

INGLÊS

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

01. Britain has met the heir who will certainly
02. change the face of monarchy for ever. Kate
03. and William's son enters this world as a Royal
04. Highness, destined to be king of his country.
05. Though his mother is a Duchess, the title
06. disguise the fact that there has never
07. been a royal child quite like Kate's. For while
08. William descends from a line of monarchs,
09. this baby boy's maternal grandparents once
10. worked for British Airways and now run their
11. own company.
12. This new prince will become the first
13. British monarch with working-class blood
14. running through his veins. Monarchy these
15. days is a precarious business, and increasingly
16. hard to justify – not only in terms of the funds
17. taxpayers donate to the Crown, but in a wider
18. world in which royal families seem ever more
19. anachronistic. This baby has arrived at a time
20. of profound social change and evolution –
21. is why I believe a royal child with
22. middle-class antecedents can provide the
23. social alchemy that will secure the future of
24. the House of Windsor.
25. William and Kate, a modern couple, lived
26. together quite openly for several years before
27. their marriage, a sensible decision condoned
28. by the Queen, which been seen as
29. unthinkable less than a decade earlier. This
30. was after prince Charles had moved in with
31. his divorced former mistress, Camila Parker
32. Bowles, a situation that would have been
33. equally unacceptable a few years ago.
34. All this evidences a rapidly evolving
35. monarchy. Who would have suspected that
36. the Queen would have been seen pretending
37. to parachute into the Olympic stadium with
38. James Bond? And who predict how far
39. this process of evolution will have travelled by
40. the time the new prince reaches the throne?
41. From the pit to the Palace in three
42. generations? Surely it is the perfect fairytale
43. for a nation that grows more middle-class by
44. the year.

Adaptado de: THORTON, Michael. A very middle class baby who will secure the future of the royal family. Daily Mail. 22 jul 2013. Disponível em: < <http://www.dailymail.co.uk/news/article-2374279/Kate-Middleton-gives-birth-middle-class-Royal-baby-boy-secure-monarchys-future.html> >. Acesso em: 06 set. 2013.

51. Assinale a alternativa que preenche, correta e respectivamente, as lacunas das linhas 06, 21 e 38.

- (A) cannot – which – can
(B) can't – than – will
(C) can – that – won't
(D) should – which – must
(E) have – that – can

52. Assinale a alternativa que completa corretamente a lacuna da linha 28.

- (A) was
(B) should
(C) would
(D) can have
(E) would have

53. Considere as seguintes afirmações a respeito do texto.

- I - O fato de o filho de William e Kate ter antecedentes da classe trabalhadora pode tornar incerto o futuro da monarquia.
II - As mudanças sociais que ocorrem no Reino Unido refletem-se na família real e têm alterado algumas de suas tradições.
III- O fato de a Rainha Elizabeth ter aceito participar de uma encenação nas Olimpíadas comprova a evolução da monarquia.

Quais estão corretas?

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

54. Assinale com **V** (verdadeiro) ou **F** (falso) as afirmações abaixo, de acordo com o sentido do texto.

- () A existência da monarquia, cada vez mais, precisa ser justificada em função de seu alto custo coberto pelos impostos.
- () A classe média está, gradativamente, diminuindo no Reino Unido.
- () O novo bebê real, em virtude de sua ascendência, poderá ser o trunfo da permanência da família real.
- () O casamento de Charles com sua ex-amante divorciada ainda é visto como escandaloso pela família real.

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

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

55. Assinale a alternativa que poderia substituir **once worked** (l. 09-10), sem significativa alteração de sentido ou prejuízo da correção gramatical.

- (A) were working
- (B) had worked
- (C) used to work
- (D) have been working
- (E) once would work

56. Associe as palavras da coluna da esquerda às suas respectivas traduções, na coluna da direita, de acordo com o sentido que têm no texto.

- | | |
|-------------------------------|----------------|
| () sensible (l. 27) | 1. simulando |
| () condoned (l. 27) | 2. sensível |
| () pretending (l. 36) | 3. aceita |
| | 4. pretendendo |
| | 5. sensata |
| | 6. condenada |

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

- (A) 2 – 3 – 1.
- (B) 2 – 6 – 4.
- (C) 5 – 3 – 1.
- (D) 2 – 1 – 6.
- (E) 5 – 3 – 4.

57. Assinale a alternativa que apresenta a expressão de sentido mais próximo de **by the year** (l. 43-44).

- (A) every year
- (B) after years
- (C) in years
- (D) with the years
- (E) this year

58. Assinale a alternativa que preenche corretamente as lacunas do segmento abaixo, na ordem em que aparecem.

If the present Queen for another ten years, Charles to the throne at 75.

- (A) survives – comes
- (B) survives – will come
- (C) will survive – comes
- (D) survived – can come
- (E) survives – would come

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

01. I am happy to join you today in
02. what will go down in history as the greatest
03. demonstration for freedom in the history of
04. our nation.
05. In the process gaining our rightful
06. place we must not be guilty of wrongful
07. deeds. Let us not seek to satisfy our thirst for
08. freedom drinking from the cup of
09. bitterness and hatred. We must forever
10. conduct our struggle on the high plane of
11. dignity and discipline. We must not allow our
12. creative protest to degenerate into physical
13. violence. The marvelous new militancy which
14. has engulfed the Negro community must not
15. lead us to distrust of all white people, for
16. many of our white brothers, as evidenced by
17. their presence here today, have come to
18. realize that their destiny is tied up with our
19. destiny and their freedom is inextricably
20. bound to our freedom. We cannot walk alone.
21. I have a dream that one day this nation
22. will rise up and live out the true meaning of
23. its creed: "We hold these truths to be self-
24. evident: that all men are created equal." I
25. have a dream that my four little children will
26. one day live in a nation where they will not be
27. judged by the color of their skin but by the
28. content of their character.
29. This is our hope. This is the faith that I go
30. back to the South with. When we allow
31. freedom to ring, when we let it ring from
32. every state and every city, we will speed up that
33. day when all of God's children, black men and
34. white men, Jews and Gentiles, Protestants and
35. Catholics, will join hands and sing the old Negro
36. spiritual, "Free at last! free at last! thank God
37. Almighty, we are free at last!"

Adaptado de: LUTHER KING JR., Martin. *I have a dream.*
Disponível em: <<http://www.archives.gov/press/exhibits/dream-speech.pdf>>. Acesso em: 06 set. 2013.

59. Assinale a alternativa que preenche, correta e respectivamente, as lacunas das linhas 01, 05 e 08.

- (A) with – of – by
- (B) with – to – with
- (C) of – of – with
- (D) on – to – by
- (E) on – of – in

60. O texto apresenta trechos de um famoso discurso do pastor Martin Luther King Jr., proferido em Washington, D.C., em 1963, por ocasião de uma das maiores manifestações pelos direitos civis já registradas no mundo. Valendo-se de referências políticas e religiosas, pode-se dizer que o texto

- (A) incita à desobediência civil não violenta e pede, por tratar-se de uma manifestação da militância negra, o afastamento dos irmãos brancos.
- (B) celebra a conquista da liberdade negra, mas afirma que ainda há sentimentos de amargura e de ódio a serem aplacados.
- (C) conclama negros e brancos, judeus e gentios, protestantes e católicos a sonhar por uma nação livre.
- (D) revela a revolta do pastor contra o racismo, a amargura e o ódio que imperam em uma nação que não põe em prática a máxima de que "todos os homens são iguais".
- (E) exorta os negros a não se entregarem à violência nos protestos e a não desconfiarem de todos os brancos, pois muitos estão irmanados na luta pelos direitos civis.

61. Considere as seguintes afirmações sobre o texto.

- I - O protesto, segundo o pastor, é um ato criativo, e apenas degenerados se entregam à violência física.
- II - O pastor sonhou que seus quatro filhos viviam em um país onde não havia racismo.
- III- A liberdade que diferentes crenças pregam só será plena, segundo Martin Luther King Jr., quando também os negros puderem sentir-se livres.

Quais estão corretas?

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

62. Assinale a alternativa que poderia substituir o trecho **The marvelous new militancy which has engulfed the Negro community** (l. 13-14), sem significativa alteração de sentido ou prejuízo da correção gramatical.

- (A) The Negro community which has engulfed in this marvelous new militancy
- (B) The Negro community which has been engulfed in this marvelous new militancy
- (C) The Negro community that was engulfed in this marvelous new militancy
- (D) The marvelous new militancy in which the Negro community has been engulfed
- (E) The marvelous new militancy that the Negro community has been engulfed

63. Assinale a alternativa que apresenta os referentes de **their** (l. 17), **its** (l. 23) e **it** (l. 31), respectivamente.

- (A) **all white people** (l. 15) – **dream** (l. 21) – **freedom** (l. 31)
- (B) **all white people** (l. 15) – **this nation** (l. 21) – **ring** (l. 31)
- (C) **many of our white brothers** (l. 16) – **this nation** (l. 21) – **freedom** (l. 31)
- (D) **many of our white brothers** (l. 16) – **this nation** (l. 21) – **day** (l. 33)
- (E) **Negro community** (l. 14) – **meaning** (l. 22) – **freedom** (l. 31)

64. Assinale a alternativa que poderia substituir **inextricably bound** (l. 19-20) sem prejuízo do sentido e da correção gramatical.

- (A) deeply associated
- (B) unexplainably subject
- (C) slightly dependent
- (D) excessively rooted
- (E) superficially connected

65. A melhor tradução para **live out** (l. 22), conforme empregado no texto, é

- (A) deixar de fora.
- (B) eliminar.
- (C) viver fora.
- (D) pôr em prática.
- (E) defender.

66. Considere o segmento a seguir.

This is our hope. This is the faith that I go back to the South with (l. 29-30).

Assinale a alternativa que apresenta a reescrita mais adequada do segmento acima, em discurso indireto.

- (A) This was my hope. This was the faith that I would go back to the South with.
- (B) That was their hope. That was the faith that he would go back to the South with.
- (C) That has been their hope. That has been the faith that they have gone back to the South with.
- (D) That was our hope. That was the faith with which we went back to the South.
- (E) Those were their hopes. Those were the faiths with which they went back to the South.

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

01. "Fan" is abbreviated form of
02. "fanatic", which has roots in Latin
03. word "fanaticus", which simply meant
04. "belonging to the temple, a devotee". But
05. these words quickly assumed negative
06. connotations, to the point of becoming
07. references to excessive religious belief and to any
08. mistaken enthusiasm.
09. Based on such connotations, news reports
10. frequently characterize fans as psychopaths
11. frustrated fantasies of intimate
12. relationships with stars or unsatisfied desires
13. to achieve stardom take violent and antisocial
14. forms. Whether viewed as a religious fanatic,
15. a psychopathic killer, a neurotic fantasist, or a
16. lust-crazed groupie, the fan remains a
17. "fanatic" with interests alien to the realm of
18. "normal" cultural experience and a mentality
19. dangerously out of touch with reality.
20. To understand the logic behind this
21. discursive construction of fans, we must
22. reconsider what we mean by taste. Concepts
23. of "good taste," appropriate conduct, or
24. aesthetic merit are not natural or universal;
25. rather, they are rooted in social experience
26. and reflect particular class interests. Taste
27. becomes one of the important means by
28. which social distinctions are maintained and
29. class identities are forged. Those who
30. "naturally" possess appropriate tastes
31. "deserve" a privileged position, while the
32. tastes of others are seen as underdeveloped.
33. Taste distinctions determine desirable and
34. undesirable ways of relating to cultural
35. objects, strategies of interpretation and styles
36. of consumption.
37. The stereotypical conception of the fan
38. reflects anxieties about the violation of
39. dominant cultural hierarchies. The fans'
40. transgression of bourgeois taste disrupt
41. dominant cultural hierarchies, insuring that
42. their preferences be seen as abnormal and
43. threatening by those who have an interest in
44. the maintenance of these standards (even by
45. those who may share similar tastes but
46. express them in different ways).

Adapted from: JENKINS, Henry. *Textual Poachers: Television Fans and Participatory Culture*. New York / London: Routledge, 1992. p. 12-16.

67. Select the alternative which correctly fills in the gaps in lines 01 and 02, in the order they appear.

- (A) the – the – a
- (B) the – its – a
- (C) the – it's – the
- (D) an – it's – the
- (E) an – its – the

68. Select the alternative which correctly fills in the gap in line 11.

- (A) who
- (B) that
- (C) which
- (D) whose
- (E) whatever

69. According to the text,

- (A) the word "fan" is just short for "fanatic" and both forms mean basically the same as their Latin root did.
- (B) though the word "fanatic" refers only to religious excesses, "fan" has a broader meaning, being associated to forms of antisocial behavior and abnormal taste.
- (C) despite the bad connotations of the word "fanatic", fans are generally perceived as people of good taste who hold privileged positions in society.
- (D) the words "fanatic" and "fan" evolved from quite negative references to forms of religious worship to a fairly democratic view on cultural tastes and styles of consumption.
- (E) the word "fan" is often used in prejudicious and stereotypical references to people who display excessive enthusiasm in stating their cultural tastes.

70. Consider the statements below.

- I - Fans are fanatic people who often display antisocial behavior due to excessive enthusiasm.
- II - The characterization of fans as "fanatic" mirrors social hierarchies based on the notion of taste.
- III- Fans have an important social role because they challenge artistic standards by transgressing bourgeois taste.

Which are correct, according to the text?

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

71. Select the alternative which could replace **assumed** (l. 05) without significant change in meaning.

- (A) took on
- (B) became
- (C) earned
- (D) got into
- (E) formed

72. Consider the clauses below.

- I - One must reconsider what one means by taste.
- II - We must reconsider what is meant by taste.
- III- We may reconsider what taste means.

Which could replace, without significant changes in meaning, the clause **we must reconsider what we mean by taste** (l. 21-22)?

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

73. Select the alternative which could replace **rather** (l. 25) without significant change in meaning.

- (A) instead
- (B) indeed
- (C) but
- (D) although
- (E) however

74. Select the alternative which has the same function and is formed by the same process as **undesirable** (l. 34).

- (A) understandable
- (B) unnecessary
- (C) underdevelop
- (D) unhealthily
- (E) unemployment

75. Which of the alternatives below has the same structure as **The fans' transgression of bourgeois taste** (l. 39-40)?

- (A) The government's interference with middle class education.
- (B) The students's discussion and their argument.
- (C) The girl's reading an interesting book.
- (D) The fan's harsh criticizing went unnoticed.
- (E) The teacher's introduced quite complex matters.