

ITA - 2005

2º DIA

INGLÊS

Inglês – Questão 01

As questões 1 e 2 referem-se à manchete da capa da revista *Time*, a seguir reproduzida:



(*Time*, May 12, 2003)

Na frase "Secrets of the New Matrix: We're the FIRST to see the movie and play the videogame! If we told you everything, they'd have to kill us", extraída da manchete da revista *Time*, os pronomes "we" e "you" referem-se, respectivamente, a

- A) editores da *Time* - público que assistiu à estreia do filme.
- B) diretores do filme "The Matrix Reloaded" - público em geral.
- C) público que assistiu à estreia do filme - público em geral.
- D) editores da *Time* - leitores da revista *Time*.
- E) público que assistiu à estreia do filme - leitores da revista *Time*.

RESOLUÇÃO:

Os pronomes "we" e "you" refletem os editores e leitores da revista.

GABARITO: Alternativa **D**

Inglês – Questão 02

Considere as seguintes asserções:

- Em "We're" e "they'd", " 're" e " 'd" são, respectivamente contrações de flexões verbais dos verbos (I) e (II).

- Outra forma de expressar a oração "If we told you everything, they'd have to kill us." é (III).

A opção que melhor preenche as lacunas I, II e III é

	I	II	III
A)	are	would	They'd kill us, unless we told you everything.
B)	are	had	They had to kill us, unless we told you everything.
C)	were	would	Unless we told you everything, they would have to kill us.
D)	were	could	Unless we told you everything, they could kill us.
E)	are	would	They wouldn't have to kill us, Unless we told you everything.

RESOLUÇÃO:

A conjunção Unless (se não) (a menos que) substitui a conjunção if. (se)

GABARITO: Alternativa **E**

Inglês – Questão 03

As questões de 03 a 07 referem-se ao texto abaixo:

(...) Languages have always died. As cultures have risen and fallen, so their languages have emerged and disappeared. We can get some sense of it following the appearance of written language, for we now have records (in various forms - inscriptions, clay tablets, documents) of dozens of extinct languages from classical times - Bithynian, Cilician, Pisidian, Phrygian, Paphlagonian, Etruscan, Sumerian, Elamite, Hittite... We know of some 75 extinct languages which have been spoken in Europe and Asia Minor. But the extinct languages of which we have some historical record in this part of the world must be only a fraction of those for which we have nothing. And when we extend our coverage to the whole world, where written records of ancient languages are largely absent, it is easy to see that no sensible estimate can be obtained about the rate at which languages have died in the past. We can of course make guesses at the size of the population in previous eras, and the likely size of communities, and (on the assumption that each community would have had its own language) work out possible numbers of languages.(...)

(CRYSTAL, D. *Language Death*. C.U.P. 2000:68)

Considere as seguintes asserções:

- I. Há registro de cerca de 75 línguas, hoje extintas, que já foram faladas na Europa e na Ásia Menor.
- II. O exame do surgimento da linguagem escrita pode nos dar pistas sobre as razões do aparecimento e desaparecimento das línguas.
- III. As línguas extintas das quais temos registro hoje em dia representam a maior parte das línguas conhecidas.

Das afirmações acima, está(ão) correta(s)

- A) apenas I e II.
- B) apenas I e III.
- C) apenas II e III.
- D) todas
- E) nenhuma.

RESOLUÇÃO:

A frase três está errada pois temos registro de uma pequena fração de línguas conhecidas que foram extintas.

GABARITO: Alternativa **A**

Inglês – Questão 04

Assinale a opção que contém os respectivos referentes dos itens abaixo relacionados:

Linha 1: "their" em "...so their languages have emerged..."

Linha 7: "which" em "...of those for which we have nothing..."

Linha 8: "where" em "...where written records of ancient languages..."

- A) languages; historical record; ancient languages.
- B) cultures; extinct languages; the whole world.
- C) written languages; a fraction of languages; the past.
- D) cultures; extinct languages; the past.
- E) cultures; a fraction of languages; The whole world.

RESOLUÇÃO:

A cultura representa o sujeito da frase da qual as línguas se relacionam. O pronome "which" se refere a línguas extintas. O pronome "where" refere-se ao mundo.

GABARITO: Alternativa **B**

Inglês – Questão 05

Assinale a opção que contém as respectivas melhores traduções para os verbos sublinhados nos trechos abaixo:

Linhas 6 e 7: "But the extinct languages of which we have some historical record in this part of the world must be only a fraction of those for which..."

Linhas 8 e 9: "...no sensible estimate can be obtained about the rate at which..."

Linhas 9 e 10: "We can of course make guesses..."

- A) devem; pode; pode.
- B) devem; pode; podem.
- C) devem; pode; podemos.
- D) deve; podem; pode.
- E) deve; podem; podemos.

RESOLUÇÃO:

Must representa uma conclusão lógica na 1ª pessoa do plural.

Can representa habilidade e capacidade.

GABARITO: Alternativa **C**

Inglês – Questão 06

Assinale a opção que contém outra forma de expressar a frase “on the assumption that each community would have had...” (linhas 11 e 12).

- A) has each community had...
- B) had each community had..
- C) if we assume that each community will have had...
- D) if each community has had...
- E) assuming each community will have...

RESOLUÇÃO:

O “past perfect” foi utilizado para substituir o “Conditional Perfect” na frase.

GABARITO: Alternativa **B**

Inglês – Questão 07

Assinale a opção que contém uma conjunção que **não** pode substituir “for” em “for we now have...” (linhas 2 e 3).

- A) as
- B) due to the fact that
- C) since
- D) because
- E) so

RESOLUÇÃO:

A preposição “for” está sendo utilizado como a conjunção porque.

RESPOSTA: Alternativa **E**

Inglês – Questão 08

As questões de 8 a 10 referem-se ao seguinte trecho, extraído de uma entrevista:

1 **Hywel Rhys Thomas**, 56, is an authority on Education. Holder of a PhD in Education from the University of Birmingham, he has worked as a lecturer, administrator and researcher in Europe and as a consultant in Africa and South
5 America. Last September he took part in "Education and Science as Strategies for National Development", an international seminar held in Brasília organised by UNESCO and the Brazilian Ministry of Education. Dr. Thomas, who participated as a guest of the British Council, discussed his ideas with Link UK:
10

Link: _____
H. R. Thomas: Over the last 15 years, the United Kingdom has been a place where major reforms have been introduced
15 into almost all parts of the education system. It has become a 'natural laboratory', where different methods have been employed. We have gone from a system with very great professional autonomy to one where there is much more direction. My presentation explored the issue of balance
20 between autonomy and control.

Link: *What is the greatest challenge Education in a country like Brazil?*
H. R. Thomas: Clearly, sufficient resources are a major
25 challenge. It is also important to move towards more active learning. The leading economies of the 21st century will be ones where people are lifelong learners and the only way in which you become a lifelong learner is to learn how to learn. This must mean moving away from passive acquisition of
30 knowledge to a model where there is more emphasis on analytical and critical skills.
(adapted from *Link UK*. March/April/May/June, 2004)

Assinale a opção que contém a melhor pergunta para a lacuna (I).

- A) Why is it important to look for a balance between autonomy and control?
- B) What was your talk about?
- C) Why was it important to introduce a reform in the British educational system?
- D) How long have you been working in this project?
- E) Why did you talk about autonomy and control in your presentation?

RESOLUÇÃO:

A pergunta reflete o assunto da palestra feita.

RESPOSTA: Alternativa **B**

Inglês – Questão 09

As questões de 8 a 10 referem-se ao seguinte trecho, extraído de uma entrevista:

1 **Hywel Rhys Thomas**, 56, is an authority on Education. Holder of a PhD in Education from the University of Birmingham, he has worked as a lecturer, administrator and researcher in Europe and as a consultant in Africa and South
5 America. Last September he took part in "Education and Science as Strategies for National Development", an international seminar held in Brasília organised by UNESCO and the Brazilian Ministry of Education. Dr. Thomas, who participated as a guest of the British Council, discussed his
10 ideas with Link UK.

Link: _____

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30 knowledge to a model where there is more emphasis on analytical and critical skills.
(adapted from *Link UK*. March/April/May/June, 2004)

Cada uma das opções a seguir refere-se a um termo ou expressão extraídos da entrevista. Assinale a opção em que o termo **NÃO** corresponde ao significado explicitado.

- A) (linhas 13 e 21): major - importante.
- B) (linha 15): employed - utilizados.
- C) (linha 16): issue - resultado.
- D) (linha 25): moving away - distanciar-se.
- E) (linha 26): skills - habilidades.

RESOLUÇÃO:

"Issue" representa o tema, assunto e não o resultado.

GABARITO: Alternativa **C**

Inglês – Questão 10

As questões de 8 a 10 referem-se ao seguinte trecho, extraído de uma entrevista:

1 **Hywel Rhys Thomas**, 56, is an authority on Education. Holder of a PhD in Education from the University of Birmingham, he has worked as a lecturer, administrator and researcher in Europe and as a consultant in Africa and South
5 America. Last September he took part in "Education and Science as Strategies for National Development", an international seminar held in Brasília organised by UNESCO and the Brazilian Ministry of Education. Dr. Thomas, who participated as a guest of the British Council, discussed his
10 ideas with Link UK:

Link: _____

15 **H. R. Thomas:** Over the last 15 years, the United Kingdom has been a place where major reforms have been introduced into almost all parts of the education system. It has become a 'natural laboratory', where different methods have been employed. We have gone from a system with very great professional autonomy to one where there is much more
20 direction. My presentation explored the issue of balance between autonomy and control.

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25 **H. R. Thomas:** Clearly, sufficient resources are a major challenge. It is also important to move towards more active learning. The leading economies of the 21st century will be ones where people are lifelong learners and the only way in which you become a lifelong learner is to learn how to learn. This must mean moving away from passive acquisition of
30 knowledge to a model where there is more emphasis on analytical and critical skills.
(adapted from *Link UK*. March/April/May/June, 2004)

Considere as seguintes asserções:

- I. Entre outras atividades, H. R. Thomas já trabalhou como pesquisador e consultor na área da Educação.
- II. As reformas no sistema educacional britânico foram feitas há 15 anos.
- III. Durante o Seminário realizado em Brasília, H. R. Thomas falou sobre a importância do equilíbrio entre autonomia e controle na Educação.
- IV. Na opinião de H. R. Thomas, é essencial que a escola incentive os alunos a aprender a aprender.

Então, das afirmações acima, estão corretas

- A) apenas I e III.
- B) apenas I, III e IV.
- C) apenas II e III.
- D) apenas II, III e IV.
- E) todas.

RESOLUÇÃO:

As reformas no sistema educacional britânico tem sido feitas a 15 anos.

GABARITO: Alternativa **B**

Inglês – Questão 18

A questão 18 refere-se ao texto a seguir:

North American Women Sweep Top Honors at Intel Competition

For the first time in the history of the Intel International Science and Engineering Fair, the top three award winners were women. Each of the three high-school students won an Intel Foundation Young Scientist Award at the fair, held last May in Cleveland Ohio.

Elena Glassman from Doylestown, Pennsylvania, Lisa Glukhovsky from New Milford, Connecticut, and Anila Madiraju from Montreal each won a \$ 50 000 scholarship and a personal computer.

For her project, Glukhovsky, a junior, used simultaneous images of near-Earth objects (asteroids) from two observatory sites and a computer spreadsheet she created to determine the distance from Earth to asteroids. Her results closely agreed with NASA predictions.

Glassman, a junior, designed a computer science project that used electrical signals from the brain to detect whether a person intends to make a left-handed movement. A potential application is to enable handicapped individuals to operate a computer. Madiraju, a senior, showed that a method involving the use of a type of RNA to target and kill cancerous cells is effective without the toxic side effects typically associated with anticancer drugs.

This year, students from 36 countries competed for \$ 3 million in scholarships and awards. Next year's competition will be held in Portland, Oregon, in May.

(Tweed, A. *Physics Today*. August 2003)

Considere as seguintes asserções:

- I. A estudante Lisa Glukhovsky desenvolveu uma planilha que será utilizada pela NASA para determinar a distância entre a Terra e asteróides.
- II. O projeto de Elena Glassman poderá auxiliar deficientes no uso de computadores.
- III. O objetivo do projeto de Anila Madiraju é o desenvolvimento de um método para atingir e eliminar células cancerígenas que não provoca efeitos colaterais, normalmente associados a medicamentos dessa natureza.

Então, das afirmações acima, está(ão) correta(s)

- A) apenas a I
- B) apenas a II
- C) apenas I e III
- D) apenas II e III
- E) todas.

RESOLUÇÃO:

A planilha da estudante Isa não será utilizada pela NASA. Seus resultados estão de acordo com os da NASA.

GABARITO: Alternativa **D**

Inglês – Questão 19

As questões 19 e 20 referem-se ao seguinte texto, extraído da contracapa de um livro:

The five topics discussed here are of interest both for specialists in these fields, and for anyone who would like to get an overview of the University's problems today. A circumstantial change in the event's order of issues showed us how strongly they are all linked together, something which will now allow the reader to go through the book according to his personal preferences.

Rather than proposing conclusive answers to all these problems, the papers and debates here gathered intend to stimulate reflections about the roles and possibilities of the University.

(Bolle, W., ed. *The University of the 21st Century*. 2001)

O principal objetivo do texto é

- A) traçar um panorama sobre os problemas existentes no ambiente universitário.
- B) divulgar uma Universidade.
- C) sintetizar o conteúdo de uma coletânea de artigos publicados em um livro.
- D) propor / promover uma reflexão sobre o papel da Universidade na sociedade.
- E) propor debates sobre os problemas da Universidade.

RESOLUÇÃO:

O objetivo do texto é retratado nos dois parágrafos.

GABARITO: Alternativa **C**

Inglês – Questão 20

O termo *here*, nas linhas 1 e 5, refere-se

- A) ao livro de cuja contracapa o texto foi extraído.
- B) à Universidade em questão.
- C) aos cinco tópicos mencionados no texto.
- D) à ligação existente entre os conteúdos dos artigos observada pelos autores
- E) aos problemas analisados nos diversos artigos que compõem o livro.

RESOLUÇÃO:

O termo *here* refere-se ao livro do qual foi extraído o texto.

GABARITO: Alternativa **A**