

Instrução: As questões 51 a 58 estão relacionadas ao texto abaixo.

01. An Amazonian tribe has been discovered
02. that has no concept of time or dates.
03. The Amondawa people of Brazil do not
04. even have words for "time", "week", "month"
05. or "year", said Chris Sinha, of the University
06. of Portsmouth.
07. He argues that it is the first time scientists
08. have been able to prove time is not a deeply
09. entrenched universal human concept, as
10. previously thought.
11. According to Professor Sinha we can now
12. say without doubt that there is at least one
13. language and culture which does not have a
14. concept of time as something that can be
15. measured, counted or talked about in the
16. abstract, which doesn't mean that the
17. Amondawa are "people outside time": they
18. live in a world of events, rather than seeing
19. events as being embedded in time.
20. There are no words for such concepts as
21. "next week" or "last year", only divisions of
22. day and night and rainy and dry seasons. It
23. was also found nobody in the community has
24. an age., they change their names to
25. reflect their life-stage and position within their
26. society. For example, a little child will give up
27. his or her name to a newborn sibling and take
28. on a new one.
29. Professor Sinha said: "We have so many
30. metaphors for time and its passing - we think
31. of time as a 'thing' - we say 'the weekend is
32. nearly gone', 'she's coming up to her exams',
33. 'I haven't got the time', and so on, and we
34. think such statements are objective, but they
35. aren't. We've created these metaphors and
36. they have become the way we think. The
37. Amondawa don't talk like this and don't think
38. like this, unless they learn another language.
39. For these fortunate people time isn't money,
40. they aren't racing against the clock to
41. complete anything, and nobody is discussing
42. next week or next year. You could say they
43. enjoy a certain freedom".

Adaptado de: Daily Mail, 20 mai 2011. Disponível em:
<<http://www.dailymail.co.uk/sciencetech/article-1389070/Amazon-Amondawa-tribe-age-words-like-month-year-dont-exist.html#ixzz25dEZL89p>>.
Acesso em: 05 set. 2012.

51. Assinale a alternativa que preenche corretamente a lacuna da linha 24.

- (A) Because
(B) Whereas
(C) Meanwhile
(D) Therefore
(E) Instead

52. Considere as seguintes afirmações em relação ao conteúdo do texto.

- I - A descoberta dos Amondawa e de sua língua é importante para a ciência, pois demonstra que o conceito de tempo é relativo e não universal.
II - A língua dos Amondawa não dispõe de palavras que denotem o passar do tempo, por isso eles não registram fases, idades ou períodos, apenas os eventos vividos.
III - O Prof. Sinha acredita que, ao aprenderem outras línguas, os Amondawa podem assimilar noções de temporalidade de outras culturas.

Quais estão corretas?

- (A) Apenas I.
(B) Apenas II.
(C) Apenas I e II.
(D) Apenas I e III.
(E) Apenas II e III.

53. Assinale a alternativa que apresenta uma inferência correta em relação ao conteúdo do texto.

- (A) Os Amondawa não reconhecem o amadurecimento e o envelhecimento dos membros da tribo, por não possuírem palavras que denotem idade.
(B) O prof. Sinha considera libertadora certa limitação linguística, em relação ao planejamento de ações dos membros da tribo Amondawa.
(C) A inexistência de datas, na cultura Amondawa, impede o registro de eventos passados.
(D) As culturas que usam metáforas para a passagem do tempo são mais avançadas e objetivas.
(E) Os Amondawa são, sem dúvida, o único povo que não entende o tempo como algo que possa ser medido ou contado de forma abstrata.

54. Considere o trecho abaixo e as subseqüentes propostas de sua reescrita.

An Amazonian tribe has been discovered that has no concept of time or dates (l. 01-02).

- I - An Amazonian tribe that has no concept of time or dates has been discovered.
II - An Amazonian tribe which has no concept of time or dates has been discovered.
III - An Amazonian tribe what has no concept of time or dates has been discovered.

Quais propostas são gramaticalmente corretas e preservam o sentido do trecho original?

- (A) Apenas I.
(B) Apenas II.
(C) Apenas III.
(D) Apenas I e II.
(E) Apenas II e III.

55. Assinale a alternativa que apresenta a tradução mais adequada para o trecho **scientists have been able to prove** (l. 07-08).

- (A) cientistas têm sido capazes de comprovar
(B) cientistas têm sido hábeis em comprovar
(C) cientistas estão podendo comprovar
(D) cientistas puderam comprovar
(E) cientistas comprovaram

56. Assinale com **V** (verdadeiro) ou **F** (falso) as seguintes afirmações sobre segmentos do texto.

- () O pronome **which** (l. 13) refere-se a **one language and culture** (l. 12-13).
() O pronome **they** (l. 17) refere-se a **the Amondawa** (l. 16-17).
() O pronome **its** (l. 30) refere-se a **time** (l. 30).
() O pronome **they** (l. 42) refere-se a **next week or next year** (l. 42).

A sequência correta de preenchimento dos parênteses, de cima para baixo, é

- (A) V - F - F - V.
(B) V - V - F - V.
(C) V - V - V - F.
(D) F - F - V - F.
(E) F - V - V - F.

57. Considere a proposta de substituição de **child** (l. 26) por **children**.

Nesse contexto, assinale a alternativa que apresenta, respectivamente, o número de palavras que devem ser suprimidas e o número de palavras que devem ser alteradas, para fins de concordância.

- (A) uma - três
(B) três - seis
(C) quatro - seis
(D) seis - três
(E) seis - quatro

58. No texto, a palavra **sibling** (l. 27) significa

- (A) parent.
(B) brother or sister.
(C) friend.
(D) villager.
(E) companion.

Instrução: As questões 59 a 66 estão relacionadas ao texto abaixo.

01. Advice Gratis to Certain Women – By a Woman
02. O, my strong-minded sisters, aspiring to vote,
03. And to row with your brothers, all in the same boat,
04. When you come out to speak to the public your mind,
05. Leave your tricks, and your airs, and your graces behind!
06. For instance, when you by the world would be seen
07. As reporter, or editor (first-class, I mean),
08. I think – just to come to the point in one line –
09. What you write will be finer, if 'tis not too fine.
10. Pray, don't let the thread of your subject be strung
11. With "golden," and "shimmer," "sweet," "filter," and "flung;"
12. Nor compel, by your style, all your readers to guess
13. You've looking up words Webster marks obs.
14. And another thing: whatever else you may say,
15. Do keep personalities out of the way;
16. Don't try every sentence to make people see
17. What a dear, charming creature the writer must be!
18. Don't mistake me; I mean that the public's not home,
19. You must do as the Romans do, when you're in Rome;
20. I would have you be womanly, while you are wise;
21. 'Tis the weak and the womanish tricks I despise.
22. 'Tis a good thing to write, and to rule in the state,
23. But to be a true, womanly woman is great:
24. And if ever you come to be that, 'twill be when
25. You can cease to be babies, nor try to be men!

Adaptado de: CAREY, Phoebe. Advice Gratis to Certain Women. In: RATTINER, Susan (ed.). *Great Poems by American Women: An Anthology*. Mineola: Dover Thrift, 1998. p. 72.

59. Assinale a alternativa que completa corretamente a lacuna da linha 13.

- (A) be
(B) been
(C) being
(D) to be
(E) are

60. Publicado na segunda metade do século XIX, o poema traduz atitudes e opiniões pessoais da autora em relação ao então emergente movimento feminista nos EUA.

Com base nesse contexto e na leitura do texto, assinale a alternativa correta.

- (A) A autora ridiculariza o movimento feminista, ao afirmar que suas defensoras "tentam ser homens" e comportam-se de forma agressiva.
- (B) A autora aconselha suas leitoras a não se deixarem levar pela retórica feminista, assumindo que o lugar da mulher é o lar e não os espaços públicos.
- (C) A autora, ao invocar o provérbio que pode ser traduzido por "Quando em Roma, faça como os romanos", propõe a inutilidade das reivindicações feministas, defendendo que as mulheres atenham-se ao que é socialmente esperado delas.
- (D) A autora identifica-se com a causa feminista, mas sugere às companheiras de luta que evitem atitudes e discursos masculinizados ou infantis.
- (E) A autora, sendo uma feminista que luta pelo direito ao voto, sugere às suas "irmãs" que não permitam que mulheres submissas e frágeis venham a público expressar suas ideias, pois isso prejudica o movimento sufragista.

61. Considere as seguintes propostas de reescrita do título ***Advice Gratis to Certain Women*** (l. 01).

- I - A Free Advice to Certain Women
II - Free Advice to Certain Women
III- Free Pieces of Advice to Certain Women

Quais propostas mantêm o sentido do título sem prejuízo da correção gramatical?

- (A) Apenas I.
(B) Apenas II.
(C) Apenas III.
(D) Apenas II e III.
(E) I, II e III.

62. Uma expressão composta da mesma forma que ***strong-minded sisters*** (l. 02) é

- (A) heart-felt apologies.
(B) long-term consequences.
(C) never-ending stories.
(D) coffee-table books.
(E) deep-frozen foods.

63. O verbo modal ***must*** (l. 17) estabelece uma relação de

- (A) obrigação.
(B) sugestão.
(C) dedução.
(D) permissão.
(E) proibição.

64. Assinale a alternativa que apresenta uma expressão de sentido equivalente ao de ***Don't mistake me*** (l. 18), conforme empregada no texto.

- (A) Don't mislead me.
(B) Don't get me wrong.
(C) Don't get in my way.
(D) Watch out.
(E) Mark my words.

65. Assinale a frase em que ***'s*** está empregado com o mesmo sentido e com a mesma função sintática que em ***I mean that the public's not home*** (l. 18).

- (A) She's the best singer of her generation.
(B) My kid's classmates aren't friendly.
(C) The store's opened a new branch.
(D) Aviation's no-smoking policy is very strict.
(E) My wife's not arrived yet.

66. Qual das alternativas abaixo poderia substituir o trecho ***You can cease to be babies*** (l. 25), sem alteração de sentido ou prejuízo da correção gramatical?

- (A) You can stop being babies.
(B) You can to stop being babies.
(C) You can stop to be babies.
(D) You can stop be babies.
(E) You can stopping to be babies.

Instrução: As questões 67 a 75 estão relacionadas ao texto abaixo.

01. Txting: frNd or foe?

02. If I a pound for every time I heard
03. someone predicting a language disaster
04. because of a new technological development,
05. I would be a very rich man. If I were a time
06. traveller, my bank balance would have started
07. to grow with the arrival in the Middle Ages of
08. printing, thought by many to be the invention
09. of the devil. It would have increased with the
10. telegraph, telephone and broadcasting. And I
11. would have been able to retire on the profits
12. from text messaging.
13. All the popular beliefs about texting are
14. wrong. It isn't just used by the young
15. generation: the vast majority of texts
16. circulating in cyberspace are among adults,
17. especially by and to institutions.
18. Only very tiny part of text messaging
19. uses a distinctive orthography. The
20. abbreviations are not a totally new
21. phenomenon. Young people don't use them in
22. essays, nor in exam scripts. And research is
23. piling up that text messaging helps rather
24. than hinders literacy. Texting has, indeed,
25. added a new dimension to language use, but
26. its long-term impact on existing varieties of
27. language is negligible. It is not a disaster.
28. The popular impression is quite the
29. opposite. People think that the written
30. language seen on mobile phone screens is
31. new and alien. It has been labelled "textese",
32. "slanguage", and a "digital virus". It has been
33. described as foreign and "outlandish".
34. However, most striking characteristic
35. of text messages is the combination of
36. standard and non-standard features. Although
37. many texters like to be different and enjoy
38. breaking linguistic rules, they also know they
39. need to be understood. There is no point in
40. paying for a message if it breaks so many
41. rules that it ceases to be intelligible. There is
42. always unconscious pressure to use the
43. standard orthography.

Adapted from: CRYSTAL, David. Txting: frNd or foe? *The Linguist*, v. 47, n. 06, Dec. 2008/Jan 2009. Available at: <http://www.davidcrystal.com/DC_articles/Internet16.pdf>. Access on: Sept 09, 2012.

67. Select the alternative which correctly fills in the blank in line 02.

- (A) had
- (B) have
- (C) would have
- (D) will have
- (E) to have

68. Select the alternative which correctly fills in the blanks in lines 18, 34 and 42, in this order.

- (A) a - the - a
- (B) the - a - an
- (C) the - the - a
- (D) an - an - the
- (E) a - the - an

69. According to the text, David Crystal believes text messaging

- (A) is a disaster that can make him rich.
- (B) seems to be revolutionary, but has not brought anything really new to languages.
- (C) is mostly used by young people and influences their academic writing.
- (D) is an interesting and rich phenomenon, but its impact is limited.
- (E) is a revolutionary process that breaks linguistic rules.

70. Consider the statements below.

- I - Research indicates that text messages harm languages by breaking their grammar and spelling rules.
- II - Text messaging is a digital virus used mostly by young people.
- III - Texting is only one out of a variety of technological developments that have had an impact in the way languages are used.

Which are correct, according to the text?

- (A) Only I.
- (B) Only II.
- (C) Only III.
- (D) Only I and III.
- (E) I, II and III.

71. Select the alternative that presents the correct references for the pronouns **It** (l. 09), **them** (l. 21) and **its** (l. 26), according to the text.

- (A) **bank balance** (l. 06) – **phenomenon** (l. 21) – **Texting** (l. 24)
(B) **bank balance** (l. 06) – **abbreviations** (l. 20) – **language use** (l. 25)
(C) **bank balance** (l. 06) – **abbreviations** (l. 20) – **Texting** (l. 24)
(D) **invention of the devil** (l. 08-09) – **phenomenon** (l. 21) – **language use** (l. 25)
(E) **invention of the devil** (l. 08-09) – **abbreviations** (l. 20) – **Texting** (l. 24)

72. Select the best translation for the word **hinders** (l. 24) as it is used in the text.

- (A) impossibilita
(B) sugere
(C) favorece
(D) nega
(E) atrapalha

73. The sentence **It has been labelled "textese", "slanguage", and a "digital virus"** (l. 31-32) could be rewritten as

- (A) Critics have labelled it "textese", "slanguage", and a "digital virus".
(B) Critics have been labelled it "textese", "slanguage", and a "digital virus".
(C) Critics have being labelling it "textese", "slanguage", and a "digital virus".
(D) It was being labelled "textese", "slanguage", and a "digital virus".
(E) It was labelled "textese", "slanguage" and a "digital virus".

74. Select the alternative in which the suffix **-ish** has the same meaning and function as in **"outlandish"** (l. 33).

- (A) fish
(B) parish
(C) womanish
(D) Spanish
(E) anguish

75. The word **Although** (l. 36) can be replaced, without any change in form or meaning, by

- (A) Though.
(B) Despite.
(C) However.
(D) Even so.
(E) In spite of.