

VESTIBULAR 2016

Física
Inglês
Literatura de Língua Portuguesa

INSTRUÇÕES

- Verifique se este caderno contém **75** questões (**Física** – questões 01 a 25; **Literatura de Língua Portuguesa** – questões 26 a 50; e **Inglês** – questões 51 a 75). Caso contrário, solicite ao fiscal da sala outro caderno completo. Não serão aceitas reclamações posteriores.
- Você dispõe de 4h30min para realizar as provas do dia e preencher a folha de respostas.
- Não será permitida a saída da sala antes de transcorridas 2 horas do início da prova.
- Para cada questão, existe apenas uma alternativa correta.
- Ao transcrever suas respostas para a folha de respostas, faça-o com cuidado, evitando rasuras, pois ela é o documento oficial do Concurso e não será substituída. Preencha completamente as elipses (●) na folha de respostas.
- O caderno de questões deverá ser entregue ao fiscal da sala ao término da prova e lhe será devolvido no dia seguinte ao da realização da prova, à exceção do último dia, quando você poderá levá-lo ao sair.
- A folha de respostas é a prova legal exclusiva de suas respostas. Devolva-a ao fiscal da sala, sob pena de exclusão do Concurso.
- Não é permitida, sob hipótese alguma, a anotação do seu gabarito.
- Ao concluir, levante a mão e aguarde o fiscal. Os dois últimos candidatos deverão se retirar da sala de prova ao mesmo tempo.

Nome do Candidato

Número de Inscrição

Comissão Permanente de Seleção – COPERSE

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INGLÊS

Instrução: As questões **51** a **57** estão relacionadas ao texto abaixo.

Child of the Americas

01. I am a child of the Americas,
02. A light-skinned mestiza of the Caribbean,
03. A child of many diaspora, born into this continent at a crossroads.

04. I am a U.S.Puerto Rican Jew,
05. A product of the getthos of New York I have never known.
06. An immigrant and the daughter and the granddraughter of immigrants.
07. I speak English with passion: it's the tongue of my consciousness,
08. A flashing knife blade, my tool, my craft.

09. I am a Caribeña, island grown, Spanish is in my flesh,
10. Ripples from my tongue, lodges in my hips:
11. The language of garlic and mangoes,
12. The singing in my poetry, the flying gestures of my hands.
13. I am of Latinoamerica, rooted in the history of my continent:
14. I speak from that body.

15. I am not African. Africa is in me, but I cannot return.
16. I am not taína. Taíno is in me, but there is no way back.
17. I am not European. Europe lives in me, but I have no home there.

18. I am new. History made me. My first language was spanglish.
19. I was born at the crossroads
20. And I am whole.

N.R.: Taínos were the Indian tribe indigenous to Puerto Rico

LAUTER, P. ed. *The Heath Anthology of American Literature*. vol. 2. Boston: Houghton Mifflin Company, 1988. p. 3188.

51. Em seu sentido global, o texto fala sobre

- (A) a angústia de uma caribenha nascida em Porto Rico, produto nova-iorquino, e que vive em uma ilha de língua espanhola.
- (B) a dificuldade de identificação racial e cultural do sujeito lírico, devido aos múltiplos e complexos cruzamentos ao longo da sua história.
- (C) o lamento do sujeito lírico por não poder retrazar os caminhos de suas origens.
- (D) um sujeito lírico consciente de sua natureza plural.
- (E) as migrações europeias e africanas das quais se originam os latino-americanos.

52. Assinale com **V** (verdadeiro) ou **F** (falso) as afirmações abaixo, sobre o fragmento **a child of the Americas** (l. 01), que caracterizam o sujeito lírico.

- () É imigrante, filho de uma filha de imigrantes.
- () Sente-se deslocado, apesar de se identificar com suas várias origens e referências culturais.
- () Simboliza os processos de mestiçagem formadores da sociedade americana.
- () Menospreza a condição colonizada da população do Novo Mundo.

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

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

53. Assinale com **V** (verdadeiro) ou **F** (falso) as afirmações abaixo, acerca do poema.

- () A fala do sujeito lírico soa mais próxima do espanhol do que do inglês.
- () O sujeito lírico está congenitamente ligado à América, à África e à Europa.
- () O sujeito lírico não se percebe mais como americano, africano ou europeu.
- () O espanhol é a segunda língua do sujeito lírico.

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

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

54. De acordo com o texto, o sujeito lírico

- (A) afirma ter residido em diferentes continentes, mas não ter retornado a nenhum deles.
- (B) reforça sentimentos contraditórios acerca de sua herança cultural e racial.
- (C) apresenta uma atitude complacente em relação à sua própria história.
- (D) justifica sua não conformidade com instabilidade e heterotopia.
- (E) reafirma inequivocamente sua condição cultural, racial e territorial, apesar da diversidade de suas origens.

55. Considere as afirmações a respeito do conteúdo do texto.

- I - Os termos **flashing knife , tool e craft** (l. 08) qualificam a língua inglesa como instrumento do intelecto e do trabalho.
- II - A nacionalidade do sujeito lírico é praticamente impossível de ser definida devido aos múltiplos cruzamentos.
- III- A segunda estrofe fala de uma criança latina nascida em um bairro judeu nova-iorquino.

Quais estão corretas?

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

56. A palavra **singing** (l. 12) tem a mesma categoria gramatical de

- (A) **light-skinned** (l. 02).
- (B) **product** (l. 05).
- (C) **flashing** (l. 08).
- (D) **flying** (l. 12).
- (E) **rooted** (l. 13).

57. O segmento **I speak from that body** (l. 14), conforme usado no texto, faz referência ao fato de que a língua espanhola, em relação ao sujeito lírico,

- (A) é a sua língua favorita.
- (B) é uma língua mais rica do que a língua inglesa.
- (C) é o ponto de partida para o aprendizado de outras línguas.
- (D) representa melhor a cultura caribenha latino-americana.
- (E) expressa mais intensamente as suas afeições e sensações.

Instrução: As questões **58** a **66** estão relacionadas ao texto abaixo.

01. Identity is about belonging, about what
02. you have in common with some people and
03. what differentiates you from the others. At its
04. most basic it gives you a sense of personal
05. location, the stable core to your individuality.
06. But it is also about your social relationships,
07. your complex involvement with others, and in
08. the modern world these have become even
09. more complex and confusing. Each of us lives
10. with a variety of potentially contradictory
11. identities, which battle within us
12. allegiance: as men or women, black and
13. white, straight or gay, able-bodied or
14. disabled. The list is potentially infinite, and so
15. therefore are our possible belongings. Which
16. of them we focus on, bring to the fore,
17. "identify" with, depends on a host of factors.
18. At the center, however, are the values we
19. share with others.
20. Identities are not neutral. the quest
21. for identity are different, and often conflicting
22. values. By saying who we are, we are also
23. striving to express what we are, what we
24. believe and what we desire.(...)
25. All this makes debates over values
26. particularly fraught and delicate: they are not
27. simply speculations the world and our
28. place in it; they touch on fundamental, and
29. deeply felt issues about who we are and what
30. we want to become. They also pose political
31. questions: how to achieve reconciliation
32. between our collective needs as human
33. beings and our specific needs as individuals
34. and members of diverse communities, how to
35. balance the universal and the particular.
36. These are not new questions, but they are
37. likely, nevertheless, to loom ever-larger as we
38. engage with the certainty of uncertainty that
39. characterizes 'new times'.
40. The basic issue can be stated
41. simply: by what criteria can we choose
42. between the conflicting claims of differences?
43. To ask the question immediately underlines
44. the poverty of our thinking about this. Can
45. the rights of a group obliterate the rights of
46. an individual? Should the morality of one
47. sector be allowed to limit the freedom of
48. others? To what extent should one particular
49. definition of the good and the just prevail
50. over others? These are ancient questions, but
51. the alarming fact is that one still lacks a
52. common language for addressing them, let
53. alone resolving them.

**WEEKS, J. The Value of Difference. In:
RUTHEFORD, J. ed. *Identity, Culture, Difference*.
London: Lawrence & Wishart, 1990. p. 88.**

58. Assinale a alternativa que preenche, correta e respectivamente, as lacunas das linhas 11, 20, 27 e 40.

- (A) for – despite – in – just
- (B) for – behind – about – quite
- (C) along – behind – why – sure
- (D) to – toward – in – indeed
- (E) for – opposite – about – sure

59. O texto considera que

- (A) as questões éticas compartilhadas encontram-se no centro do processo identitário.
- (B) o sentido de lugar, as relações sociais e as questões de gênero são os fatores que determinam a identidade individual.
- (C) o equilíbrio entre a consciência subjetiva e a consciência social torna-se inatingível perante as incertezas do mundo moderno.
- (D) a definição das identidades individual e social depende das respostas às questões sobre direitos, moralidade e justiça.
- (E) habitar um espaço e pertencer a ele são as condições que permitem definir a identidade social das pessoas.

60. Assinale a alternativa que apresenta sinônimos para **core** (l. 05), **striving** (l. 23) e **pose** (l. 30), respectivamente.

- (A) nucleus – working – model
- (B) center – endeavoring – assent
- (C) kernel – attempting – state
- (D) heart – having difficulty – pretend
- (E) place – struggling – present

61. Considere as propostas de reescrita do segmento ***The list is [...] infinite, and so therefore are our belongings*** (l. 14-15).

- I - The list is [...] infinite and consequently our belongings are also infinite.
- II - The list is [...] infinite and the list of our belongings may also be infinite.
- III- The list is [...] infinite and hence our belongings are infinite, too.

Quais poderiam substituir o segmento acima, sem prejuízo do sentido literal e da correção gramatical?

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

62. Assinale a alternativa que poderia substituir a expressão ***fraught and delicate*** (l. 26), sem prejuízo do sentido literal e da correção gramatical.

- (A) strong and weak
- (B) annoying and gentle
- (C) unsettling and touchy
- (D) complex and fragile
- (E) easy and sensitive

63. O segmento ***deeply felt issues*** (l. 29) tem a mesma estrutura de

- (A) well distributed indeed.
- (B) costly building solutions.
- (C) hard working rules.
- (D) often discussed themes.
- (E) elderly experienced people.

64. De acordo com o texto, a palavra ***as*** (l. 37) significa

- (A) tanto quanto.
- (B) como.
- (C) à medida que.
- (D) assim.
- (E) porque.

65. Considere o segmento ***the alarming fact is that one still lacks a common language*** (l. 50-51).

Assinale a alternativa em que a palavra ***still*** tem o mesmo significado da palavra do segmento acima.

- (A) The still of the night frightened everyone.
- (B) She cuddled her baby to still its cries.
- (C) Today is hot. Yesterday was hotter still.
- (D) Still we can't understand his intentions.
- (E) The police tried to still the streets' manifestations.

66. A tradução mais adequada para a expressão ***let alone*** (l. 52-53), como utilizada no texto, é

- (A) mas apenas.
- (B) e isso, sem mencionar.
- (C) simplesmente.
- (D) deixar-nos sozinhos para.
- (E) ou, pelo menos.

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

01. The small Turkish town of Kuşköy, tucked into
02. an isolated valley on the rainy, mountainous
03. Black Sea coast of Turkey, looks like the
04. other villages in the region. Kuşköy is
05. remarkable not for how it looks but for how it
06. sounds: here, the roar of the water is
07. accompanied by loud, lilting whistles – the
08. distinctive tones of the local language. Over
09. the past half-century, linguists and reporters,
10. curious about what locals call “bird language,”
11. have occasionally struggled up the footpaths
12. and dirt roads that lead to Kuşköy. So its
13. thousand or so residents were not surprised
14. when biopsychologist Onur Güntürkün
15. showed up and asked them to participate in a
16. study.
17. Whistled languages, although unusual,
18. have been for centuries. Most of the
19. examples that have been documented arose
20. in places where it might otherwise be hard to
21. communicate at a distance. All are based on
22. spoken languages: Kuşköy’s version adapts
23. standard Turkish syllables into piercing tones
24. that can be heard from more than half a mile
25. away.
26. How does the brain handle a language that
27. renders words as something like music?
28. Although neuroscientists have long
29. understood that brain functions do not divide
30. between the left and right hemispheres,
31. the former appears to play a consistently
32. dominant role in our understanding of
33. language regardless of whether the language
34. is tonal or atonal, spoken or written, signed
35. with the hands or clicked with the tongue.
36. The right hemisphere, meanwhile, seems to
37. govern our understanding of pitch, melody,
38. and rhythm. Güntürkün tested this cranial
39. division of labor with thirty-one volunteers, all
40. fluent in both spoken and whistled Turkish, to
41. listen to pairs of different syllables played
42. simultaneously through headphones, one in
43. each ear. When he gave them spoken
44. Turkish, the participants usually understood
45. the syllable played through the right speaker,
46. suggesting that the left hemisphere was
47. processing the sound. When he switched to
48. whistled Turkish, however, the participants
49. understood both syllables in roughly equal
50. measure, suggesting that both hemispheres
51. played significant roles in the early stages of
52. comprehension.

53. Although the technique used isn’t as
54. precise as laboratory techniques, his results
55. are tantalizing. “They tell us that the
56. organization of our brain, in terms of its
57. asymmetrical structure, is not as fixed as we
58. assume.” “The way information is given to us
59. appears to change the architecture of our
60. brain in a radical way.” He now wonders
61. whether people whose spoken-language
62. comprehension is damaged by a left-
63. hemisphere stroke could learn to understand
64. a whistled dialect, much as some people with
65. stroke-damaged speech can communicate by
66. singing.
67. The opportunity to study whistled Turkish,
68. however, is fading. In 1964, a stringer for
69. the *Times* reported that children in Kuşköy
70. were learning to communicate by whistling
71. before they started school, and that both men
72. and women regularly gossiped, argued, and
73. even courted via whistle. Three years later, a
74. team of visiting linguists observed that
75. whistling was widely used in both the village
76. and the surrounding countryside. But
77. Güntürkün found that few, if any, young
78. women had learned the language, and that,
79. although some young men were fluent
80. whistlers, they had learned the skill as
81. teenagers, more out of pride than any
82. practical need. In a small town filled with nosy
83. neighbors, texting affords a level of privacy
84. that whistling never did.

Adapted from: NIJHUIS, M. The Whistled Language of Northern Turkey. Available at: <<http://www.newyorker.com/tech/elements/the-whistled-language-of-northern-turkey>>. Accessed on August, 20th, 2015.

67. Select the alternative which correctly fills in the blanks in lines 03, 06, 18 e 30.

- (A) too – seldom – under – silently
- (B) much – often – around – cleanly
- (C) much – ever – low – hard
- (D) too – often – around – silently
- (E) much – seldom – under – clean

68. Consider the following statements.

- I - Whistled languages, unlikely other language forms, seem to be processed as music.
- II - Recently, linguists and reporters have observed and studied a significant evolvement of whistled languages.
- III- The described experiment asserts that languages may be processed by both hemispheres of the human brain.

Which are correct according to the text?

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

69. Consider the statements below.

- I - The topography of Kuşköy has a significant bearing in the development of Whistled Turkish.
- II - The participants of the study were whistlers, unaware of spoken Turkish.
- III- The results of the experiment have affected the treatment of stroke victims.

Which are correct, according to the text?

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

70. Select the alternative which presents the word and its respective synonym in the text.

- (A) **tucked** (l. 01) – smashed
(B) **roar** (l. 06) – movement
(C) **arose** (l. 19) – came out
(D) **renders** (l. 27) – combines
(E) **fixed** (l. 57) – repaired

71. Observe the segments below.

- I - [...] **the distinctive tones of the local language** (l. 07-08)
- II - [...] **a consistently dominant role in our understanding** (l. 31-32)
- III- [...] **a team of visiting linguists** (l. 73-74)

Select the alternative which contains, respectively, the syntactic and semantic nucleus of each segment.

- (A) tones – understanding – linguists
(B) local – role – team
(C) languages – dominant – linguists
(D) tones – role – team
(E) distinctive – understanding – visiting

72. Select the alternative which presents the words to which **its** (l. 12), **former** (l. 31) and **its** (l. 56) refer.

- (A) Black sea coast of Turkey – brain functions – techniques
- (B) Turkey – brain – the organization of our brain
- (C) Kuşköy – the left hemisphere – the organization of our brain
- (D) Region – the right hemisphere – structure
- (E) Kuşköy – the left and right hemispheres – our understanding of language

73. The word **all** (l. 21) refers to

- (A) communities on the Turkish coast.
- (B) residents.
- (C) whistled languages.
- (D) places with steep terrain and dense forests.
- (E) spoken languages.

74. The words **handle** (l. 26), **roughly** (l. 49) and **tantalizing** (l. 55) can be substituted, without change in meaning, by

- (A) treat – precisely – confusing.
- (B) cope with – irregularly – alienating.
- (C) deliberate – imperfectly – disappointing.
- (D) deal with – approximately – startling.
- (E) assert – predictably – astonishing.

75. The word **nosy** (l. 82) can be replaced, without change in meaning, by

- (A) reserved.
- (B) prying.
- (C) restrained.
- (D) indifferent.
- (E) suspicious.