

UNIVERSIDADE ESTADUAL DO CEARÁ
Comissão Executiva do Vestibular

VESTIBULAR 2015.1

REDAÇÃO/LÍNGUA INGLESA

2ª FASE-1º DIA: 07 DE DEZEMBRO DE 2014

DURAÇÃO: 04 HORAS

INÍCIO: 09 horas TÉRMINO: 13 horas



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

A paciência é sábia.

ATENÇÃO!

Este caderno de provas contém:

- Prova I – Redação;
- Prova II – Língua Inglesa, com 20 questões.

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 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 Definitiva de Redação.

Esta página não será objeto de correção.

NÃO ESCREVA
NAS COLUNAS
ABAIXO.

		T	NG	CE
	01			
	02			
	03			
	04			
	05			
	06			
	07			
	08			
	09			
	10			
	11			
	12			
	13			
	14			
	15			
	16			
	17			
	18			
	19			
	20			
	21			
	22			
	23			
	24			
	25			
TOTAL				

PROVA I: REDAÇÃO

Prezado(a) vestibulando(a),

Nos últimos vestibulares, as propostas de redação da UECE vêm tomando por base o pressuposto de que o ideal universitário são as ideias. Diante disso, um dos requisitos para a admissão de novos alunos é a capacidade de escrever, de forma ética, sobre temas importantes para a vida em sociedade.

Como aspirante a uma vaga na Universidade, você deve refletir, nesta prova de redação, sobre a temática geral RESPEITO À DIVERSIDADE. Para isso, adote os seguintes procedimentos:

1. Leia os textos de 1 a 6, cujo conteúdo se relaciona a essa temática de forma direta ou indireta e poderá subsidiar sua reflexão.
2. Escolha uma das duas sugestões de escrita que são apresentadas depois dos textos de apoio e desenvolva sua redação.

Texto 1

O multiculturalismo é um princípio que defende a necessidade de se ir além das atitudes de tolerância entre diferentes culturas num mesmo território ou nação. Para os defensores do multiculturalismo, as diferenças entre culturas que habitam um mesmo estado devem ser respeitadas e encorajadas, para que possa haver uma coexistência harmoniosa. A ideia de multiculturalismo está associada a outros fenômenos contemporâneos como o pós-modernismo e o relativismo cultural. Não há, no entanto, um consenso entre os pensadores desse tema sobre a sua definição. São basicamente dois os conceitos mais utilizados de multiculturalismo: um diz que todas as culturas dentro de uma mesma nação têm o direito de existir mesmo que não haja um fio condutor que as una; outro conceito define multiculturalismo como uma diversidade cultural coexistindo dentro de uma nação em que há um elo cultural comum que mantenha a sociedade unida.

<http://pessoas.hsw.uol.com.br/multiculturalismo.htm>

Texto 2

Se a cultura no que tange aos valores e visões de mundo é fundamental para nossa constituição enquanto indivíduos (servindo-nos como parâmetro para nosso comportamento moral, por exemplo), limitar-se a ela, desconhecendo ou depreciando as demais culturas de povos ou grupos dos quais não fazemos parte, pode nos levar a uma visão estreita das dimensões da vida humana. O etnocentrismo, dessa forma, trata-se de uma visão que toma a cultura do outro (alheia ao observador) como algo menor, sem valor, errado, primitivo. Ou seja, uma avaliação pautada em juízos de valor daquilo que é considerado diferente. O etnocentrismo está, certamente, entre as principais causas da intolerância internacional e da xenofobia (preconceito contra estrangeiros ou pessoas oriundas de outras origens). A visão etnocêntrica caminha na contramão do processo de integração global decorrente da modernização dos meios de comunicação como a internet, pois é sinônimo de estranheza e de falta de tolerância.

<http://www.brasilecola.com/sociologia/etnocentrismo.htm>

Texto 3

Então é preciso essa aceitação de que esse outro está dentro de nós. Aqui no Brasil é uma coisa muito notória: 90% dos brasileiros nem sabem bem como se combinaram histórias, continentes, raças, dentro de si mesmos. E essa mestiçagem é o lugar certo: a aceitação profunda de que o outro existe dentro de nós. Em vez de a África ser procurada em África, provavelmente os brasileiros encontram a África fazendo essa viagem interior, em sua própria história.

Mia Couto - Entrevista ao jornal Zero Hora - 07/09/2014
<http://fronteiras.com/canalfronteiras/noticias/?16,276>

TEXTO 4	TEXTO 5
<p style="text-align: center;">Ser diferente é normal</p> <p style="text-align: right;">Gilberto Gil</p> <p>Todo mundo tem seu jeito singular De ser feliz, de viver e de enxergar Se os olhos são maiores ou são orientais E daí? Que diferença faz? Todo mundo tem que ser especial Em oportunidades, em direitos, coisa e tal Seja branco, preto, verde, azul ou lilás E daí? Que diferença faz? Já pensou, tudo sempre igual? Ser mais do mesmo o tempo todo não é tão legal Já pensou, sempre tão igual? Tá na hora de ir em frente Ser diferente é normal Sha nana Ser diferente é normal</p>	<p style="text-align: center;">Diversidade</p> <p style="text-align: right;">Lenine</p> <p>Se cada ser é só um E cada um com sua crença Tudo é raro, nada é comum Diversidade é a sentença</p> <p>Que a vida é repleta E o olhar do poeta Percebe na sua presença O toque de Deus A vela no breu A chama da diferença</p> <p>A humanidade caminha Atropelando os sinais A história vai repetindo Os erros que o homem traz O mundo segue girando Carente de amor e paz Se cada cabeça é um mundo Cada um é muito mais</p> <p style="text-align: right;">http://www.vagalume.com.br/lenine/diversidade.html#ixzz3Je9qOgR2</p>

TEXTO 6

Artigo 3º da Constituição Brasileira:

São objetivos fundamentais da República Federativa do Brasil:

Construir uma sociedade livre, justa e solidária; garantir o desenvolvimento nacional; erradicar a pobreza e a marginalização e reduzir as desigualdades sociais e regionais; promover o bem de todos, sem preconceitos de origem, raça, sexo, cor, idade e quaisquer outras formas de discriminação.

SUGESTÕES DE ESCRITA

Sugestão 1: Imagine a seguinte situação: sua cidade recebe a visita inesperada de um ser extraterrestre. Crie uma história envolvendo o relacionamento entre esse personagem e algum(ns) dos habitantes locais, tendo em vista as prováveis diferenças culturais.

Sugestão 2: Tomando como ponto de partida os versos de Gilberto Gil "Ser diferente é normal", de Lenine "Diversidade" e o Artigo 3º da Constituição Brasileira, escreva um artigo de opinião defendendo o respeito a algum tipo de diferença.

PROVA II - LÍNGUA INGLESA

TEXT

Clifford the Big Red Dog looks fabulous on an iPad. He sounds good, too — tap the screen and hear him pant as a blue truck roars into the frame. “Go, truck, go!” cheers the narrator. But does this count as story time? Or is it just screen time for babies? It is a question that parents, pediatricians and researchers are struggling to answer as children’s books, just like all the other ones, migrate to digital media.

For years, child development experts have advised parents to read to their children early and often, citing studies showing its linguistic, verbal and social benefits. In June, the American Academy of Pediatrics advised doctors to remind parents at every visit that they should read to their children from birth, prescribing books as enthusiastically as vaccines and vegetables.

On the other hand, the academy strongly recommends no screen time for children under 2, and less than two hours a day for older children.

At a time when reading increasingly means swiping pages on a device, and app stores are bursting with reading programs and learning games aimed at infants and preschoolers, which bit of guidance should parents heed?

The answer, researchers say, is not yet entirely clear. “We know how children learn to read,” said Kyle Snow, the applied research director at the National Association for the Education of Young Children. “But we don’t know how that process will be affected by digital technology.”

Part of the problem is the newness of the devices. Tablets and e-readers have not been in widespread use long enough for the sorts of extended studies that will reveal their effects on learning.

Dr. Pamela High, the pediatrician who wrote the June policy for the pediatrics group, said electronic books were intentionally not addressed. “We tried to do a strongly evidence-based policy statement on the issue of reading starting at a very young age,” she said. “And there isn’t any data, really, on e-books.”

But a handful of new studies suggest that reading to a child from an electronic device undercuts the dynamic that drives language development. “There’s a lot of interaction when you’re reading a book with your child,” Dr. High said. “You’re turning pages, pointing at pictures, talking about the story. Those things are lost somewhat when you’re using an e-book.”

In a 2013 study, researchers found that children ages 3 to 5 whose parents read to them from an electronic book had lower reading comprehension than children whose parents used traditional books. Part of the reason, they said, was

that parents and children using an electronic device spent more time focusing on the device itself than on the story (a conclusion shared by at least two other studies).

“Parents were literally putting their hands over the kids’ hands and saying, ‘Wait, don’t press the button yet. Finish this up first,’” said Dr. Julia Parish-Morris, a developmental psychologist at Children’s Hospital of Philadelphia and the lead author of the 2013 study that was conducted at Temple University. Parents who used conventional books were more likely to engage in what education researchers call “dialogic reading,” the sort of back-and-forth discussion of the story and its relation to the child’s life that research has shown are key to a child’s linguistic development.

Complicating matters is that fewer and fewer children’s e-books can strictly be described as books, say researchers. As technology evolves, publishers are adding bells and whistles that encourage detours. “What we’re really after in reading to our children is behavior that sparks a conversation,” said Kathy Hirsh-Pasek, a professor of psychology at Temple and co-author of the 2013 study. “But if that book has things that disrupt the conversation, like a game plopped right in the middle of the story, then it’s not offering you the same advantages as an old-fashioned book.”

Of course, e-book publishers and app developers point to interactivity as an educational advantage, not a distraction. Many of those bells and whistles — Clifford’s bark, the sleepy narration of “Goodnight Moon,” the appearance of the word “ham” when a child taps the ham in the Green Eggs and Ham app — help the child pick up language, they say.

There is some evidence to bear out those claims, at least in relation to other technologies. A study by the University of Wisconsin in 2013 found that 2-year-olds learned words faster with an interactive app as opposed to one that required no action.

But when it comes to learning language, researchers say, no piece of technology can substitute for a live instructor — even if the child appears to be paying close attention.

Patricia K. Kuhl, a director of the Institute for Learning and Brain Sciences at the University of Washington, led a study in 2003 that compared a group of 9-month-old babies who were addressed in Mandarin by a live instructor with a group addressed in Mandarin by an instructor on a DVD. Children in a third group were exposed only to English.

“The way the kids were staring at the screen, it seemed obvious they would learn better from the DVDs,” she said. But brain scans and language testing revealed that the DVD group “learned absolutely nothing,” Dr. Kuhl said. “Their brain measures looked just like the control group that had just been exposed to English.”

The only group that learned was the live social interaction group." In other words, "it's being talked with, not being talked at," that teaches children language, Dr. Hirsh-Pasek said.

Similarly, perhaps the biggest threat posed by e-books that read themselves to children, or engage them with games, is that they could lull parents into abdicating their educational responsibilities, said Mr. Snow of the National Association for the Education of Young Children.

"There's the possibility for e-books to become the TV babysitters of this generation," he said. "We don't want parents to say, 'There's no reason for me to sit here and turn pages and tell my child how to read the word, because my iPad can do it.'"

But parents may find it difficult to avoid resorting to tablets. Even literacy advocates say the guidelines can be hard to follow, and that allowing limited screen time is not high on the list of parental missteps. "You might have an infant and think you're down with the A.A.P. guidelines, and you don't want your baby in front of a screen, but then you have a grandparent on Skype," Mr. Snow said. "Should you really be tearing yourself apart? Maybe it's not the world's worst thing."

"The issue is when you're in the other room and Skyping with the baby cause he likes it," he said. Even if screen time is here to stay as a part of American childhood, good old-fashioned books seem unlikely to disappear anytime soon. Parents note that there is an emotional component to paper-and-ink storybooks that, so far, does not seem to extend to their electronic counterparts, however engaging.

From: www.nytimes.com, OCT. 11, 2014

QUESTIONS

01. One of the difficulties to determine how digital technologies will affect the reading process is the fact that

- A) most parents prefer to use traditional books.
- B) no back-and-forth discussion has been made among researchers.
- C) there's no data about electronic books to beginning reading at a very young age.
- D) many e-books include bells and whistles that distract children's concentration.

02. It is important to note that the academy believes electronic books:

- A) are a valuable tool even for toddlers.
- B) should not be used by children under two.
- C) should be used only when kids are at home.
- D) provide an extra educational advantage.

03. According to Dr. Pamela High, a negative aspect of reading to children from electronic devices is the fact that it

- A) engages children in 'dialogic reading'.
- B) undercuts the dynamic that drives language development.
- C) causes lower reading comprehension.
- D) has a strong emotional component.

04. It is quite possible that electronic books will turn into the

- A) best learning device for the next generation.
- B) key to spark a good conversation.
- C) biggest threat to children's vision.
- D) television babysitters of this generation.

05. In order for a child to learn language, researchers have found that

- A) technology should be used on a daily basis.
- B) nothing can replace a live instructor.
- C) parents should not abdicate their educational responsibilities.
- D) DVDs improve the learning process.

06. In relation to the use of electronic reading devices for children, at least three studies share the same findings, stating that.

- A) more time is dedicated to the device itself than to the story.
- B) the reaction of children is always different, making it difficult to reach a conclusion.
- C) parents interfere constantly, fragmenting story and thus making it easier for children.
- D) such devices account for more 'dialogic reading'.

07. One point clearly stated in the text refers to the fact that old-fashioned books

- A) seem to have a very limited use by children in this century.
- B) will probably not disappear in a near future.
- C) have shared the same status as e-books in the last few years.
- D) will be completely replaced soon without leaving even a trace.

08. When taking their children to a pediatrician, parents, under recommendation of the American Academy of Pediatrics,

- A) are reminded to read to their children since the moment they are born.
- B) are advised not to use screen devices until children start kindergarten.
- C) receive free books to read to their children.
- D) get rewarded for reading stories to their toddlers.

09. In the sentence "Tablets and e-readers have not been in widespread use long enough for the sorts of extended studies that will reveal their effects on learning", the pronoun *that* introduces a/an

- A) non-restrictive relative clause.
- B) object noun clause.
- C) restrictive relative clause.
- D) subject noun clause.

10. In the sentence "He sounds good, too — tap the screen and hear him pant as a blue truck roars into the frame", the conjunction *as* may be replaced by

- A) like.
- B) nevertheless.
- C) however.
- D) while.

11. The sentence "But we don't know how that process will be affected by digital technology" in the active voice becomes

- A) (...) how digital technology affects that process.
- B) (...) how digital technology affected that process.
- C) (...) how digital technology will affect that process.
- D) (...) how digital technology has affected that process.

12. The sentence "But does this count as story time?" is

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

13. In the sentence "At a time when reading increasingly means swiping pages on a device, and app stores are bursting with reading programs and learning games(...)", the underlined verbs are, respectively

- A) irregular, irregular, irregular.
- B) irregular, regular, irregular.
- C) regular, irregular, regular.
- D) regular, regular, regular.

14. The sentence "We know how children learn to read" contains a/an

- A) noun clause.
- B) prepositional phrase.
- C) adjectival clause.
- D) participial phrase.

15. The tenses of the underlined verbs in "Tablets and e-readers have not been in widespread use long enough for the sorts of extended studies that will reveal their effects on learning" are

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

16. In the sentence "Those things are lost somewhat when you're using an e-book" contains a/an

- A) adjectival clause.
- B) prepositional phrase.
- C) adverbial clause.
- D) infinitive phrase.

17. In the sentence "Parents were literally putting their hands over the kids' hands and saying (...)" the tense of the verbs PUT and SAY is

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

18. The clause "(...) when you're using an e-book" in the passive form is

- A) when an e-book has to be used (by you).
- B) when an e-book must be used (by you).
- C) when an e-book is been used (by you).
- D) when an e-book is being used (by you).

19. The word READING in the sentences "At a time when reading increasingly means swiping pages on a device (...), But a handful of new studies suggest that reading to a child from an electronic device (...), and (...) whose parents read to them from an electronic book had lower reading comprehension (...)" functions, respectively, as

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

20. "As technology evolves, publishers are adding bells and whistles that encourage detours" is an example of

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