

**UNIVERSIDADE ESTADUAL DO CEARÁ**  
**Comissão Executiva do Vestibular**

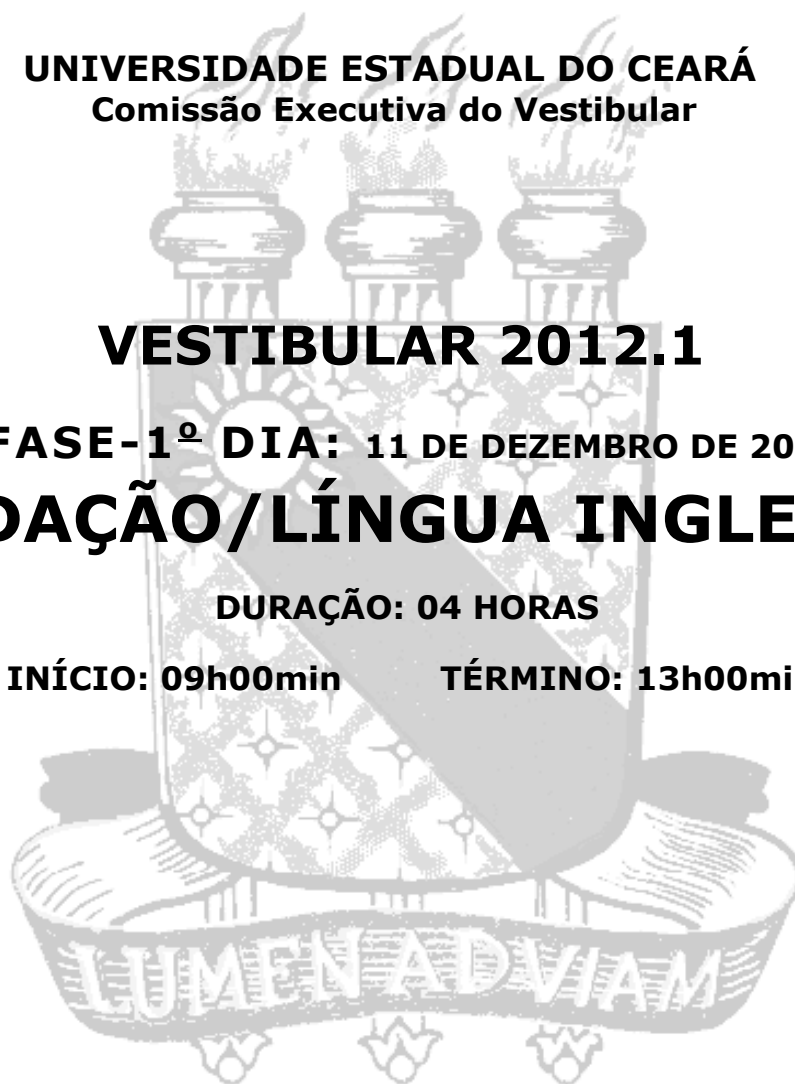
## **VESTIBULAR 2012.1**

**2ª FASE - 1º DIA: 11 DE DEZEMBRO DE 2011**  
**REDAÇÃO/LÍNGUA INGLESA**

**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:

*O silêncio é patrimônio dos sábios.*

### **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 3 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**

**3**

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## PROVA I: REDAÇÃO

Prezado candidato,

O texto a seguir é um fragmento da fala do escritor moçambicano Mia Couto, na edição de 2011 das Conferências do Estoril, cujo título foi “Desafios globais, respostas locais”. Convidado pela organização do evento a discursar sobre segurança, o escritor, desconstruindo esse tema, fala, na verdade, sobre **medo**.

Nesta prova de redação, sua tarefa é interagir com Mia Couto. Tomando por base uma ou mais questões discutida(s) no texto, escreva uma carta dirigida ao autor, expressando sua concordância ou discordância e apresentando argumentos que deem sustentação ao seu ponto de vista.

### MURAR O MEDO

O medo foi um dos meus primeiros mestres. Antes de ganhar confiança em celestiais criaturas, aprendi a temer monstros, fantasmas e demônios. Os anjos, quando chegaram, já era para me guardarem. Os anjos atuavam como uma espécie de agentes de segurança privada das almas.

O medo foi, afinal, o mestre que mais me fez desaprender. Quando deixei minha casa natal, uma invisível mão roubava-me a coragem de viver e a audácia de ser eu mesmo. No horizonte vislumbravam-se mais muros do que estradas. Nessa altura, algo me sugeria o seguinte: que há neste mundo mais medo de coisas más do que coisas más propriamente ditas.

No Moçambique colonial em que nasci e cresci, a narrativa do medo tinha invejável *casting* internacional: os chineses que comiam crianças, os chamados terroristas que lutavam pela independência e um ateu barbudo com um nome alemão. Esses fantasmas tiveram o fim de todos os fantasmas: morreram quando morreu o medo. Os chineses abriram um restaurante a nossa porta, os terroristas são hoje governantes respeitáveis e Karl Marx, o ateu barbudo, é um simpático avô que não deixou descendência.

A guerra fria esfriou, mas o maniqueísmo que a sustinha não desarmou, inventando rapidamente outras geografias do medo a oriente e a ocidente. E, porque se trata de entidades demoníacas, precisamos de intervenção com legitimidade divina. O que era ideologia passou a ser crença; o que era política tornou-se religião; o que era religião passou a ser estratégia de poder.

Para fabricar armas é preciso fabricar inimigos; para produzir inimigos é imperioso sustentar fantasmas. A manutenção desse alvoroço requer um dispendioso aparato e um batalhão de especialistas que, em segredo, tomam decisões em nosso nome. Eis o que nos dizem: “para superar as ameaças domésticas, precisamos de mais polícia, mais prisões, mais segurança privada e menos privacidade; para enfrentarmos as ameaças globais, precisamos de mais exércitos, mais serviços secretos e a suspensão temporária de nossa cidadania”.

Todos sabemos que o caminho verdadeiro tem de ser outro. Todos sabemos que esse outro caminho poderia começar, por exemplo, pelo desejo de conhecer melhor esses que d’um e de outro lado aprendemos a chamar de “eles”.

Aos adversários políticos e militares juntam-se agora o clima, a demografia e as epidemias. O sentimento que se criou é o seguinte: a realidade é perigosa, a natureza é traiçoeira e a humanidade é imprevisível. Vivemos, como cidadãos e como espécie, em permanente situação de emergência. Como em qualquer outro estado de sítio, as liberdades individuais devem ser contidas, a privacidade pode ser invadida e a racionalidade deve ser suspensa.

Todas essas restrições servem para que não sejam feitas perguntas como, por exemplo, estas: “Por que motivo a crise financeira não atingiu a indústria do armamento? Por que motivo se gastou apenas no ano passado um trilhão e meio de dólares em armamento militar? Por que razão os que hoje tentam proteger os civis na Líbia são exatamente os que mais armas venderam ao regime do coronel Kadaf? Por que motivo se realizam mais seminários sobre segurança do que sobre justiça?”

Se queremos resolver e não apenas discutir a segurança mundial, teremos que enfrentar ameaças bem mais reais e urgentes. Há uma arma de destruição massiva que está sendo usada todos os dias, em todo o mundo, sem que seja preciso o pretexto da guerra. Essa arma chama-se fome. Em pleno século XXI, um em cada seis seres humanos passa fome. O custo para se superar a fome mundial seria uma fração muito pequena do que se gasta em armamento.

Mencionarei ainda uma outra silenciada violência. Em todo o mundo, uma entre cada três mulheres foi ou será vítima de violência física ou sexual durante seu tempo de vida. A nossa indignação, porém, é bem menor que o medo. Sem dar-nos conta, fomos convertidos em soldados de um exército de sem nomes e, como militares sem farda, deixamos de questionar. Deixamos de fazer perguntas e discutir razões. As questões da ética são esquecidas por estar provada a barbaridade dos outros. E, porque estamos em guerra, não temos que fazer prova de coerência nem de ética nem de legalidade.

Há muros que separam nações, há muros que dividem pobres e ricos, mas não há hoje no mundo um muro que separe os que têm medo dos que não têm medo. Citarei Eduardo Galeno acerca disso, que é o medo global: "Os que trabalham têm medo de perder o trabalho; os que não trabalham têm medo de nunca encontrar trabalho; os civis têm medo dos militares; os militares têm medo da falta d'armas, e as armas têm medo da falta de guerras. E, se calhar, acrescento agora eu: há quem tenha medo de que o medo acabe".

Disponível em: <http://www.youtube.com/watch?v=ao-QKp9qnQ&feature=related>  
Transcrição adaptada.

## PROVA II – LÍNGUA INGLESA

### TEXT

Language is forever **changing** – and forms such as tweets and text messages are no less valid than any textbook version, says the linguist David Crystal, whose latest book encourages children to engage with the possibilities of their lingua franca.

Were the English language ever to need an official guardian, Professor David Crystal certainly looks the part. But the professor would, I suspect, quickly shrug off such a custodial title – not out of modesty, but principle. Though many endangered languages need their champions, he would say, English does not require a guardian; it is vibrant and evolving and can fend for itself.

Crystal's *A Little Book of Language* is the latest work of a prolific career. He already has more than 100 books to his name; some are academic but many are for the general inquisitive reader, including *By Hook or by Crook: A Journey in Search of English and Shakespeare's Words*, which was co-authored by his son, Ben.

For the Crystals, linguistics is clearly a family affair. In the jaunty early chapters of *A Little Book of Language*, Crystal notes how, when his four children were young, he would study them. "We're **talking** the 1960s, when the study of linguistics had hardly begun – *people did not know, in a scientific way, how you developed language,*" he recalls. "Several of us linguists at that time would record our own kids, just to get some data. There was some literature on it then, but no day-by-day, blow-by-blow examples. I recorded all my children over the years in some shape or form. It's what linguists do. You don't talk to a linguist without having what you say taken down and used in evidence against you at some point in time."

Something must have rubbed off. Though his elder two children, Steven and Sue, eschewed academia, his daughter Lucy took up **copywriting** and his son Ben, an actor, is now following his father. "His book *Shakespeare on Toast* was a runaway hit – I wish I'd written it!" says Crystal, before rapidly, and self-effacingly, adding: "But I couldn't have – because it was so cool and modern and so street in its approach to Shakespeare. He has examples of hip-hop Shakespearians and I would never have dared put any of that stuff into one of my books."

*A Little Book of Language* is a simple history of all language, taking in phonetics, development, social uses, the internet, endangered languages and a touch of literature.

This all sounds very innocent, but books for children can be a contentious issue. Language, as much as history, is part of a national identity and cannot escape contemporary debates. And since Crystal began his academic career in the

early 1960s, there have been dramatic shifts in how the English language is taught. "The ethos of 50 years ago was that there was one kind of English that was right and everything else was wrong; one kind of access that was right and everything else was inferior," he says. "Then nobody touched language for two generations. When it gradually came back in, we didn't want to go back to what we did in the 1950s. There's a new kind of ethos now."

What has replaced it is something far more fluid – descriptive rather than prescriptive, as the terminology goes. In schools, appropriateness has replaced the principle of correctness. "Now, one looks at all varieties of language and asks why they are used, says Crystal. "We are rearing a generation of kids who are more equitable and more understanding about the existence of language variety and why it is there."

This doesn't sit easy with the traditionalists, of whom there are still many. His clearest example is the belief that text messaging is destroying children's ability to spell. "It's all nonsense, but people believe it."

He addressed this in his book *Txtng: the Gr8 Db8*, published three years ago, in which he found that "txt speak" accounted for barely 10 per cent of the contents of the messages exchanged, and noted that abbreviations have always been part of the English language. Having solved that argument with some decent data, he tells me that he's now moving on to Twitter.

"On Twitter [which limits each written entry to 140 characters], you don't get the range of texting abbreviations you get in text messaging. It's a more sophisticated kind of communicative medium. You get semantic threads running through it. When you start counting thousands and thousands of messages, you suddenly realise that on the whole it's a new art form in the making."

The breadth of the internet means that language is morphing not just on grocers' signs and in school playgrounds, but on a far more fundamental level.

"All these different genres – instant messaging, **blogging**, chatrooms, virtual worlds – have evolved different sets of communicative strategies, which means that you can look at the language and say, 'That must be an example of a chatroom, that must be an example of a tweet,' and you can predict it."

Becoming involved in bigger arguments seems to be an occupational hazard for a linguist. Whether it be education, politics or neuroscience, we all have a vested interest in the implications of language. Our conversation turns to the recent news of a man who had been lying in a vegetative state for seven years before doctors managed to establish basic communication by scanning his brainwaves. "We are moving fast in a direction where you will be able to see what people are saying," says Crystal, optimistically. "We've got to the stage where you can see the complexity of

language processing. We're not at the stage yet of being able to see clearly individual sentence patterns and words, but it's not long off."

Surely this has huge implications, not least for personal liberties? "It is the case that virtually every language issue resolves into a social or political or psychological issue," Crystal reminds me. "Language has no independent existence apart from the people who use it. It is not an end in itself; it is a means to an end of understanding who you are and what society is like. At which point, you know that a linguist has to bow out and say, 'This is bigger than me.'"

By Joy Lo Dico

14 March 2010

<http://www.independent.co.uk>

**01.** According to the text, David Crystal has

- A) published books of interest to a diversity of readers.
- B) written hundreds of books for children.
- C) become very weary of new trends and new media in the latest years.
- D) received a custodial title that makes him very proud.

**02.** As to David Crystal's recording of his own children as a source of data for linguistic studies, the text mentions that

- A) he was a pioneer in using that strategy.
- B) such type of data gathering is not accepted today.
- C) other linguists made similar recordings.
- D) it was considered very unethical at that time.

**03.** The author of the text mentions that Crystal is now interested in

- A) analyzing data from internet sources as a whole.
- B) recording cell phone messages.
- C) counting frequency of words in chatrooms.
- D) studying the use of language on Twitter.

**04.** Crystal reinforces the interconnection between

- A) the individual and his natural environment.
- B) politics and instant messaging.
- C) linguistics and economics.
- D) language and an individual's identity.

**05.** When referring to the diverse text genres used in internet communication, David Crystal states that they

- A) have developed specific traits/features of identification.
- B) will become a source of unpredictable distraction.
- C) can contribute to the illiteracy of kids.
- D) are too confusing for young users.

**06.** As to the relation between the advances of brainwaves scanning, also called brain imaging, and the understanding of language processing, Crystal thinks that

- A) there is still a long way to go in this direction.
- B) these areas of study have not been successfully linked.
- C) the complexity of language processing is still a mystery.
- D) one might soon manage to see what is being said.

**07.** The sentences "*This all sounds very innocent, but books for children can be a contentious issue.*" and "*Language, as much as history, is part of a national identity and cannot escape contemporary debates.*" should be classified respectively as

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

**08.** In the sentences "*We are rearing a generation of kids who are more equitable and more understanding about the existence of language variety...*" and "*... some are academic but many are for the general inquisitive reader, including By Hook or by Crook: A Journey in Search of English and Shakespeare's Words, which was co-authored by his son, Ben.*" one finds relative clauses that should be respectively classified as

- A) defining and non-defining.
- B) defining and defining.
- C) non-defining and defining.
- D) non-defining and non-defining.

**09.** The sentences “*In the jaunty early chapters of A Little Book of Language, Crystal notes how, when his four children were young, he would study them.*”, and “*You don’t talk to a linguist without having what you say taken down and used in evidence against you at some point in time.*” contain, respectively, at least one

- A) adjective clause and adjective clause.
- B) adverb clause and adjective clause.
- C) adverb clause and noun clause.
- D) adjective clause and adverb clause.

**10.** In the sentence “*When it gradually came back in, we didn’t want to go back to what we did in the 1950s.*” one may spot in its sequence a/an

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

**11.** In the text, the function of the words **changing**, **talking**, **copywriting**, and **blogging** is respectively

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

**12.** The sentence “*All these different genres – instant messaging, blogging, chatrooms, virtual worlds – have evolved different sets of communicative strategies.*” is an example of a

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

**13.** In terms of voice, the sentences “*He already has more than 100 books to his name.*” and “*David Crystal’s books have been widely read*” are respectively

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

**14.** The clause “*Were the English language ever to need an official guardian, [...]*” would adequately be rephrased as:

- A) *Though the English language needed an official guardian, [...]*.
- B) *The English language is ever to need an official guardian, [...]*.
- C) *The English language would need an official guardian, [...]*.
- D) *If the English language ever needed an official guardian, [...]*.

**15.** The sentences “*I recorded all my children over the years in some shape or form.*”/ “*It’s a more sophisticated kind of communicative medium.*” and “*You get semantic threads running through it.*” have syntactic elements that may be classified respectively as

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

**16.** In terms of verb tense, the sentences “*...abbreviations have always been part of the English language.*” “*...the recent news of a man who had been lying in a vegetative state for seven years...*” and “*...the 1960s, when the study of linguistics had hardly begun...*” may be classified respectively as

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

**The following questions are not related to the text.**

**17.** If the teacher had not recorded his students,  
he

- A) could ever had certain insights on language acquisition.
- B) would never have had certain insights on language acquisition.
- C) will never have had certain insights on language acquisition.
- D) would never has had certain insights on language acquisition.

**18.** Having finished his lecture, the author  
immediately

- A) signing books.
- B) started to sign books.
- C) can never sign books.
- D) ever starts signing books.

**19.** Not knowing what to do, Jane decided

- A) stay home reading.
- B) to stay home reading.
- C) having stayed home reading.
- D) stayed home reading.

**20.** Sarah wishes Gary

- A) know how much she cares about him.
- B) ought know how much she cares about him.
- C) knew how much she cares about him.
- D) has known how much she cares about him.