 15 years, the United Kingdom has been a place
where major reforms have been introduced into almost all parts of the education
15 system. It has become a 'natural laboratory', where different methods have been
employed. We have gone from a system with very great professional autonomy
to one where there is much more direction. My presentation explored the issue of
balance between autonomy and control.

Link: *What is the greatest challenge for Education in a country like Brazil?*

20 **H. R. Thomas:** Clearly, sufficient resources are a major challenge. It is also
important to move towards more active learning. The leading economies of the
21st century will be ones where people are lifelong learners and the only way in
which you become a lifelong learner is to learn how to learn. This must mean
25 moving away from passive acquisition of knowledge to a model where there is
more emphasis on analytical and critical skills.

(adapted from *Link UK*. March/April/May/June,2004)

Questão 8. Assinale a opção que contém a melhor pergunta para a lacuna (I).

- A () Why is it important to look for a balance between autonomy and control?
- B () What was your talk about?
- C () Why was it important to introduce a reform in the British educational system?
- D () How long have you been working in this project?
- E () Why did you talk about autonomy and control in your presentation?

Questão 9. Cada uma das opções abaixo refere-se a um termo ou expressão extraídos da entrevista. Assinale a opção em que o termo **não** corresponde ao significado explicitado.

- A () (linhas 13 e 21): major - importante.
- B () (linha 15): employed - utilizados.
- C () (linha 16): issue - resultado.
- D () (linha 25): moving away - distanciar-se.
- E () (linha 26): skills - habilidades.

Questão 10. Considere as seguintes asserções:

- I. Dentre outras atividades, H. R. Thomas já trabalhou como pesquisador e consultor na área da Educação.
- II. As reformas no sistema educacional britânico foram feitas há 15 anos.
- III. Durante o Seminário realizado em Brasília, H. R. Thomas falou sobre a importância do equilíbrio entre autonomia e controle na Educação.
- IV. Na opinião de H. R. Thomas, é essencial que a escola incentive os alunos a aprender a aprender.

Então, das afirmações acima, estão corretas

- A () apenas I e III.
- B () apenas I, III e IV.
- C () apenas II e III.
- D () apenas II, III e IV.
- E () todas.

As questões de 11 a 17 referem-se aos seguintes parágrafos:

1 The smaller boys were known by the generic title of “littluns”. The decrease in size, from Ralph
down, was gradual; and though there was a dubious region inhabited by Simon and Robert and Maurice,
nevertheless no one had any difficulty in recognizing biguns at one end and littluns at the other. The
undoubted littluns, those aged about six, led a quite distinct, and at the same time intense, life of their
5 own. They ate most of the day, picking fruit where they could reach it and not particular about ripeness
and quality. They were used now to stomach-aches and a sort of chronic diarrhoea. They suffered untold
terrors in the dark and huddled together for comfort. Apart from food and sleep, they found time for play,
aimless and trivial, among the white sand by the bright water. They cried for their mothers much less
often than might have been expected; they were very brown, and filthily dirty. They obeyed the summons
10 of the conch, partly because Ralph blew it, and he was big enough to be a link with the adult world of
authority; and partly because they enjoyed the entertainment of the assemblies. But otherwise they
seldom bothered with the biguns and their passionately emotional and corporate life was their own.

15 They had built castles in the sand at the bar of the little river. These castles were about one foot
high and were decorated with shells, withered flowers, and interesting stones. Round the castles was a
complex of marks, tracks, walls, railway lines, that were of significance only if inspected with the eye at
beach-level. The littluns played here, if not happily at least with absorbed attention; and often as many
as three of them would play the same game together.

(Golding, W. *Lord of the flies*. 1954/1977:64-65)

Questão 11. Assinale a opção em que as orações desmembradas da sentença “The undoubted littluns, those aged about six, led a quite distinct, and at the same time intense, life of their own.” (linhas 3, 4 e 5), mantêm o significado original.

- A () The lives of the littluns, who were six, were really distinct. They were also quite intense.
- B () Those aged six were called the littluns. Their lives were distinct and intense.
- C () The littluns’ lives were distinct. At the same time, they were very intense.
- D () The boys aged six led a quite distinct life. They also led a very intense life.
- E () The undoubted littluns were the ones about six. They led a quite distinct and intense life of their own.

Questão 12. Assinale a opção que contém os respectivos significados dos termos “nevertheless” em “...nevertheless no one had ...” (linha 3) e “otherwise” em “But otherwise...” (linha 11).

- A () apesar disso; entretanto.
- B () entretanto; assim sendo.
- C () aliás; conseqüentemente.
- D () no entanto; fora isso.
- E () portanto; por outro lado.

Questão 13. Em “... and though there was a dubious region inhabited by Simon and Robert and Maurice, ...” (linha 2), uma outra forma de escrever o trecho “and though there was...” é

- A () ... and despite there was
- B () ... and, however there was ...
- C () ... and furthermore there being ...
- D () ... and no matter there being ...
- E () ... and in spite of the fact that there was ...

Questão 14. O significado do termo “untold” em “They suffered untold terrors in the dark...” (linha 6) é

- A () alucinantes.
- B () inexpressáveis.
- C () irreconhecíveis.
- D () incompreensíveis.
- E () lancinantes.

Questão 15. Assinale a opção que expressa uma idéia **não** contida no texto.

- A () Os meninos grandes raramente eram incomodados pelos pequenos.
- B () Os meninos pequenos apanhavam as frutas onde as podiam alcançar.
- C () Os meninos pequenos sentiam muita falta de suas mães.
- D () Além de comer e dormir, os meninos pequenos preenchiam seu tempo brincando.
- E () Os meninos pequenos respondiam ao chamado de Ralph, que era um menino mais velho.

Questão 16. O pronome “they” em “They had built castles...” (linha 13), refere-se a

- A () the biguns and the littluns.
- B () Simon, Roger and Maurice.
- C () Ralph, Simon, Roger and Maurice.
- D () the littluns.
- E () the biguns.

Questão 17. Os termos “withered” em “withered flowers” (linha 14); “railway” em “railways lines” (linha 15); “absorbed” em “absorbed attention” (linha 16) e “often” em “and often as many as three of them” (linha 16) têm, respectivamente, as funções gramaticais de

- A () adjetivo; adjetivo; adjetivo; advérbio.
- B () adjetivo; adjetivo; adjetivo; adjetivo.
- C () adjetivo; adjetivo; verbo; advérbio.
- D () verbo; substantivo; verbo; advérbio.
- E () verbo; substantivo; adjetivo; adjetivo.

A questão 18 refere-se ao texto abaixo:

North American Women Sweep Top Honors at Intel Competition

For the first time in the history of the Intel International Science and Engineering Fair, the top three award winners were women. Each of the three high-school students won an Intel Foundation Young Scientist Award at the fair, held last May in Cleveland Ohio.

Elena Glassman from Doylestown, Pennsylvania, Lisa Glukhovsky from New Milford, Connecticut, and Anila Madiraju from Montreal each won a \$ 50 000 scholarship and a personal computer.

For her project, Glukhovsky, a junior, used simultaneous images of near-Earth objects (asteroids) from two observatory sites and a computer spreadsheet she created to determine the distance from Earth to asteroids. Her results closely agreed with NASA predictions.

Glassman, a junior, designed a computer science project that used electrical signals from the brain to detect whether a person intends to make a left-handed movement. A potential application is to enable handicapped individuals to operate a computer. Madiraju, a senior, showed that a method involving the use of a type of RNA to target and kill cancerous cells is effective without the toxic side effects typically associated with anticancer drugs.

This year, students from 36 countries competed for \$ 3 million in scholarships and awards. Next year's competition will be held in Portland, Oregon, in May.

(Tweed, A. *Physics Today*, August 2003)

Questão 18. Considere as seguintes asserções:

- I. A estudante Lisa Glukhovsky desenvolveu uma planilha que será utilizada pela NASA para determinar a distância entre a Terra e asteróides.
- II. O projeto de Elena Glassman poderá auxiliar deficientes no uso de computadores.
- III. O objetivo do projeto de Anila Madiraju é o desenvolvimento de um método para atingir e eliminar células cancerígenas que não provoca efeitos colaterais, normalmente associados a medicamentos dessa natureza.

Então, das afirmações acima, está(ão) correta(s)

- A () apenas a I.
- B () apenas a II.
- C () apenas I e III.
- D () apenas II e III.
- E () todas.

As questões 19 e 20 referem-se ao seguinte texto, extraído da contracapa de um livro:

1

The five topics discussed here are of interest both for specialists in these fields, and for anyone who would like to get an overview of the University's problems today. A circumstantial change in the event's order of issues showed us how strongly they are all linked together, something which will now allow the reader to go through the book according to his personal preferences.

Rather than proposing conclusive answers to all these problems, the papers and debates here gathered intend to stimulate reflections about the roles and possibilities of the University.

(Bolle, W., ed. *The University of the 21st Century*. 2001)

Questão 19. O principal objetivo do texto é

- A () traçar um panorama sobre os problemas existentes no ambiente universitário.
- B () divulgar uma Universidade.
- C () sintetizar o conteúdo de uma coletânea de artigos publicados em um livro.
- D () propor/promover uma reflexão sobre o papel da Universidade na sociedade.
- E () propor debates sobre os problemas da Universidade.

Questão 20. O termo "here", nas linhas 1 e 5, refere-se

- A () ao livro de cuja contracapa o texto foi extraído.
- B () à Universidade em questão.
- C () aos cinco tópicos mencionados no texto.
- D () à ligação existente entre os conteúdos dos artigos observada pelos autores.
- E () aos problemas analisados nos diversos artigos que compõem o livro.