

UNIVERSIDADE ESTADUAL DO CEARÁ
Comissão Executiva do Vestibular

VESTIBULAR 2012.2

REDAÇÃO/LÍNGUA INGLESA

2ª FASE-1º DIA: 24 DE JUNHO DE 2012

DURAÇÃO: 04 HORAS

INÍCIO: 09h00min

TÉRMINO: 13h00min



Após receber o seu **cartão-resposta**, copie nos locais apropriados, uma vez com **letra cursiva** e outra com **letra de forma**, a seguinte frase:

Amar é compartilhar a essência da vida.

ATENÇÃO!

Este caderno de provas contém:

- Prova I – Redação;
- Prova II – Língua Inglesa, com 20 questões;
- Folha Definitiva de Redação (encartada).

Ao sair definitivamente da sala, o candidato deverá assinar a folha de presença e entregar ao fiscal de mesa:

- o CARTÃO-RESPOSTA preenchido e assinado;
- a FOLHA DEFINITIVA DE REDAÇÃO;
- o CADERNO DE PROVAS.

Será atribuída nota zero, na prova correspondente, ao candidato que não entregar seu CARTÃO-RESPOSTA ou sua FOLHA DEFINITIVA DE REDAÇÃO.

NÚMERO DO GABARITO

Marque no local apropriado do seu cartão-resposta o número 1 que é o número do gabarito deste caderno de provas e que também se encontra indicado no rodapé de cada página.

OUTRAS INFORMAÇÕES PARA A REALIZAÇÃO DAS PROVAS ENCONTRAM-SE NA FOLHA DE INSTRUÇÕES QUE VOCÊ RECEBEU AO INGRESSAR NA SALA DE PROVA.

RASCUNHO DA REDAÇÃO

Se desejar, utilize esta página para o rascunho de sua redação. Não se esqueça de transcrever o seu trabalho para a folha específica da Prova de Redação.

Esta página não será objeto de correção.

GABARITO

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NÃO ESCREVA
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PROVA I: REDAÇÃO

Caro Vestibulando,

Nos dias atuais, fala-se muito sobre LEITURA, sobre programas de incentivo à leitura, sobre os benefícios que a proficiência em leitura traz para as pessoas. Considerando essa preocupação com a formação do bom leitor, a redação que você deverá escrever para garantir seu ingresso na UECE versará sobre leitura. Para subsidiar sua tarefa, são apresentados a seguir textos que tratam desse assunto.

Texto 1

A leitura é o processo no qual o leitor realiza um trabalho ativo de compreensão e interpretação do texto, a partir de seus objetivos, de seu conhecimento sobre o assunto, sobre o autor, de tudo o que sabe sobre linguagem etc. Não se trata de extrair informação, decodificando letra por letra, palavra por palavra. Trata-se de uma atividade que implica estratégias de seleção, antecipação, inferência e verificação, sem as quais não é possível proficiência. É o uso desses procedimentos que possibilita controlar o que vai ser lido, permitindo tomar decisões diante de dificuldades de compreensão, avançar na busca de esclarecimentos, validar no texto suposições feitas.

In: Parâmetros Curriculares Nacionais: terceiro e quarto ciclos de ensino fundamental: língua portuguesa, p. 69. /Secretaria de Educação Fundamental. – Brasília: MEC/SEF, 1998.

Texto 2

População do Nordeste lê mais que a média nacional

Na região, as pessoas leem, em média, 4,3 livros por ano. Em todo o país, são quatro, segundo pesquisa do Instituto Pró-Livro. Com o aumento da renda no Nordeste e o incremento de um milhão de leitores nos últimos quatro anos, a região tem atraído as grandes redes de livrarias do país.

No Nordeste, a população está lendo mais que a média nacional. É o que diz a 3ª edição da Pesquisa Retratos da Leitura no Brasil, do Instituto Pró-Livro. Realizada em 2011, com cinco mil entrevistados, em 315 municípios, o estudo diz que, enquanto o brasileiro lê quatro (livros) por ano, no Nordeste, a população lê 4,3. É como se fossem quatro livros e o pedaço de outro a mais. O mercado de leitores também cresceu. Passou de 25% da população do Nordeste, em 2007, para 29%, em 2011. Incremento de um milhão de leitores. No total, eles são 25,4 milhões.

Texto 3

Como ensinar literatura na escola

Uraniano Mota

Recife (PE) - Em minhas – na falta de melhor nome – aulas, a primeira coisa que aprendi foi não falar de literatura como um produto que sai dos livros. Não se deve jamais falar de literatura com esse nome cheio de pompa e reverência, A Literatura. Fale-se da vida, dos problemas vividos por todos nós, velhos, jovens, crianças, homens, mulheres, animais e gente.

Só se deve falar sobre aquilo que apaixona a gente. Se o professor não descobriu a lírica de Camões, se não maturou no peito Manuel Bandeira, se não é capaz de curtir Machado de Assis, se não se emociona até as lágrimas com Lima Barreto, mantenha distância desses criadores. O silêncio sobre eles fará um dano menor que a citação burocrática.

Um autor deve ser apresentado a partir de um problema. Nada como o conto Missa do Galo, de Machado, para todos os adolescentes. Eles entenderão até a última linha, vírgula e pontinho das reticências. Eles vão respirar todos os movimentos implícitos e insinuados da conversa da mulher solitária com um jovem. Eles são esse jovem. Eles sonham com essa noite ideal em que os espere uma senhora sozinha. Eles compreendem esse jovem e essa mulher.

Apesar de até aqui ter falado de minha própria experiência, devo terminar com uma coisa ainda mais pessoal. Certa vez, li para alunos com idades em torno de 11 anos o meu conto Daniel. Claro, expurguei os termos mais chulos, grosseiros. Quando eu li “Da turma, Daniel era o mais gordo. Ainda que sob protestos, ele crescerá pelos lados, elasticando um círculo de carnes. Em seu rosto largo destacavam-se sobrelhas peludas, que se uniam simetricamente num ponto de inflexão, ficando a sobrelha esquerda e a sobrelha direita ligadas como asas dum pássaro, movendo-se no espaço da frente”, na sala não se ouvia um só riso, apenas respirações ofegantes. Então eu ia para o quadro e desenhava as sobrelhas, à Monteiro Lobato, para eles verem. Depois, já ao fim, quando acrescentava que Daniel raspava aqui e ali o seu estigma, e que “a cirurgia dera nascimento a dois pontos de interrogação deitados, quase dois acentos circunflexos incompletos, sem acomodação”, voltava ao quadro para desenhar os dois pequenos ganchos que ficaram no lugar das sobrelhas do personagem.

O melhor digo agora no fim. Vocês não vão acreditar no lirismo de que é capaz a infância. Os meninos rebatizaram o conto. Em lugar de Daniel, eles me pediam sempre para ouvir, de novo, O menino-passarinho.

(Texto adaptado)

<http://www.diretodaredacao.com/noticia/como-ensinar-literatura-na-escola>

A partir dos subsídios oferecidos pelos textos 1, 2 e 3, que tratam, respectivamente, do conceito de leitura, do aumento do número de leitores (inclusive no Nordeste) e da abordagem da literatura na escola, escolha uma das duas instruções a seguir para elaborar sua redação.

1. Discuta, por meio de um artigo de opinião, a contribuição da família, da escola, do governo e de instituições não governamentais para o desenvolvimento de leitores proficientes que encontrem na leitura uma fonte de prazer. Apresente fatos e argumentos que possam sustentar seu ponto de vista.
2. Narre um fato ocorrido com alguém que desde tenra idade tenha desenvolvido o hábito de ler, tornando-se um leitor assíduo.

PROVA II – LÍNGUA INGLESA

TEXT

SPEAKING two languages rather than just one has obvious practical benefits in an increasingly globalized world. But in recent years, scientists have begun to show that the advantages of bilingualism are even more fundamental than being able to converse with a wider range of people. Being bilingual, it turns out, makes you smarter. It can have a profound effect on your brain, **improving** cognitive skills not related to language and even shielding against dementia in old age.

This view of bilingualism is remarkably different from the **understanding** of bilingualism through much of the 20th century. Researchers, educators and policy makers long considered a second language to be an interference, cognitively speaking, that hindered a child's academic and intellectual development.

They were not wrong about the interference: there is ample evidence that in a bilingual's brain both language systems are active even when he is using only one language, thus creating situations in which one system obstructs the other. But this interference, researchers are finding out, isn't so much a handicap as a **blessing** in disguise. It forces the brain to resolve internal conflict, giving the mind a workout that strengthens its cognitive muscles.

Bilinguals, for instance, seem to be more adept than monolinguals at solving certain kinds of mental puzzles. In a 2004 study by the psychologists Ellen Bialystok and Michelle Martin-Rhee, bilingual and monolingual preschoolers were asked to sort blue circles and red squares presented on a computer screen into two digital bins — one marked with a blue square and the other marked with a red circle.

In the first task, the children had to sort the shapes by color, placing blue circles in the bin marked with the blue square and red squares in the bin marked with the red circle. Both groups did this with comparable ease. Next, the children were asked to sort by shape, which was more challenging because it required placing the images in a bin marked with a **conflicting** color. The bilinguals were quicker at **performing** this task.

The collective evidence from a number of such studies suggests that the bilingual experience improves the brain's so-called executive function — a command system that directs the attention processes that we use for planning, solving problems and performing various other mentally demanding tasks. These processes include ignoring distractions to stay focused, switching attention willfully from one thing to another and holding

information in mind — like remembering a sequence of directions while driving.

Why does the **tussle** between two simultaneously active language systems improve these aspects of cognition? Until recently, researchers thought the bilingual advantage **stemmed** primarily from an ability for *inhibition* that was honed by the exercise of suppressing one language system: this suppression, it was thought, would help train the bilingual mind to ignore distractions in other contexts. But that explanation increasingly appears to be inadequate, since studies have shown that bilinguals perform better than monolinguals even at tasks that do not require inhibition, like threading a line through an ascending series of numbers scattered randomly on a page.

The key difference between bilinguals and monolinguals may be more basic: a heightened ability to monitor the environment. "Bilinguals have to switch languages quite often — you may talk to your father in one language and to your mother in another language," says Albert Costa, a researcher at the University of Pompeu Fabra in Spain. "It requires keeping track of changes around you in the same way that we monitor our surroundings when driving." In a study comparing German-Italian bilinguals with Italian monolinguals on monitoring tasks, Mr. Costa and his colleagues found that the bilingual subjects not only performed better, but they also did so with less activity in parts of the brain involved in monitoring, indicating that they were more efficient at it.

The bilingual experience appears to influence the brain from infancy to old age (and there is reason to believe that it may also apply to those who learn a second language later in life).

In a 2009 study led by Agnes Kovacs of the International School for Advanced Studies in Trieste, Italy, 7-month-old babies exposed to two languages from birth were compared with peers raised with one language. In an initial set of trials, the infants were presented with an audio cue and then shown a puppet on one side of a screen. Both infant groups learned to look at that side of the screen in anticipation of the puppet. But in a later set of trials, when the puppet began appearing on the opposite side of the screen, the babies exposed to a bilingual environment quickly learned to switch their anticipatory **gaze** in the new direction while the other babies did not.

Bilingualism's effects also extend into the twilight years. In a recent study of 44 elderly Spanish-English bilinguals, scientists led by the neuropsychologist Tamar Gollan of the University of California, San Diego, found that individuals with a higher degree of bilingualism — measured through a comparative evaluation of proficiency in each language — were more resistant than others to the **onset** of dementia and other symptoms of

Alzheimer's disease: the higher the degree of bilingualism, the later the age of **onset**.

Nobody ever doubted the power of language. But who would have imagined that the words we hear and the sentences we speak might be leaving such a deep imprint?

Source: www.nytimes.com

01. According to the text, being bilingual, among other advantages, helps trigger some processes in the brain that make the person

- A) master as many other languages as he/she can have access to.
- B) keep concentrated on a task and recall instructions more easily.
- C) successfully perform a great number of unrelated tasks simultaneously.
- D) sort shapes by color and at the same time play computer games.

02. As to the power of bilingualism in terms of affecting the brain, the text states that it

- A) is something that evidently happens mainly in childhood.
- B) has only been perceived in studies with young adults.
- C) has not been tested with babies nor with elderly people.
- D) is spread along the life span from early age to old age.

03. The study recently carried out with elderly Spanish-English bilinguals reached the conclusion that

- A) the higher the level of proficiency they had the later the appearance of Alzheimer's disease symptoms.
- B) the higher the degree of bilingualism the longer they lived.
- C) the later the onset of the disease the more their relatives engage in language learning.
- D) the earlier they start practicing the second language the earlier the onset of symptoms of the disease.

04. As to the issue of research with infants, the text mentions a study involving babies who were

- A) exposed to two languages for seven months in a language laboratory.
- B) seven months old and had lived in a two-language environment since they were born.
- C) raised in the International School for Advanced Studies until the age of seven months.
- D) seven weeks old and had been exposed to two languages from birth.

05. In relation to the difference between bilinguals and monolinguals, Alberto Costa mentions the fact that bilinguals

- A) are aware of the way their brain operations are performed.
- B) come from families with the same linguistic background.
- C) keep in touch with their monolingual parents all day long.
- D) have to shift linguistic codes frequently.

06. The task of threading a line through an ascending series of numbers scattered randomly on a page is mentioned in the text as an instance of an activity that

- A) demands the coming into action of the process of inhibition.
- B) is better performed by monolinguals, once it requires inhibition.
- C) is better executed by bilinguals although it does not require inhibition.
- D) challenges especially bilingual subjects.

07. An example of a pair of words/terms that appear in the text with similar meaning is

- A) twilight years / old age.
- B) keeping track / threading a line.
- C) hindered / scattered.
- D) stemmed / honed.

08. As to the meaning of the words “stemmed”, “tussle”, “gaze”, and “onset” in the text, it is expressed respectively in

- A) damage, defend, wonder, assault.
- B) originated, struggle, look, beginning.
- C) assault, threat, look, end.
- D) defend, wonder, snatch, decline.

In the following questions, some sentences from the text have been modified to fit certain grammatical structures.

09. The sentence “*Until recently, researchers thought the bilingual advantage stemmed primarily from an ability for inhibition[...]*” contains

- A) a relative clause.
- B) a conditional clause.
- C) an adverbial time clause.
- D) a noun clause.

10. The sentences “*The collective evidence from a number of such studies suggests that the bilingual experience improves the brain’s so-called executive function...*” and “*But in a later set of trials, when the puppet began appearing on the opposite side of the screen, the babies exposed to a bilingual environment easily switched their gaze in the new direction[...]*” contain respectively a/an

- A) adjective clause and a noun clause.
- B) noun clause and an adverbial clause.
- C) adverbial clause and an adjective clause.
- D) noun clause and a noun clause.

11. In the sentences “*...in a bilingual’s brain both language systems are active even when he is using only one language[...]*” and “*The interference of one language on the other in the bilingual brain gives the mind a workout that strengthens its cognitive muscles.*”, one finds respectively a/an

- A) relative clause and a time clause.
- B) noun clause and an adverb clause.
- C) adverb clause and an adjective clause.
- D) adjective clause and a time clause.

12. The sentences “*Being bilingual makes you smarter.*” and “*Why does the tussle between two simultaneously active language systems improve these aspects of cognition?*” should be classified respectively as

- A) simple and compound.
- B) compound and simple.
- C) complex and complex.
- D) simple and simple.

13. In the sentence “*In an initial set of trials, the infants were presented with an audio cue and then shown a puppet on one side of a screen.*”, the two verb forms are

- A) active and passive.
- B) active and active.
- C) passive and passive.
- D) passive and active.

14. The functions of the words *improving, understanding, blessing, conflicting* and *performing* in the text are respectively

- A) verb, verb, verb, noun, verb.
- B) verb, noun, noun, adjective, verb.
- C) noun, verb, adjective, verb, adjective.
- D) adjective, noun, verb, noun, noun.

15. The verbs of the sentences “*In the first task, the children sorted the shapes by color.*”, “*...since studies have shown that bilinguals...*” and “*Why does the tussle between two simultaneously active language systems improve these aspects of cognition?*” are respectively in the

- A) simple past, present perfect, simple present.
- B) present perfect, simple past, past perfect.
- C) simple present, present perfect, present perfect.
- D) simple past, past perfect, past perfect.

16. The sentences "This view of bilingualism is remarkably different from the understanding of bilingualism through much of the 20th century." and "In the laboratory the children placed the blue circles in the bin marked with the blue square." contain, respectively, at least one

- A) direct object and one subject complement.
- B) object complement and one direct object.
- C) subject complement and one direct object.
- D) indirect object and one object complement.

17. In terms of verb tense, the sentences "In a study comparing German-Italian bilinguals with Italian monolinguals on monitoring tasks, bilingual subjects performed better than monolinguals." and "The families had brought up the children in a bilingual environment." are in the

- A) simple past and past perfect.
- B) past perfect continuous and simple past.
- C) present perfect and present perfect.
- D) past perfect and past perfect.

Choose the alternative that correctly fills the blanks in the following questions.

18. In the sentence *John said, "I broke my foot during a tennis match."*, the reported/indirect speech of the sentence is: John said that he _____ his foot during a tennis match.

- A) breaks his foot
- B) would break his foot
- C) had broken
- D) has been breaking

19. If the scientists had not carried out the research, the discoveries _____.

- A) would never have made
- B) will never have been made
- C) should never had been made
- D) would never have been made

20. The bilingual children not only had a better performance, but _____ less resources from the brain in order to do the task.

- A) also used
- B) used too
- C) also make used
- D) did have used