

ANEXO 3
Provas de Vestibular da UFRGS – Anos de 1992 a 2000

UNIVERSIDADE FEDERAL DO RIO GRANDE DO SUL
FUNDAÇÃO FACULDADE FEDERAL DE CIÊNCIAS MÉDICAS DE PORTO ALEGRE

CONCURSO VESTIBULAR 1992

MATÉRIA	QUESTÕES
LITERATURA BRASILEIRA	01 A 35
INGLÊS	36 A 70

INSTRUÇÕES

- Verifique se este caderno contém 70 questões. Caso contrário, solicite ao fiscal da sala outro caderno completo. Não serão aceitas reclamações posteriores.
- Leia cuidadosamente cada uma das questões e escolha a resposta que você considera certa. Para cada questão existe apenas UMA resposta certa.
- Marque a resposta certa (A, B, C, D ou E) na FOLHA DE RESPOSTAS (apenas uma letra para cada questão).
- Use lápis nº 2. Se errar, apague cuidadosamente.
- Escreva ao lado seu número de inscrição e, abaixo, o seu nome.

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Nome do candidato

ATENÇÃO

- Inicie a prova por onde mais lhe convier.
- Você disporá de 3h30min para responder a todas as questões.
- Você deverá devolver o caderno de questões junto com a FOLHA DE RESPOSTAS.

COPERSO

INGLÊS

Instrução: As questões de números 36 a 43 referem-se ao texto abaixo.

01 THE BEAUTY OF DAYLIGHT INDOORS

02 Using the principle of our own sky, we are able
03 to bring natural lighting into your office without the
04 need for electricity. Not bad for a company specialized
05 in electrical engineering.

06 At Siemens, we have developed a system of
07 prism panels whereby daylight entering a window is
08 deflected up towards the ceiling, or in a darkened
09 corner, even one 8 meters away. The result is light
10 distributed uniformly throughout the interior.

11 And like the atmosphere, our lighting system
12 shields you from direct sunlight by reflecting it back out.
13 That means you get a pleasant environment, important
14 for today's modern work place, protection from
15 overheating, and best of all, the beauty of natural
16 light - indoors.

17 Siemens. Proving once again that it's an
18 innovator in many fields.

36. De acordo com o texto, o novo sistema de iluminação

- (A) distribui melhor a luz elétrica nos escritórios.
- (B) aproveita fenômenos da natureza.
- (C) não alcança os cantos mais escuros.
- (D) funciona a partir de 8 m de distância.
- (E) provoca superaquecimento.

37. Que aspecto do novo produto é enfatizado no anúncio?

- (A) Calor humano.
- (B) Iluminação desigual.
- (C) Segurança do sistema.
- (D) Beleza da luz natural.
- (E) Uso da eletricidade.

38. De acordo com o texto,

- (A) a Siemens não deveria trabalhar com eletricidade.
- (B) o novo sistema é prejudicial à natureza.
- (C) os locais de trabalho hoje em dia são muito escuros.
- (D) a luz refletida pode ser prejudicial.
- (E) o novo sistema propicia um ambiente bem iluminado e agradável.

39. Em português, "Not bad" (linha 04) significa

- (A) Nada mau.
- (B) Nem tanto.
- (C) Nada bom.
- (D) Mal feito.
- (E) Bem feito.

40. A melhor tradução para "throughout" (linha 10) é

- (A) ao redor do
- (B) para fora do
- (C) de dentro para fora do
- (D) no meio do
- (E) por todo o

41. Escolha a melhor alternativa para completar a frase abaixo de acordo com o texto.

Light is deflected up towards the ceiling a new system of prism panels.

- (A) without
- (B) despite
- (C) in spite of
- (D) out
- (E) by means of

42. O pronome "it" (linha 12) refere-se a

- (A) reflected light
- (B) the new system
- (C) the atmosphere
- (D) direct sunlight
- (E) the lighting

43. Qual das seguintes formas verbais do texto expressa uma ação que iniciou no passado e que continua até o momento presente?

- (A) are able (linha 02)
- (B) have developed (linha 06)
- (C) is deflected (linha 07-08)
- (D) shields (linha 12)
- (E) reflecting (linha 12)

Instrução: As questões de números 44 a 52 referem-se ao texto abaixo.

01 FASTER THAN SOUND

02 Once a year a race is held for old cars. A lot of
03 cars entered for this race last year and there was a great
04 deal of excitement just before it began. One of the most
05 handsome cars was a Rolls-Royce Silver Ghost. The
06 most unusual car was a Benz which had only three
07 wheels. Built in 1885, it was the oldest car taking part.
08 After a great many loud explosions, the race began.
09 Many of the cars broke down on the course and some
10 drivers spent more time under their cars than in them!
11 Nevertheless, a few cars completed the race. The win-
12 ning car reached a speed of 40 miles an hour - much
13 faster than any of its rivals. It sped downhill at the end
14 of the race and its driver had a lot of trouble trying to
15 stop it. The race gave everyone a great deal of pleasure.

44. Com que frequência acontece o evento narrado no texto?

- (A) A cada dois anos.
- (B) Nos anos bissextos.
- (C) Uma vez por ano.
- (D) Somente quando há um número mínimo de inscritos.
- (E) Duas vezes por ano.

45. De acordo com o texto,

- (A) o carro mais antigo inscrito na corrida tinha apenas três rodas.
- (B) o carro mais veloz da corrida foi um Rolls-Royce Silver Ghost.
- (C) vários carros explodiram durante o percurso da prova.
- (D) o carro vencedor não conseguiu subir uma colina após o término da prova.
- (E) o carro vencedor não conseguiu atingir a velocidade de 40 milhas horárias.

46. Considere as afirmações abaixo:

- I - O Benz foi construído em 1885.
- II - Um dos carros mais atraentes da prova era um Rolls-Royce.
- III - O motorista campeão teve dificuldades em parar seu carro ao final da prova.

De acordo com o texto, quais estão corretas?

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

47. No texto, o autor afirma que

- (A) eventos como o descrito acima causam muita agitação entre os espectadores devido aos acidentes que ocorrem.
- (B) dentre os carros participantes apenas três não conseguiram ultrapassar todos os obstáculos.
- (C) a pista do evento apresentava um declive em sua parte final.
- (D) a velocidade média dos carros na prova era de aproximadamente 40 milhas por hora.
- (E) durante a corrida, a maioria dos motoristas passava mais tempo fora do que dentro do carro.

48. A melhor tradução para "just before" (linha 04) no texto é:

- (A) justo à frente
- (B) pouco antes
- (C) somente após
- (D) bem antes
- (E) bem à frente

49. A melhor tradução da expressão "great many loud explosions" (linha 08) é

- (A) um grande número de ruídos explosivos.
- (B) um grande número de explosões de alta intensidade.
- (C) grandes explosões ruidosas.
- (D) muitas e grandes explosões.
- (E) longas séries de explosões.

50. O pronome "it", na oração "trying to stop it" (linhas 14-15), refere-se a

- (A) the race
- (B) the driver
- (C) the end
- (D) the car
- (E) the speed

51. O vocábulo "winning" na expressão "winning car" (linhas 11-12) exerce a função de

- (A) substantivo.
- (B) verbo.
- (C) adjetivo.
- (D) advérbio.
- (E) conjunção.

52. Qual das alternativas abaixo poderia completar a lacuna da frase: "A few cars,, completed the race"?

- (A) however
- (B) whatsoever
- (C) whichever
- (D) whenever
- (E) wherever

Instrução: As questões de números 53 a 61 referem-se ao texto abaixo.

01 SO WHO THE HELL IS BART SIMPSON?

02 It's a dumb question, but then they're
03 sometimes the best ones to ask. Of course you already
04 know that Bart is the unruly ten-year-old son of Homer
05 and Marge, brother of Lisa and Maggie, and that the
06 whole Simpson family are the creations of American
07 cartoonist Matt Groening. You probably know that
08 Bart is a bad role model, a symbol of apathetic youth, a
09 potential Democrat, the face on over 70 million American
10 T-shirts last year.

11 According to his creator, he's part representation
12 of his ... childhood, part revenge on the authority figures
13 of his youth, part satire on the TV myths of suburban
14 normality and happy families. Most obviously, he's the
15 star of "The Simpsons", the first cartoon situation-
16 comedy to reach the top-ten American TV ratings since
17 "The Flintstones" and "The Jetsons". It's a show which
18 cleverly redefines family entertainment.

19 And you may have seen Bart described as the
20 American anti-hero, especially designed for a whole
21 generation nostalgic for its lost youth. Yes, but that may
22 not be the full story.

53. According to the text, Bart Simpson IS NOT

- (A) a TV character.
- (B) a member of the Simpson clan.
- (C) an example to be followed.
- (D) a commercial success.
- (E) a ten-year-old rebel.

54. According to the text, "The Simpsons"

- (A) is the 10th most popular American TV program.
- (B) is better than "The Flintstones" and "The Jetsons".
- (C) criticizes family entertainment.
- (D) offers a new kind of entertainment.
- (E) is an obsolete show.

55. Read the following statements:

- I - Homer and Marge are Bart's parents.
- II - Bart Simpson is in part an autobiographical character.
- III - Matt Groening has made over 70 million Bart Simpson T-shirts.

According to the text

- (A) Only I is correct.
- (B) Only I and II are correct.
- (C) Only III is correct.
- (D) Only II is correct.
- (E) Only I and III are correct.

56. The phrase "It's a dumb question" (line 02) is best translated as

- (A) É uma pergunta boba.
- (B) É uma pergunta inteligente.
- (C) É uma pergunta surpreendente.
- (D) É uma pergunta clara.
- (E) É uma pergunta complexa.

57. What's the best translation for "a symbol of apathetic youth" (line 08)?

- (A) Um símbolo da juventude patética.
- (B) Um símbolo da juventude apática.
- (C) Um símbolo jovem de apatia.
- (D) Um símbolo simpático aos jovens.
- (E) Um símbolo da patética dos jovens.

58. In the sentence "It's a dumb question" (line 02), "It" refers to

- (A) Bart Simpson.
- (B) who.
- (C) hell.
- (D) so.
- (E) So who the hell is Bart Simpson?

59. Choose the best word to fill the blank in the text (line 12).

- (A) single
- (B) same
- (C) own
- (D) such
- (E) self

60. The sentence "Bart is a potential Democrat" means that Bart

- (A) has been a Democrat.
- (B) used to be a Democrat.
- (C) can't become a Democrat.
- (D) may become a Democrat.
- (E) was once a Democrat.

61. Which alternative best rephrases the sentence below?

"Bart Simpson is loved by children all over the world."

- (A) Children all over the world loved Bart Simpson.
- (B) Children all over the world had loved Bart Simpson.
- (C) Children all over the world love Bart Simpson.
- (D) Children all over the world are loved by Bart Simpson.
- (E) Children all over the world would love Bart Simpson.

Instrução: As questões de números 62 a 70 referem-se ao texto abaixo.

01 CHOCOLATE LOVERS REJOICE!

02 MUSCLE AUSTRALIA magazine recently
03 reported some delicious news on chocolate that may lift
04 your spirits. According to some fascinating studies,
05 eating chocolate may not be as much of a bugaboo as
06 once believed. For example, figures from the U.S.
07 Department of Agriculture show that a typical plain
08 chocolate bar, weighing approximately 1.5 oz., can
09 contain more potassium than a banana and has almost
10 eight times as much as an apple.

11 A University of Pennsylvania study shows that
12 chocolate does not cause or even aggravate acne. Better
13 still, it may prevent cavities! Such is the conclusion of
14 the National Institute for Dental Research. They con-
15 cluded that chocolate could be less damaging on the
16 teeth because the cocoa butter it contains coats the
17 teeth, thereby preventing the sugar from reaching the
18 cavity-causing bacteria.

62. According to the text,

- (A) the habit of eating chocolate is not as healthy as it was previously thought to be.
- (B) eating chocolate may cause or aggravate acne.
- (C) the cocoa butter found in chocolate helps cavity-causing bacteria to reach the teeth.
- (D) recent research has shown that eating chocolate may not be so damaging on your skin and teeth as formerly believed.
- (E) apples contain more potassium than both bananas and chocolate bars put together.

63. Read the following statements carefully, and then choose the statement(s) which is (are) correct according to the text.

I - In the past, people used to consider chocolate to be one of the "villains" of dental and skin health.

II - A typical plain chocolate bar always weighs more than 1.5 ounces.

III - The U.S. Department of Agriculture has based its research on pictures of typical chocolate bars.

- (A) Only I is correct.
- (B) Only II is correct.
- (C) Only III is correct.
- (D) Only I and II are correct.
- (E) Only II and III are correct.

64. Which ONE of the following statements is expressed in the text?

- (A) If you want to grow strong muscles you should eat more chocolate.
- (B) MUSCLE AUSTRALIA magazine is a recent publication devoted to people who love to eat well.
- (C) Chocolate eating is very fattening.
- (D) If you want to keep a good figure, you should eat lots of chocolate.
- (E) There is good news for chocolate-loving people.

65. The best translation of "A magazine recently reported some delicious news on chocolate that may lift your spirits" is:

- (A) A revista recentemente reportou-se a algumas novas receitas deliciosas de chocolate, que poderão renovar seus espíritos.
- (B) Uma revista divulgou recentemente algumas gostosas notícias sobre chocolate, que poderão levantar seu ânimo.
- (C) Uma revista recentemente anunciou algumas novas qualidades de chocolate que poderão animá-lo.
- (D) A revista recentemente difundiu alguns novos e deliciosos usos para o chocolate, que poderão elevar seus espíritos.
- (E) Uma revista recentemente publicou notícias deliciosas sobre como o chocolate pode renovar suas energias.

66. "Better still, it may prevent cavities!" The preceding sentence could be best translated as:

- (A) Melhor ainda, pode evitar cáries!
- (B) É melhor ter calma, pois ela pode prever cavidades!
- (C) Ainda mais, isso pode causar cavidades!
- (D) O que é pior, deve causar cáries!
- (E) Ainda assim, pode propiciar a formação de cáries!

67. In which of the following statements "HAVE" is functioning as a full verb?

- (A) Some delicious news about chocolate HAVE been reported on an Australian magazine.
- (B) People HAVE often thought chocolate to be harmful to you in.
- (C) Plain chocolate bars, weighing approximately 1.5 oz., are said to HAVE almost eight times as much potassium as an apple.
- (D) Two important research centers HAVE reached similar conclusions about chocolate.
- (E) Physicians HAVE not always found chocolate to be as harmless as it now seems to be.

68. Which of the phrases below might be inserted in the blank space in the sentence "eating chocolate may not be as much of a bugaboo as once believed", without altering its meaning?

- (A) there is
- (B) it is
- (C) it has
- (D) it was
- (E) there are

69. Read the following statements and indicate the ones where the underlined prepositions are correctly used.

I - The quarrel was over the nutritious properties of chocolate,

II - There seems to be nothing against eating chocolate.

III - Scientists have come to interesting findings about the nutritious properties of chocolate.

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

70. Fill in the blanks with the correct alternatives:

I can't keep myself from chocolate. I just can't help a large bar sometimes!

- (A) eating - buying
- (B) eat - buy
- (C) eating - to buy
- (D) to eat - to buy
- (E) eat - buying

INGLÊS

Instrução: As questões de números 36 a 44 referem-se ao texto abaixo.

01 It rains a lot in Scotland. Always has. How
02 much? Let's just say they never have to water their
03 golf courses. The Highlands alone get more than
04 twice the rainfall of Seattle. Even more than the
05 Amazon River territory.

06 Faced with such unaccustomed natural abun-
07 dance the Scots came up with lots of things to do
08 with water. They developed hydro power long
09 before the industrial revolution. They boiled it to
10 power steam engines. And they used it for transpor-
11 tation, building canals as early as 1761.

12 But, chiefly, the Scots dedicate their water to
13 a more noble purpose. They use it to make Scotch
14 whisky.

36. De acordo com o texto, o segmento "they never have to water their golf courses" (l. 02-03) poderia ser assim completado:

- (A) because they get just enough rainfall.
- (B) because it has always rained a lot.
- (C) because they get as much rain as the Amazon River territory.
- (D) because they get twice the amount they need.
- (E) because they never get enough rainfall.

37. De acordo com o texto,

- (A) a Revolução Industrial teve início na Escócia.
- (B) os escoceses não sabiam o que fazer com a água.
- (C) os escoceses inventaram o barco a vapor.
- (D) os escoceses usaram criativamente os recursos hídricos de seu país.
- (E) a água era considerada um elemento nobre na Escócia.

38. O texto afirma que

- (A) chove mais na região amazônica do que nas Highlands.
- (B) chove mais em Seattle do que nas Highlands.
- (C) chove mais nas Highlands do que em Seattle.
- (D) chove igualmente em Seattle e nas Highlands.
- (E) chove igualmente na Escócia, na Amazônia e em Seattle.

39. O segmento "building canals as early as 1761" (l. 11) poderia ser melhor traduzido por

- (A) construíram canais no início de 1761.
- (B) construindo canais já em 1761.
- (C) fazendo canais por volta de 1761.
- (D) reconstruindo canais tão cedo quanto em 1761.
- (E) estavam fazendo canais no início do ano de 1761.

40. A melhor tradução para a expressão "The Highlands alone" (l. 03) é

- (A) Só as Highlands.
- (B) As Highlands solitárias.
- (C) As Highlands isoladas.
- (D) Seguidamente nas Highlands.
- (E) Independentemente das Highlands.

41. O sujeito e o verbo principal da oração "Always has" (l. 01) foram omitidos. Eles são respectivamente

- (A) There - rained.
- (B) There - rains.
- (C) It - been raining.
- (D) It - been.
- (E) It - rained.

42. Na frase "They boiled it to power steam engines" (l. 09-10), it refere-se a

- (A) the rain.
- (B) natural abundance.
- (C) hydro power.
- (D) water.
- (E) steam.

43. A pergunta "How much?" (l. 01-02) deveria ser completada com

- (A) has rained?
- (B) had it rained?
- (C) does it rain?
- (D) rains?
- (E) it rains?

44. Complete as lacunas da frase abaixo com as opções corretas:

..... there is a natural abundance of water in Scotland, Scots have developed uses for it.

- (A) Since - much
- (B) Though - many
- (C) As - several
- (D) As - much
- (E) Though - several

Instrução: As questões de números 45 a 53 referem-se ao texto abaixo.

01 In India, people have caught monkeys by set-
02 ting out a small box with a tasty nut in it. There is an
03 opening in the box large enough for the monkey to
04 thrust in his hand, but too small for him to withdraw
05 it once he's clutched the nut. When the monkey has
06 grabbed the prize, he must either let go and regain
07 his freedom or keep hold and stay trapped.

08 Most monkeys hold onto the nut, making it
09 easy for hunters to pick them up. People have been
10 known to get caught in the same kind of trap. The
11 person who puts the goodie in the box controls the
12 person who grabs it, but if we are willing to let go
13 of the goodies, we are free of control.

45. O texto nos diz que

- (A) na Índia os macacos são muito numerosos.
- (B) os indianos se alimentam de macacos.
- (C) na Índia muitas pessoas são capturadas pelas armadilhas para macacos.
- (D) os macacos são presa fácil para os caçadores.
- (E) os caçadores que capturam o maior número de macacos recebem uma recompensa.

46. O texto relata

- (A) uma prática de como apanhar macacos através de um simples artifício.
- (B) como os caçadores apanham macacos que estão presos em pequenas caixas.
- (C) que os macacos, na Índia, gostam muito de nozes.
- (D) que os macacos não conseguem apanhar uma noz de dentro de uma pequena caixa.
- (E) que a maioria das pessoas age como macacos.

47. De acordo com o relato do texto, para recuperarem a liberdade, os macacos

- (A) devem pegar a noz rapidamente.
- (B) não devem tentar abrir a caixa.
- (C) não devem se aproximar dos caçadores.
- (D) devem tentar forçar a mão para fora da caixa.
- (E) devem simplesmente desistir do prêmio.

48. A frase que melhor resume a mensagem do texto é:

- (A) Um prêmio muitas vezes pode ser sinal de armadilha.
- (B) Os homens são cruéis com os macacos.
- (C) Somente ao se privar de alguma coisa, o ser humano pode exercer controle sobre os outros.
- (D) Os macacos são ignorantes.
- (E) A vontade de possuir coisas nos coloca à mercê do controle de outras pessoas.

49. Escolha a melhor tradução para o segmento a seguir: "The person who puts the goodie in the box controls the person who grabs it." (l. 10-12).

- (A) A pessoa que apanha o doce na caixa controla a pessoa que o colocou.
- (B) Aquele que coloca a guloseima na caixa controla a pessoa que o admira.
- (C) A pessoa que coloca o doce na caixa controla a ação da pessoa que o despreza.
- (D) A pessoa que coloca o petisco na caixa controla a pessoa que o apanha.
- (E) A pessoa que toma o petisco da caixa controla a pessoa que o enganou.

50. No texto, grab (l. 06) é usado como antônimo de let go (l. 06). Por conseguinte, grab significa

- (A) agarrar.
- (B) soltar.
- (C) desistir.
- (D) conquistar.
- (E) prender.

51. O vocábulo opening (l. 03) funciona na frase como

- (A) substantivo.
- (B) adjetivo.
- (C) verbo.
- (D) advérbio.
- (E) conjunção.

52. A palavra them no segmento "to pick them up" (l. 09) refere-se a

- (A) traps.
- (B) hunters.
- (C) people.
- (D) nuts.
- (E) monkeys.

53. A palavra When no segmento "When the monkey has grabbed the prize" (l. 05-06) pode ser substituída por

- (A) While.
- (B) Once.
- (C) If.
- (D) Since.
- (E) Provided.

Instrução: As questões de números 54 a 62 referem-se ao texto abaixo.

01 Selling peanuts at a kiosk. Washing dishes in
02 a restaurant. Supervising twelve-year-olds at a
03 summer camp. These are not the kinds of summer
04 jobs that U.S. college students are clamoring to
05 sign up for these days, but they attract a growing
06 number of young foreigners eager to explore the
07 New World. This summer, as in years past,
08 thousands of students from several countries have
09 headed to America and are paying their way
10 through hard labor at often menial jobs.

11 The foreign students, who as ordinary tourists
12 would be barred from working in the U.S., have
13 benefited from reciprocal work-exchange
14 agreements between Washington and European
15 countries.

16 For U.S. businessmen, they are a welcome
17 supply of labor, making up for a severe shortage
18 of local young people willing to take low paying
19 summer jobs not related to their careers.

20 Most of the foreign students end their work in
21 the U.S. with a shared assessment: the work was
22 hard, the pay was low, but the opportunity to
23 explore a foreign culture made it all worthwhile -
24 Says Cahill, an Irish student: "The thing about the
25 U.S. is that it's far, far away from home, a total break
26 from family and friends. And it's nice to get away."

54. According to the text, which of the following statements is correct?

- (A) Americans explore foreign cultures.
- (B) Grown-up foreigners explore the New World.
- (C) College students are severe in their treatment of twelve-year olds at summer camps.
- (D) Many U.S. college students think that selling peanuts at a kiosk is a glamorous employment.
- (E) The majority of foreign students have common thoughts and feelings about their work experience in the U.S.

55. The Irish student, Cahill, said: "The thing about the U.S. is that it's far, far away from home, a total break from family and friends. And it's nice to get away," (l.24-26) because

- (A) he thought his experience was worthwhile.
- (B) his stay in the U.S. made him break with his family and with his friends.
- (C) the experience he had in the U.S. was not satisfactory.
- (D) he did not enjoy being in such a far away country.
- (E) he wanted to get away from the U.S.

56. According to the text, which of the following ideas is not correct.

- (A) Students from abroad do not mind the low wages, they come for the opportunity to experience life in the U.S.
- (B) American students used to work harder during their summer holidays than they do now.
- (C) There has been international agreements that have made possible for foreign students to work in the U.S. while on vacation.
- (D) U.S. businessmen are very happy to employ foreign students.
- (E) Foreign students are not allowed to work in the U.S. in the summer months.

57. Choose the best translation for the segment "making up for a severe shortage of local young people." (l.17-18)

- (A) compensando uma séria falta de jovens locais.
- (B) constituindo-se numa severa diminuição de locais para jovens.
- (C) fazendo com que sérios grupos de jovens acorram ao local.
- (D) construindo um comportamento severo entre grupos de jovens do local.
- (E) realizando um severo controle entre os locais freqüentados pelos jovens.

58. The most adequate translation for the word worthwhile, as it appears in line 23, is

- (A) desapontados.
- (B) sem valor.
- (C) trabalhoso.
- (D) valer a pena.
- (E) frustrante.

59. The phrase "Selling peanuts" (l.01) can be replaced by

- (A) Sell peanuts.
- (B) To sell peanuts.
- (C) If you are selling peanuts.
- (D) If you sell peanuts.
- (E) When you are selling peanuts.

60. The sentence "thousands of students from several countries have headed to America" (l. 08 a 09) can be re-written, without changing its meaning, as

- (A) several foreign students went to America.
- (B) a countless number of students from abroad have gone to the U.S.
- (C) innumerable students from foreign countries have stayed in America.
- (D) a countless number of students from abroad decided to leave America.
- (E) a rather good number of foreign students stayed in the U.S. for good.

61. The sentences "Selling peanuts at a Kiosk washing dishes in a restaurant supervising twelve-year-olds at a summer camp are not the kinds of ..." (l. 01 a 03) can be joined by one of the following combinations:

- (A) and - but
- (B) however - but
- (C) while - as
- (D) and - as well as
- (E) as well as - also

62. If in the sentence "These are not the kinds of summer jobs that U.S. college students are clamoring to sign up for these days," (l. 03 a 05) we substitute the expression these days for those days, the sentence must be re-written as

- (A) Those will not be the kinds of summer jobs that U.S. college students will be clamoring to sign up for those days.
- (B) Those are not the kinds of summer jobs that U.S. college students were clamoring to sign up for those days.
- (C) These were not the kinds of summer jobs that U.S. college students were clamoring to sign up for those days.
- (D) These are not the kinds of summer jobs that the U.S. college students are clamoring to sign up for those days.
- (E) These haven't been the kinds of summer jobs that U.S. college students have been clamoring to sign up for those days.

Instrução: As questões de números 63 a 70 referem-se ao texto abaixo.

01 Development in Acre has caused a series of
02 bloody confrontations between ranchers and rub-
03 ber tappers, who want to preserve the forests so
04 they can save their traditional livelihood of harvest-
05 ing latex and Brazil nuts. It was this conflict that
06 killed Mendes.

07 This courageous leader did not set out to save
08 the Amazon but to improve the lot of rubber tap-
09 pers, or "seringueiros". He and his men would try
10 to dissuade peasants from clearing the land. The
11 ranchers were eager to get rid of him, but he
12 survived one assassination attempt after another.
13 In December, 1988 he was killed with a shotgun as
14 he stepped out of his doorway.

15 Mendes became a hero to environmentalists
16 not only because of the way of life he was defend-
17 ing. The rubber tappers are living proof that poor
18 Brazilians can profit from the forest without
19 destroying it. According to Stephen Schartzman of
20 the Environmental Defense Fund, "seringueiros"
21 achieve a higher standard of living by harvesting
22 the forest's bounty than do farmers who cut the
23 forest and plant crops.

63. There have been many confrontations between rubber tappers and ranchers because

- (A) both groups disagree on the way Acre is being developed.
- (B) rubber tappers prefer to clear the forest.
- (C) rubber tappers killed Mendes.
- (D) ranchers want to preserve the forest.
- (E) ranchers prefer to destroy the forest while "seringueiros" would rather save it.

64. According to the text, "seringueiros", or rubber tappers

- (A) have become as rich as the farmers.
- (B) have a very good standard of living in spite of deforestation.
- (C) are better off than farmers in the area.
- (D) are abandoning the area.
- (E) are clearing the land.

65. Read these statements:

- I - The development of Acre solely depends on harvesting latex and Brazil nuts.
- II - The rubber tappers tried to convince peasants to sell their land.
- III - It has been proved that people can live from the forest.

According to the text

- (A) only I is correct.
- (B) only II is correct.
- (C) only III is correct.
- (D) only I and II are correct.
- (E) only II and III are correct.

66. The best translation for the sentence "The ranchers were eager to get rid of him" (l. 10-11) is

- (A) Os moradores dos ranchos estavam ansiosos por vê-lo.
- (B) Os fazendeiros queriam muito livrar-se dele.
- (C) Os desbravadores estavam aflitos para salvá-lo.
- (D) Os moradores da região duvidavam dele.
- (E) Os peões das fazendas queriam ajudá-lo.

67. In the sentence "This courageous leader did not set out to save the Amazon ..." (l. 07-08), the verb "set out" is best translated as

- (A) se arrumou.
- (B) se dispôs.
- (C) viajou.
- (D) concordou.
- (E) começou.

68. Select the correct preposition to complete the sentence: "Mendes was killed December 22, 1988."

- (A) on
- (B) of
- (C) at
- (D) by
- (E) from

69. The word who in the sentence "who want to preserve the forests" (l. 03) refers to

- (A) confrontations.
- (B) ranchers.
- (C) rubber tappers.
- (D) development.
- (E) Acre.

70. The word so in "so they can save their traditional livelihood ..." (l. 03-04) indicates

- (A) doubt.
- (B) conclusion.
- (C) concession.
- (D) purpose.
- (E) time.

INGLÊS

Instrução: As questões de número 36 a 43 referem-se ao texto abaixo.

Season of Shadows: Volume One of the Summerlands by Ellen Foxxe (DAW, paperback, 398pp, \$4.99)

1. Displaced Royalists, religious dissidents and
2. criminals have escaped to the New World,
3. formed uneasy alliances and begun to build
4. new homes for themselves. But two other
5. forces are trying to destroy the colony. The
6. Mother Country wishes to eliminate the colony
7. and claims the New World's resources for its
8. own. The more immediate threat are the
9. Yerren. These winged creatures come down
10. from the skies and attack for no apparent
11. reason. Royalist and military advisor Sir
12. Andrew leads a small, mismatched group into
13. Yerran territory in a desperate attempt to end
14. the Yerran threat one way or another.
15. Ellen Foxxe tells a solid, if sometimes
16. uninspiring story. She too often *tells* the story,
17. rather than *shows* it. She also underplays
18. some scenes, - confrontations should have
19. more tension to them. Balancing those flaws
20. are some well-written characters, fairly good
21. pacing and well-placed lighter scenes that
22. offset the more somber ones. (Penny K.)

36. O texto nos diz que *Season of Shadows* é

- A
- (A) o primeiro volume de uma trilogia.
 (B) parte de uma minissérie.
 (C) o primeiro livro de uma série.
 (D) um filme baseado em um livro.
 (E) um romance histórico.

37. De acordo com o texto, New World é

- A
- (A) um mundo fantástico.
 (B) a Terra.
 (C) a América.
 D
 (D) um novo continente.
 (E) uma colônia penal.

38. A avaliação de Penny K. sobre a estória poderia ser assim resumida:

- (A) A autora demonstra habilidade na construção de personagens, e capacidade de criar as cenas que descreve diante dos olhos do leitor.
- B
 (B) Personagens bem-construídas e um ritmo narrativo bem-estruturado contrabalançam o excesso de descrições e a falta de tensão em certas cenas.
- (C) Embora as cenas de ação sejam ricas em suspense, a estória peca por falta de solidez.
- (D) Embora as personagens sejam mal-construídas, a narrativa bem-estruturada sustenta uma estória rica e instigante.
- (E) As cenas mais leves são inadequadas, causando desequilíbrio na estrutura da narrativa.

39. A melhor tradução para "threat" (l. 8) é .

- D
 (A) trato.
 (B) fio.
 (C) truque.
 (D) ameaça.
 (E) descuido.

40. Em português, a expressão "one way or another" (l. 14) significa

- E
 (A) qualquer que seja.
 (B) de ambos os modos.
 (C) de um jeito ou de outro.
 (D) por qualquer caminho.
 (E) do jeito dos outros.

41. Na frase "She too often ... rather than shows it" (l. 16 - 17), a expressão "rather than shows it" poderia ser substituída, sem perda de sentido, por

- E
 (A) although she shows it.
 (B) in spite of showing it.
 (C) except for showing it.
 (D) that she shows it.
 (E) instead of showing it.

42. A palavra "its" na expressão "for its own" (l. 7 - 8) refere-se a

- B
 (A) the colony (l. 6).
 (B) the Mother Country (l. 5 - 6).
 (C) the New World (l. 2).
 (D) the New World's resources (l. 7).
 (E) forces (l. 5).

43. Indique, na lista abaixo, a palavra que NÃO é formada por sufixação, como "mismatched" (l. 12).

- AAA
- (A) miscellaneous
 - (B) misadventure
 - (C) misunderstand
 - (D) misfortune
 - (E) misplaced

Instrução: As questões de número 44 a 52 referem-se ao texto abaixo.

1. In old Celtic one word for river was *teme*,
2. and the Romans adopted this as the name for
3. the great waterway upon which they founded
4. the city of *Londinium* nearly 2,000 years ago.
5. The Roman settlers built their new city along
6. the most easterly point at which the river could
7. be bridged using the technology of the time.
8. Since then, the Thames has continued to play
9. a critical role in London's history. It was the
10. route taken by the Viking invaders of the 8th
11. and 9th centuries, the birthplace of the Royal
12. Navy in Tudor times, and the artery for much
13. of the country's commerce until well into the
14. 1950s.
15. Now changing trade patterns have moved
16. the big ships elsewhere, and the river has
17. become the capital's foremost leisure amenity
18. Where once stood wharves and
19. warehouses, today there are riverside walks,
20. marinas, bars and restaurants.
21. One of the most interesting ways of seeing
22. the capital is by boat, and several companies
23. offer sightseeing cruises from central London.
24. These vary in length from 30 minutes to four
25. hours. The most popular section of the river to
26. travel runs down-stream from the Houses of
27. Parliament to Tower Bridge.

44. O título mais adequado ao texto acima seria

- E
- B
- (A) The Royal Navy Today.
 - (B) The Greatest Roman Conquest.
 - (C) The Importance of a River for Commerce.
 - (D) How-to-Take-a-Trip-down-the-Thames.
 - (E) The New-Face-of-the-Thames.

45. O texto nos informa que o rio Tâmesa

- (A) é até hoje a maior via de comércio de Londres.
- (B) foi navegado pela primeira vez pelos Vikings.
- E (C) banha toda a parte leste da cidade de Londres.
- D (D) tem a raiz de seu nome numa palavra celta.
- (E) foi descoberto há quase 2000 anos atrás.

46. A relação INCORRETA de acordo com o texto é

- B
- E
- (A) Londres - antiga.
 - (B) Tâmesa - hoje - grandes navios. ✓
 - (C) Royal Navy - Tudors. ✓
 - (D) Vikings - invasores. ✓
 - (E) Londinium - romanos.

47. A palavra "waterway" (l. 3) é composta da mesma forma que a palavra

- D
- D
- (A) foremost.
 - (B) washout.
 - (C) mainstream.
 - (D) headphone.
 - (E) upstage.

48. A expressão "until well into the 1950s" (l. 13-14) poderia ser substituída, sem alteração de sentido, por

- A
- C
- (A) up to the late 50s.
 - (B) since the 50s.
 - (C) until the early 50s.
 - (D) in the 50s.
 - (E) almost into the 50s.

49. Escolha a melhor palavra para completar o espaço em branco na linha 18.

- E
- E
- (A) always
 - (B) already
 - (C) instead
 - (D) however
 - (E) almost

50. A palavra "once" (l. 18) poderia ser traduzida por

- D
- (A) em tempos.
 - (B) em vez.
 - (C) por vezes.
 - (D) no passado.
 - (E) por volta.

51. A preposição "to" (l. 24) NÃO está usada corretamente na alternativa

- C*
- (A) She is normally quite polite to us.
 - (B) She was married to Fred for ten years.
 - (C) She never talks to me in a loud voice.
 - (D) She should count to ten before speaking.
 - (E) She always insists to paying cash.

52. O verbo "to run" (l. 26), em seus vários significados, está usado corretamente em todas as alternativas abaixo, COM EXCEÇÃO DE

- B*
- (A) He is going to run for president next year.
 - (B) He has run a lot of problems lately.
 - (C) The car is running well since I had it serviced.
 - (D) He ran 5 miles to the next village.
 - (E) She has been running the business rather well.

Instrução: As questões de número 53 a 61 referem-se ao texto abaixo.

1. One of the great themes of American
2. history emerges from the epochal story of
3. Americans confronting and coming to terms
4. with a huge wild country. Quite unlike the Old
5. World, where people had occupied the land for
6. as long as history could recall, and where
7. adjustment to environment came so gradually
8. as to be almost imperceptible, Americans'
9. encounter with their land was abrupt and
10. violent, consuming much of the nation's
11. energies, and powerfully gripping its collective
12. imagination. It has been said that America is a
13. nation with abundance of geography but a
14. shortage of history, and there is some truth in
15. both statements. It took less than four hundred
16. years to subdue more than three million square
17. miles of territory; in fact, Americans occupied
18. the bulk of their national domain within the last
19. century and a half. Even today, much of the
20. United States remains only semipopulated and
21. semitamed. It is no wonder that the struggle to
22. conquer America's physical geography looms
23. so large in the nation's memory. Just as
24. Americans have reshaped the face of their
25. land, the people themselves have been shaped
26. and reshaped by constant intimate encounters
27. with that land.

53. According to the text,

- C*
- (A) American settlers in the New World took the land almost without effort.
 - (B) American history is intimately related to the geographical occupation of the country.
 - (C) adjustment to environment in the Old World took less than four hundred years.
 - (D) Americans had to confront hostile and violent savages in the New World.
 - (E) the struggle to conquer the new territory seriously damaged the nation's natural resources.

54. Identify the correct alternative according to the text.

- A*
- (A) There still are large uninhabited areas in the United States.
 - (B) 150 years ago, most of the American territory had already been occupied.
 - (C) Americans have no memory of their ancestors' struggle to tame the land.
 - (D) The face of the land is being constantly reshaped, to this day.
 - (E) Three million square miles of territory still remain to be subdued.

55. The phrase "coming to terms with" (l. 3 - 4) is best translated, in Portuguese, as

- A*
- (A) criar uma relação harmoniosa com.
 - (B) chegar ao término de.
 - (C) apresentar os termos de.
 - (D) vir a desvencilhar-se de.
 - (E) render-se a.

56. "It is no wonder that" (l. 21) means, in Portuguese,

- E*
- (A) é impossível que.
 - (B) não há belezas que.
 - (C) ninguém imagina que.
 - (D) é por isso que.
 - (E) não admira que.

57. The phrase "It has been said that" (l. 12) means the same as

- e*
C
C
- (A) it would say that.
 - (B) people had said that.
 - (C) people have said that.
 - (D) people would have said that.
 - (E) it would be said that

58. Complete the sentence below with the best alternative.

"... subdue the new territory, Americans had to face severe conditions".

- D*
E
- (A) So as
 - (B) In order that
 - (C) As for
 - (D) In order to
 - (E) By order that

59. Identify the alternative that is NOT correct.

- C*
B
B
- (A) Imperceptible (l. 8) - adjective
 - (B) Unlike (l. 4) - verb
 - (C) Encounter (l. 9) - noun /
 - (D) Within (l. 18) - preposition
 - (E) Even (l. 19) - conjunction

60. "Gradually" (l. 7) and "powerfully" (l. 11) are adverbs formed from the adjectives *gradual* + *-ly* and *powerful* + *-ly*, respectively. Other adjectives can take the same suffix to form adverbs, in the same way, except

- A*
A
- (A) historic.
 - (B) usual.
 - (C) wild.
 - (D) abrupt
 - (E) intelligent.
- will be auto-corr*

61. The phrases "Americans' encounter" (l. 8 - 9), "the nation's energies" (l. 10 - 11), and "America's physical geography" (l. 22) are examples of

- D*
E
- (A) passive voice.
 - (B) the infinitive.
 - (C) the gerund.
 - (D) the genitive.
 - (E) indirect speech.

Instrução: As questões de número 62 a 70 referem-se ao texto abaixo.

1. It was twenty years ago and I was living in
2. Paris. I had a tiny apartment in the Latin
3. Quarter overlooking the cemetery and I was
4. earning barely enough money to keep body and
5. soul together. She had read a book of mine
6. and had written to me about it. I answered,
7. thanking her, and presently I received from her
8. another letter saying that she was passing
9. through Paris and would like to have a chat
10. with me; but her time was limited and the only
11. free moment she had was on the following
12. Thursday; she was spending the morning at
13. the Luxembourg and would I give her a little
14. luncheon at Foyot's afterwards? Foyot's is a
15. restaurant at which the French senators eat
16. and it was so far beyond my means that I had
17. never even thought of going there. But I was
18. flattered and I was too young to have learned
19. to say no to a woman. I had eighty francs to
20. last me the rest of the month and a modest
21. luncheon should not cost more than fifteen. If I
22. cut out coffee for the next two weeks I could
23. manage well enough.

62. For its characteristics, the text above can be classified as

- A*
A
- (A) a narrative text.
 - (B) an informative text.
 - (C) a descriptive text.
 - (D) an argumentative text.
 - (E) a scientific text.

63. According to the text, the character who tells the story

- E*
C
- (A) is a successful writer.
 - (B) lives comfortably in Paris.
 - (C) is young and inexperienced.
 - (D) has many friends in Paris.
 - (E) never eats out.

64. The question that cannot be answered with the information given in the text is

- B*
B
- (A) Where is the narrator's apartment in Paris?
 - (B) How long has the narrator lived in Paris?
 - (C) What kind of restaurant is Foyot's?
 - (D) How did the narrator feel when he received the letter?
 - (E) How much money did he have?

65. According to the text, the person who wrote the letter

E
A

- (A) had read all of his books.
- (B) lived for a long time in Paris.
- (C) had met him long before.
- (D) would like to interview him for a magazine.
- (E) asked the narrator to invite her for lunch.

66. The word "tiny" (l. 2) means

B
D

- (A) well situated.
- (B) rather pretty.
- (C) nicely decorated.
- (D) extremely small.
- (E) quite old.

67. The word "presently" (l. 7) could be replaced by

B
C

- (A) actually.
- (B) soon after that.
- (C) at present.
- (D) no longer than.
- (E) right now.

68. The phrase "a book of mine" (l. 5) could be replaced by

A
E

- (A) mine books.
- (B) my books.
- (C) some of my books.
- (D) a book of my.
- (E) one of my books.

69. The word "flattered" (l. 18) could be translated as

C
B

- (A) surpreso.
- (B) abismado.
- (C) lisonjeado.
- (D) satisfeito.
- (E) intrigado.

70. The alternative that does not finish the sentence "If it rains we ..." correctly is

A
A

- (A) couldn't go out.
- (B) won't go out. ✓
- (C) mustn't go out.
- (D) shouldn't go out.
- (E) can't go out. ✓

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43. Indique as formas corretas do Particípio Passado dos seguintes verbos do texto: give (l. 6), hit (l. 22), grow (l. 22).

- (A) gave - hitting - grewed
- (B) gave - hitted - growed
- (C) given - hitted - grew
- (D) gived - hit - grewed
- (E) given - hit - grown

Instrução: As questões de números 44 a 52 referem-se ao texto abaixo.

1. For American women in the workplace, 1938
2. was an important year. That was the year the
3. U.S. Fair Labour Standards Act was passed,
4. creating working-conditions protection and the
5. minimum wage. Though the law applied to both
6. men and women, it was women who stood to
7. benefit the most. The Act, in combination with
8. World War II -- during which women were
9. "drafted" to work in factories and offices -- forever
10. changed American women's work roles.
11. In the postwar decades, two phenomena
12. further advanced the role of women in the
13. workplace. The first was the women's movement
14. beginning in the late 1960's; leaders like Betty
15. Friedan and Gloria Steinem immensely changed
16. the corporate consciousness of America.
17. Discrimination and double standards can still be
18. found, but these pioneers began a revolution that
19. has culminated in a firmly established belief
20. among most American employers, that women
21. can do the job -- any job -- as well as men. Many
22. thought that day would never come.
23. The second phenomenon is the advent of the
24. personal computer. It has been a great equalizer
25. in offices, among other things, getting executives
26. to type! Moreover, PCs and telecommunications
27. technologies have enabled more women and
28. men to work at home, increasing employment
29. options and bringing the perennial kids-and-
30. career battle to an end.
31. Certainly, challenges remain, and the struggle
32. goes on. But as the millenium approaches, the
33. pace of women's progress is undeniably
34. accelerating.

44. O título mais apropriado para esse texto é

- (A) Female Power.
- (B) A History of Women's Lib.
- (C) The Role of Women in Society.
- (D) Women in the Workplace.
- (E) Women in World War II.

45. De acordo com o texto,

- (A) Betty Friedan e Gloria Steinem conseguiram eliminar a discriminação contra a mulher.
- (B) o movimento feminista e a informatização impulsionaram a profissionalização da mulher.
- ✓ (C) há, hoje em dia, mais mulheres do que homens montando escritórios em casa.
- (D) executivos do sexo masculino usam mais o computador do que suas secretárias.
- (E) mulheres também eram convocadas para combater na Segunda Guerra Mundial.

46. A afirmação incorreta, segundo o texto, é:

- ✓ (A) Hoje, graças aos avanços tecnológicos, "Quem fica com as crianças?" não é mais um problema.
- ✓ (B) Nas últimas décadas, o papel da mulher no mercado de trabalho tem aumentado sensivelmente.
- (C) A lei americana promulgada em 1938 beneficiou principalmente os homens que foram para a guerra.
- ✓ (D) A revolução feminina sensibilizou a maioria dos empregadores americanos.
- ✓ (E) No próximo milênio, o avanço da mulher como força de trabalho poderá ser ainda maior.

47. A expressão *in the late 1960's* (l. 14) significa, em Português,

- (A) no final da década de sessenta.
- (B) anteriormente aos anos sessenta.
- (C) nos atrasados anos sessenta.
- (D) depois da década de sessenta.
- (E) durante os anos sessenta.

48. Na frase *Many thought that day would never come* (l. 21-22), a palavra mais adequada para completar o sentido de *many* é

- (A) beliefs. .
- (B) most.
- (C) women.
- (D) standards.
- (E) discrimination.

INGLÊS

Instrução: As questões de números 36 a 43 referem-se ao texto abaixo.

1. My house is haunted by the screams of slow
2. digital death. I'm referring to the last gasps of the
3. Tamagotchi, a "digital craze" that infected my
4. kids like chicken pox last spring.
5. Since the day they were born, I have tried to
6. give my children the right toys. So when I first
7. read about Tamagotchis, I felt here was a toy that
8. would appeal to my daughters. In case you are
9. childless or an alien from outer space and
10. managed to avoid this craze, the Tamagotchi is a
11. keychain-size plastic egg that houses a small
12. LCD (Liquid Crystal Display) in which "lives" a
13. creature that you nurture by pushing a variety of
14. buttons.
15. It was love at first beep for my kids. The
16. silicon pets completely satisfied their "mothering
17. needs". The Tamagotchi had to be fed, played
18. with and even *changed* regularly. A "normal"
19. digital pet lives for a few weeks, at which point
20. it's "called back to the home planet", according to
21. the instruction book. Anyway, the thing "dies", so
22. you have to hit the reset button and grow another
23. one. The cycle repeats endlessly. My kids lasted
24. roughly through one birth-death period before
25. losing interest. But the Tamagotchis, bless their
26. little chips, keep on beeping, beeping, always
27. beeping.

36. O texto diz que

- (A) as crianças, inicialmente, não apreciaram os Tamagotchis.
 (B) o autor sempre comprou brinquedos caros para seus filhos.
 (C) a atitude do autor quanto aos Tamagotchis mudou.
 (D) o brinquedo deve ser devolvido depois de algumas semanas.
 (E) o Tamagotchi é um chaveiro de plástico cheio de um líquido cristalino.

37. O autor compara o novo brinquedo a

- (A) efeitos especiais de cinema.
 (B) sopa de galinha.
 (C) um alienígena do espaço sideral.
 (D) uma verdadeira praga.
 (E) fantasminhas eletrônicos.

38. A tradução mais adequada para a expressão *digital craze* (l. 3) é

- (A) dígitos malucos.
 (B) mania digital.
 (C) labirinto digital.
 (D) louco digital.
 (E) loucura virtual.

39. A expressão *in case* (l. 8) pode ser substituída, sem alteração de sentido, por

- (A) so.
 (B) as.
 (C) when.
 (D) indeed.
 (E) if.

40. A expressão *a variety of buttons* (l. 13-14) significa o mesmo que

- (A) little buttons.
 (B) several buttons.
 (C) all the buttons.
 (D) very small buttons.
 (E) too many buttons.

41. Complete a frase abaixo com a forma verbal mais adequada para cada lacuna:

The kids in love with the Tamagotchi when they first it, but they with it lately.

- (A) fell - saw - have not played
 (B) fall - see - did not play
 (C) fell - see - did not play
 (D) have fallen - seen - do not play
 (E) fall - saw - have not played

42. Considere a frase: If you don't feed your Tamagotchi, it will die.

Escolha a melhor opção para reescrevê-la, começando com **She told me that ...**

- (A) if I won't feed my Tamagotchi, it would die.
 (B) if you didn't feed your Tamagotchi, it had died.
 (C) if I didn't feed my Tamagotchi, it would have died.
 (D) if I didn't feed my Tamagotchi, it would die.
 (E) if you haven't fed your Tamagotchi, it will have died.

56. The question which **cannot** be answered with the information contained in the text is:

- (A) Where does Tess's story take place?
- (B) Who wrote *Tess of the D'Urbervilles*?
- (C) What kind of people are Tess's parents?
- (D) Why does Angel Clare abandon Tess?
- (E) How does Tess die?

57. The incorrect relationship is:

- (A) Tess - victim.
- (B) Tess - murderer.
- (C) Tess - unfortunate.
- (D) Tess - heroine.
- (E) Tess - aristocratic.

58. The correct verbal forms of the nouns *seduction*, *betrayal*, and *destruction* (line 2) are:

- (A) seduce - betray - destroy.
- (B) seduct - betray - destroy.
- (C) seduce - betrayal - destruct.
- (D) seduct - betrayal - destruct.
- (E) seduce - betray - destruct.

59. The active form of *is led by her foolish parents* (lines 3, 4) is **Her foolish parents**

- (A) are lead.
- (B) have led.
- (C) lead.
- (D) leads.
- (E) led.

60. The sentence *Tess is story about young woman from Great Britain* is correctly completed in:

- (A) *Tess is a story about a young woman from Great Britain.*
- (B) *Tess is the story about a young woman from the Great Britain.*
- (C) *Tess is story about an young woman from Great Britain.*
- (D) *Tess is the story about young woman from Great Britain.*
- (E) *Tess is a story about an young woman from the Great Britain.*

61. The word *finds* (line 13) could not be replaced by

- (A) shares.
- (B) feels.
- (C) has.
- (D) experiences.
- (E) enjoys.

Instrução: As questões de números 62 a 70 referem-se ao texto abaixo.

1. The Labour election victory in Britain has done
2. something extraordinary: it has transformed the
3. nation. "Everything has changed", announced the
4. front page of *The Independent*. On the day after
5. May Day, lots of people were smiling, reported
6. *The Observer*. They had, they said, got rid of the
7. Conservatives. The smiling voters had made
8. sure, for several years at least, and possibly
9. forever that "they" had been banished.
10. After 18 years of Tory rule, the British voters
11. have had a change of heart. Tony Blair's new
12. government now has the largest majority the
13. House of Commons has seen in decades. He has
14. become the most powerful peacetime British
15. Prime Minister this century. And he has started to
16. exercise this power immediately.
17. As the new Prime Minister, he should have
18. reached the door of 10 Downing Street in a
19. chauffer-driven car, waved to the crowd and
20. walked inside. Instead he began a presidential
21. style walk-about, shaking hands and smiling
22. broadly. As it follows, during their first few days
23. of power, the new government announced
24. changes both in style and in policy that will
25. impact on British political life for decades.

62. The main purpose of the text is to inform that

- (A) there have been elections in Britain after a long period of time.
- (B) the Prime Minister lives at 10 Downing Street in London.
- (C) the Conservative Party won an election after 18 years in power.
- (D) the new Prime Minister is as powerful as a president.
- (E) the British are rejoicing with the new and powerful government.

63. The three occurrences of the pronoun *they* (twice on line 6 and once on line 9) refer respectively to:

- (A) voters - the Conservatives - the Conservatives.
- (B) the Conservatives - people - *The Observer*.
- (C) people - *The Observer* - voters.
- (D) people - people - the Conservatives.
- (E) people - voters - the Conservatives.

49. O vocábulo *leaders* (l. 14) pode ser explicado como **persons (or things) that lead**. Outra palavra do texto que pode receber explicação do tipo **a person (or thing) that é**

- (A) other (l. 25).
- (B) forever (l. 9).
- (C) further (l. 12).
- (D) career (l. 30).
- Ⓞ (E) equalizer (l. 24).

50. Na frase *Moreover, PCs and telecommunications (...) to an end* (l. 26-30), a palavra **moreover** pode ser substituída por

- (A) however.
- (B) such as.
- Ⓞ (C) in addition to that.
- (D) provided that.
- (E) notwithstanding.

51. Complete a frase abaixo com a palavra ou expressão mais adequada:

..... all the conquests already achieved by women, a lot still remains to be done.

- (A) In spite of *apesar de*
- (B) Because of
- (C) Although *Embora*
- (D) In order to *para*
- (E) Supposing

52. Escolha a melhor alternativa para preencher as lacunas da frase abaixo:

..... 1948 an American woman was employed the first time a jet pilot an American airline.

- (A) In - at - as - for
- (B) During - by - like - in
- (C) From - on - with - at
- (D) On - for - like - by
- Ⓞ (E) In - for - as - by

Instrução: As questões de números 53 a 61 referem-se ao texto abaixo.

1. *Tess of the D'Urbervilles* is the story of the
2. seduction, betrayal, and destruction of an
3. innocent girl, Tess Durbeyfield, who is led by her
4. foolish parents into thinking she comes from an
5. ancient noble family, the D'Urbervilles.
6. Encouraged to claim kinship with the family, Tess
7. is seduced by the suave, plausible Alec
8. D'Urberville, who abandons her when she bears
9. his baby. The child dies, and Tess finds a new
10. love with the egotistic, self-righteous Angel Clare.
11. When he hears her story on their wedding night,
12. he too abandons her. In despair, Tess murders
13. Alec. She finds a few fleeting days of happiness
14. with Clare, who returns to her before she is
15. captured and hanged. In the famous last lines of
16. the novel, which could fit any other of Hardy's
17. works almost as well, " 'Justice' was done, and
18. the President of the Immortals ... had ended his
19. sport with Tess." *Tess* exemplifies Hardy's tragic
20. irony which views through compassionate eyes
21. the difference between the fate human beings
22. deserve and the one that they suffer.

53. The text can be characterized as

- Ⓞ (A) a profound criticism of a plot.
- (B) a detailed account of a lifetime.
- (C) a biographical note on an author.
- (D) a brief summary of a book.
- (E) a collection of themes from a novel.

54. According to the text, the end of *Tess of the D'Urbervilles* is

- Ⓞ (A) excusable and fatalistic.
- (B) similar to others by the same author.
- (C) exactly what Tess deserved.
- (D) justifiable for what her husband did.
- (E) seen through the main character's eyes.

55. We can say that the author of the text believes *Tess of the D'Urbervilles* to be

- Ⓞ (A) a scientific study of social relations.
- (B) the account of a happy love affair.
- (C) a powerful philosophical romance.
- (D) an ironic tale of injustice.
- (E) a curious plot of misunderstandings.

64. The use of the *-ing* is the same in *smiling* (line 7) and in:

- (A) *Talking* to him the other day I realized how smart he is.
(B) *Reading* novels we learn about life and other cultures.
(C) While *reviewing* my paper I found a number of mistakes.
(D) When I got home last night he was ~~watching~~ a film.
→ (E) It is beautiful to watch the *dying* leaves that fall from trees in autumn.

65. The word *rule* (line 10) can be used correctly as a verb in all alternatives **but**:

- (A) He ruled two red lines under the title.
(B) She rules her household with an iron hand.
→ (C) The doctor ruled him some strong medication.
X (D) The judge ruled for the defendant.
(E) Terrorism ruled out any chance of peace talks.

66. The word *as* (line 17) could be replaced without a change in meaning by

- (A) though.
— (B) such as.
(C) for.
⊙ (D) being.
→ (E) how.

67. The form *should have reached* (lines 17, 18) indicates the same as

- (A) must have reached.
⊙ (B) was expected to reach.
(C) will have reached.
(D) can have reached.
(E) was going to reach.

68. The word *instead* (line 20) is used correctly in **There's no coffee,**

- (A) you can have a cup ~~instead~~ of tea.
⊙ (B) you can have a cup of tea ~~instead~~.
(C) you can have ~~an~~ instead cup of tea.
→ (D) you can have instead of a cup of tea.
(E) you can have a cup of ~~instead~~ tea.

69. The word *both* (line 24) is used **incorrectly** in:

- (A) She has invited both of us.
(B) Both my parents like riding.
⊙ (C) Both of them are not here.
→ (D) Mary sends you both her love.
(E) They both wanted to marry her.

70. The best translation for the word *policy* (line 24) is

- (A) política.
(B) policía.
(C) apólice.
(D) policial.
(E) polidez.

INGLÊS

Instrução: As questões de números 31 a 37 referem-se ao texto abaixo.

01. Fine vegetable cookery is the art of knowing
02. how to select the best ingredients, how to hold all
03. their color and taste - even under the heat of a
04. broiler or barbecue - and how to transform
05. ordinary ingredients into praise-winning creations.
06. You can master this rewarding art with the
07. help of *Vegetables*, the introductory volume in
08. THE GOOD COOK series. It's a fascinating way
09. to explore new cooking skills, because it doesn't
10. just tell you what to do - it actually shows you
11. step by step, in mouth-watering, full-color
12. photographs. *Vegetables* and its elegant
13. companion volumes are like no cookbooks you've
14. ever seen. THE GOOD COOK series helps you
15. expand your abilities, one kind of food at a time:
16. *Poultry... Eggs & Cheese... Salads... Fish...
17. Classic Desserts* and others.
18. We invite you to try out *Vegetables* for 10 days
19. as our guest. See how THE GOOD COOK goes
20. about making you an even better cook! Mail the
21. reply card today.

(Fonte: *Time-Life Books*, 1982)

31. O objetivo do texto é

- (A) divulgar uma escola de culinária.
- (B) ensinar a preparar hortaliças.
- (C) promover uma coleção de livros de culinária.
- (D) deixar o leitor com água na boca.
- (E) ensinar a cozinhar em dez dias.

32. Qual pergunta não pode ser respondida a partir do texto?

- (A) Is the book illustrated?
- (B) What is the price of *Vegetables*?
- (C) How can *Vegetables* be purchased?
- (D) Why is it such a fascinating experience?
- (E) What kinds of food can be found in THE GOOD COOK?

33. De acordo com o texto,

- (A) o comprador será convidado para uma festa.
- (B) todas as receitas venceram um concurso gastronômico.
- (C) as hortaliças não podem ser gratinadas.
- (D) nada no gênero se compara a esse lançamento.
- (E) *Vegetables* também ensina a fazer sobremesas.

34. A melhor tradução para "praise-winning creations" (l. 05) é

- (A) criações que ganham elogios.
- (B) criações vencedoras de prêmios.
- (C) criaturas que ganharam prêmios.
- (D) criatividade recompensada.
- (E) criaturas dignas de elogio.

35. O verbo "hold" (l. 02) poderia ser substituído, sem prejuízo ao sentido, por

- (A) stop.
- (B) increase.
- (C) move.
- (D) alter.
- (E) keep.

36. Na expressão "It's a fascinating way" (l. 08), it refere-se a

- (A) master.
- (B) series.
- (C) art.
- (D) help.
- (E) way.

37. A palavra "master" (l. 06) está sendo usada com o mesmo sentido do texto em

- (A) She's had their master bedroom redecorated again.
- (B) He will master the language if he studies harder.
- (C) Cel. Barnes is the master of a large cotton plantation in Georgia.
- (D) Mr. M is a master of the occult.
- (E) All the lights can be controlled with this master switch.

Instrução: As questões de números 38 a 45 referem-se ao texto abaixo.

01. Swiss cheese? Roquefort? Is it Gouda?
02. Well... we all know the moon isn't really made of
03. cheese. Cheese is just one of the many different
04. images seen in the charcoal-gray, black, and
05. white markings created by various lunar craters
06. and basins.
07. The most famous of these is "the man on the
08. moon", whose face looks like a jack-o'-lantern.
09. But that is not the only figure you can find. The
10. Native American Haida people in British
11. Columbia see a woman who carries a bucket,
12. while the ancient Greeks believed the full moon
13. was the goddess Selene riding her silver chariot
14. across the sky.
15. Animal figures have also been popular. The
16. Chinese see a rabbit in the dark areas and a toad
17. in the white. A rabbit may be the most common
18. figure seen on the moon with cultures in
19. southeast Asia, Korea, and Japan, as well as the
20. ancient Maya and Aztec civilizations all
21. discerning a bunny's form with ears and tail.
22. So, the next time there is a full moon, go
23. outside and take a look. What do you see?

(Fonte: *Astronomy*, Sept.1999)

38. O título mais apropriado para esse texto é

- (A) What Do You See?
- (B) The Man on the Moon.
- (C) The Moon and Ancient Civilizations.
- (D) Figures Made of Cheese.
- (E) Animals on the Moon.

39. De acordo com o texto, as marcas na superfície lunar

- (A) são fósseis de antigos animais.
- (B) são feitas de uma substância semelhante ao queijo.
- (C) podem ser interpretadas de muitas formas.
- (D) formam animais ou pessoas, conforme a fase da lua.
- (E) não são vistas no Extremo Oriente.

40. A expressão "go outside and take a look" (l. 22-23) tem como equivalente, em português,

- (A) Saia de casa e olhe para cima.
- (B) Saia daqui e tome conta.
- (C) Vá embora e olhe em volta.
- (D) Vá lá fora e dê uma olhada.
- (E) Vá lá fora e pegue um livro.

41. A expressão "created by" (l. 05) é uma forma passiva. Outra estrutura semelhante encontrada no texto é

- (A) isn't made (l. 02).
- (B) can find (l. 09).
- (C) have been (l. 15).
- (D) may be (l. 17).
- (E) discerning (l. 21).

42. De acordo com o texto, complete a sentença abaixo com a alternativa correta.

The Chinese can see ... a rabbit ... a toad on the lunar markings.

- (A) ... neither ... nor ...
- (B) ... and ... or ...
- (C) ... either ... and ...
- (D) ... both ... or ...
- (E) ... both ... and ...

43. Na expressão "The most famous of these" (l. 07), **these** está substituindo

- (A) images (l. 04).
- (B) markings (l. 05).
- (C) craters (l. 05).
- (D) craters and basins (l. 05-06).
- (E) basins (l. 06).

44. Na oração "while the ancient Greeks believed..." (l. 12), a conjunção **while** poderia ser trocada, sem perda de sentido, por

- (A) when.
- (B) but.
- (C) as.
- (D) because.
- (E) so.

45. **Goddess** (l. 13) é a forma feminina de **god**. Indique a opção em que a formação do feminino está **incorreta**.

- (A) steward – stewardess.
- (B) priest – priestess.
- (C) duke – duchess.
- (D) emperor – empress.
- (E) consul – consules.

Instrução: As questões de números 46 a 53 referem-se ao texto abaixo.

01. *Shakespeare in Love* is a witty, sexy and
02. merrily literate delight, with an enormously clever
03. premise that only gets better as the film unfolds.
04. The screenplay, originating as Marc Norman's
05. brainstorm and turned by Tom Stoppard into a
06. razor-sharp dialogue reminiscent of his
07. *Rosencrantz and Guildenstern Are Dead*, dares
08. to imagine whatever it likes about the link
09. between Shakespeare's artistic passions and his
10. mad yearning for a certain aristocratic beauty.
11. Meanwhile, this tirelessly inventive comedy
12. envisions an Elizabethan theatre filled with the
13. same backbiting and conniving we enjoy today
14. and has great fun presenting the creation of
15. *Romeo and Juliet* problems and all.

(Fonte: *New York Times*, March 1999)

46. The text can be characterized as

- (A) a sharp analysis.
- (B) a detailed summary.
- (C) a comparative review.
- (D) an enthusiastic appraisal.
- (E) an interesting abstract.

47. According to the text, *Shakespeare in Love*

- (A) was written by Tom Stoppard.
- (B) begins better than it ends.
- (C) is a kind of brainstorm.
- (D) shows Shakespeare's madness.
- (E) is too similar to *Romeo and Juliet*.

48. The prefix **un** as in "unfolds" (l. 03) is used correctly in all alternatives **but**

- (A) unimportant.
- (B) uninteresting.
- (C) unexpensive.
- (D) unconscious.
- (E) undetermined.

49. The preposition "into" (l. 05) is used **incorrectly** in

- (A) He stood into the room, hands in his pockets.
- (B) The wicked witch turned the prince into a frog.
- (C) His texts have been translated into many languages.
- (D) He then went into the details of his dream.
- (E) They ran into each other at the corner of the street.

50. The expression "razor-sharp" (l. 06) defines the dialogue as

- (A) serious and profound.
- (B) original and funny.
- (C) clear and quick.
- (D) bloody and difficult.
- (E) dangerous and clever.

51. The expression "whatever it likes" (l. 08) could be translated as

- (A) qualquer que.
- (B) seja lá o que for.
- (C) nem tudo que.
- (D) todos que.
- (E) nem sempre que.

52. The word "tirelessly" (l. 11) could be replaced, without any change in meaning, by

- (A) supremely.
- (B) mysteriously.
- (C) never ending.
- (D) energetically.
- (E) effortlessly.

53. The verb which can be classified both as a *full verb* and a *modal* is

- (A) gets (l. 03).
- (B) turned (l. 05).
- (C) dares (l. 07).
- (D) envisions (l. 12).
- (E) enjoy (l. 13).

Instrução: As questões de números 54 a 60 referem-se ao texto abaixo.

01. In Victorian England, the valet, the master's
02. personal servant, had much prestige within the
03. household. First, he had to have, clean and
04. repaired, the correct outfit for every occasion, to
05. attend to his master's toilette (perhaps using his
06. own recipe for shaving soap or boot polishing)
07. including the ironing of shoelaces and the
08. washing of small change. The valet travelled
09. everywhere of consequence with his master,
10. deciphering train timetables and taking charge of
11. valuables and cash, and he was privy to many
12. close-kept secrets. Abroad he acted as courier
13. and interpreter, and might well have more
14. contacts and knowledge of foreign ways than his
15. master. He needed to be fit, for he rose before his
16. master and could not sleep until long after he had
17. retired.

(Fonte: *Pitkin Guides*, 1998)

54. The text mainly describes the valet's

- (A) problems.
- (B) travels.
- (C) duties.
- (D) secrets.
- (E) prestige.

55. The text does **not** inform us that valets

- (A) had money and many valuables of their own.
- (B) always worked very long hours every day.
- (C) were normally very close to their masters.
- (D) were more important than other servants.
- (E) knew what clothes should be worn in different occasions.

56. The word "change" (l. 08) could be translated as

- (A) corrente.
- (B) troco.
- (C) roupa.
- (D) moeda.
- (E) louça.

57. The expression "of consequence" (l. 09) means the same as

- (A) abroad.
- (B) distant.
- (C) rich.
- (D) foreign.
- (E) important.

58. The expression "he was privy to" (l. 11) means that he was

- (A) the content of.
- (B) in place of.
- (C) reluctant to.
- (D) aware of.
- (E) known to .

59. The expression "to be fit" (l. 15) tells us that the valet needed to be

- (A) obedient.
- (B) tall.
- (C) intelligent.
- (D) clean.
- (E) healthy.

60. The *ING* forms that have, in the text, the function of nouns are

- (A) polishing (l. 06), ironing (l. 07), washing (l. 08).
- (B) shaving (l. 06), ironing (l. 07), deciphering (l. 10).
- (C) polishing (l. 06), deciphering (l. 10), taking (l. 10).
- (D) including (l. 07), washing (l. 08), using (l. 05).
- (E) ironing (l. 07), washing (l. 08), shaving (l. 06).

LÍNGUA PORTUGUESA

A prova de Língua Portuguesa tem como principal objetivo a avaliação das competências de leitura e escrita e da capacidade de reflexão sobre os fatos da língua, não se detendo na verificação imediata do domínio de terminologias e classificações pertencentes à chamada gramática tradicional.

É dentro dessa perspectiva que devem ser compreendidos os conteúdos e orientações que se seguem.

CONTEÚDO PARA AS QUESTÕES DE ESCOLHA MÚLTIPLA

Leitura e análise de textos

- Interpretação: compreensão global do texto, significação contextual de trechos e palavras do texto, inferências, função de elementos coesivos
- Estruturação do texto e dos parágrafos
- Variedades de texto e de linguagem

Sintaxe

- Frase, período, oração
- Processos de coordenação e subordinação
- Equivalência e transformação de estruturas
- Discurso direto e indireto
- Pontuação
- Regência e concordância
- Funções das classes de palavras

Morfologia

- Estrutura e formação de palavras
- Classes de palavras (emprego)
- Flexão nominal e verbal

Ortografia

- Sistema oficial vigente
- Relações entre fonema e letra

ORIENTAÇÃO PARA A REDAÇÃO

A prova de redação tem por pressuposto a necessidade de o aluno universitário dominar a escrita de textos dissertativos, os quais se definem primordialmente pela reflexão articulada sobre dados da realidade. Nesse sentido, uma boa dissertação deve apresentar as seguintes características:

- coesão e coerência textual;
- grau de informatividade e criticidade adequado ao que se pode prever de um vestibulando, dada a sua experiência escolar e faixa etária mais freqüente;
- uso conveniente de referência a fontes de informação e experiência, através de citações, paráfrases, alusões, relatos, etc.;
- uso adequado de vocabulário, processos de coordenação e subordinação, sinais de pontuação, estruturas de língua escrita padrão e convenções ortográficas.

Para atingir um bom desempenho na elaboração do texto dissertativo, é importante que o candidato compreenda que, para qualquer tema proposto, várias abordagens de desenvolvimento são possíveis. Deve ele discernir, pois, a abordagem que lhe será mais produtiva, conforme sua experiência pessoal e a situação específica de produção do texto. Assinale-se, ainda, que todo texto instaura uma situação comunicativa - um contato entre o autor e o leitor por meio da escrita, e que, no caso específico da prova de redação, trata-se de uma situação em que os dois

pólos se desconhecem e não partilham da mesma situação de tempo/espço. Resulta daí a necessidade de o candidato perceber a importância de um manejo adequado de todas as dimensões acima citadas, para que a comunicação se realize eficientemente.

LÍNGUA ESTRANGEIRA

Alemão - Espanhol - Francês
Inglês - Italiano

Postula-se, como ponto de partida, que toda comunicação e interação exercida pela linguagem se processa através de textos dos mais variados tipos e que o texto como um todo adquire sentido na situação de interação comunicativa. Isso nos leva a focalizar os enunciados textuais como manifestações lingüísticas nos atos de comunicação e interação através da linguagem. A mensagem textual não se restringe à soma das palavras e frases que o constituem; a conexão das palavras e frases para a formação de textos, bem como a seleção e o encadeamento dos constituintes textuais, pressupõem um princípio semântico mais amplo do que segmentos isolados do enunciado, situando-se no nível do texto global. Todo estudo da função de palavras, frases e do funcionamento da língua deverá, pois, ser realizado contextualmente. Compreender-se-á facilmente que, além dos elementos estritamente lingüísticos, contribuem para a estruturação do sentido textual os fatores situacionais, temáticos, lógico-cognitivos e pragmáticos.

Nesse sentido, e tendo em vista a importância que a língua estrangeira terá ao longo da vida acadêmica, cultural e profissional dos candidatos, a prova do Vestibular centrar-se-á na avaliação de uma competência textual, receptiva e produtiva, não sendo solicitados conhecimentos metalingüísticos, nem conhecimentos lingüísticos desconectados da textualidade.

A prova de Língua Estrangeira avaliará essencialmente a capacidade de compreensão de textos, o que implica necessariamente o domínio de um vocabulário básico e o conhecimento de aspectos fundamentais da gramática.

As questões serão baseadas em textos atuais, não-especializados, extraídos de livros, revistas ou periódicos, devidamente adaptados, se for o caso. Serão utilizados textos ou extratos de textos de temas e gêneros diferenciados, como textos literários e, principalmente, textos veiculares: publicitários, expositivos, de divulgação científica e outros.

As questões da prova poderão ser formuladas em português ou na respectiva língua estrangeira, e serão distribuídas em três categorias:

Questões de compreensão: aferirão se o candidato consegue compreender o texto como mensagem, identificando:

- fatores de contextualização, tais como autoria, público-alvo, época da publicação, tipo e veículo da publicação, função dos títulos, das ilustrações, da disposição gráfica no sentido textual;
- tema central, palavras-chave, pontos mais ou menos relevantes;
- relações entre os diferentes pontos ou informações textuais;
- pontos de vista do autor;
- pressuposições e implícitos relevantes;
- recursos lingüísticos utilizados para a construção do sentido, tais como anafóricos, dêiticos, conectores, nominalizações, operadores argumentativos.

Questões de vocabulário: procurarão verificar o conhecimento do significado de palavras, locuções e expressões idiomáticas usadas no texto ou relacionadas com o vocabulário nele usado. Serão formuladas em termos de paráfrases, de equivalências lexicais, de oposições ou de outras relações semânticas contextuais, incluindo aspectos de formação de palavras por composição e derivação.

Questões de gramática: terão por objetivo verificar se o candidato é capaz de:

- aplicar à compreensão do texto os aspectos de funcionamento da língua descrita pela gramática, especialmente quanto às formas e aos usos de:
 - nomes (substantivos e adjetivos),
 - pronomes,
 - artigos,
 - verbos,
 - preposições,
 - conjunções,
 - advérbios;
- reconhecer correlações entre formas, construções sintáticas e significados contextuais;
- identificar o que é estruturalmente correto e gramaticalmente apropriado em determinado contexto.

LITERATURA DE LÍNGUA PORTUGUESA

As questões visam a avaliar o conhecimento dos momentos decisivos da Literatura Brasileira mediante a análise dos textos, a identificação de autores e obras, e sua inserção na cultura brasileira. Serão privilegiados os seguintes aspectos:

- a) o contexto histórico e cultural;
- b) a configuração da identidade nacional na literatura;
- c) as correlações temáticas e estilísticas entre obras, autores e períodos;
- d) as correlações entre a literatura brasileira e os grandes momentos da tradição literária ocidental, em geral, e da tradição literária portuguesa, em particular;
- e) termos e características essenciais da linguagem literária.

LISTAGEM BÁSICA DE TÓPICOS E AUTORES

Renascimento

- Gil Vicente e Camões

Literatura no Período Colonial

- Literatura informativa
- A carta de Caminha; depoimentos de viajantes e historiadores

Barroco

- A poesia de Gregório de Matos Guerra e a oratória de Antônio Vieira

Arcadismo

- A poesia de Cláudio Manuel da Costa e Tomás Antonio Gonzaga. A épica de Basílio da Gama

O Romantismo

- A poesia; Gonçalves Dias, Casimiro de Abreu, Álvares de Azevedo, Sousândrade e Castro Alves
- O romance; Manuel Antônio de Almeida, José de Alencar, Joaquim Manuel de Macedo, Visconde de Taunay e Bernardo Guimarães
- O teatro; Martins Pena

O final do século XIX

- A narrativa; Machado de Assis, Aluísio Azevedo e Raul Pompéia; a narrativa de Eça de Queirós
- A poesia pamasiana; Olavo Bilac, Raimundo Correia e Alberto de Oliveira
- A poesia simbolista; Cruz e Sousa, Alphonsus de Guimaraens e Eduardo Guimaraens
- A literatura no Rio Grande do Sul. O Partenon Literário

O início do século XX

- *Os Sertões*, de Euclides da Cunha
- A poesia de Augusto dos Anjos
- A narrativa de Lima Barreto
- O Regionalismo; Monteiro Lobato. O Regionalismo sul-rio-grandense; Simões Lopes Neto e Amaro Juvenal

O Modernismo

- Características gerais do Modernismo. Semana de Arte Moderna de 1922
- A literatura brasileira e as vanguardas artísticas do começo do século XX
- A obra de Fernando Pessoa. A poesia de Manuel Bandeira, Mário de Andrade e Oswald de Andrade
- O movimento modernista no Rio Grande do Sul

Entre 30 e 45

- O romance de 30; José Lins do Rego, Graciliano Ramos, Jorge Amado, Raquel de Queiroz, Erico Veríssimo, Dyonélio Machado e Cyro Martins
- A poesia; Carlos Drummond de Andrade, Vinícius de Moraes, Cecília Meireles e Mário Quintana

Entre 45 e 70

- A prosa; Guimarães Rosa, Clarice Lispector e Antonio Callado
- A poesia; João Cabral de Melo Neto
- O Concretismo
- A crônica; Rubem Braga e Nelson Rodrigues
- O teatro de Nelson Rodrigues e Ariano Suassuna
- O Tropicalismo

Depois de 70

- A narrativa; Rubem Fonseca, Dalton Trevisan e João Ubaldo Ribeiro
- A poesia da canção popular brasileira; Caetano Veloso e Chico Buarque de Holanda
- A crônica; Luís Fernando Veríssimo
- O teatro; Plínio Marcos
- Ficção sul-rio-grandense contemporânea; Josué Guimarães, Moacyr Scliar, Assis Brasil, José Clemente Pozenato, Tabajara Ruas, Lya Luft, Sérgio Faraco, Charles Kiefer e Caio Fernando Abreu
- A poesia sul-rio-grandense contemporânea; Carlos Nejar e Amindo Trevisan

LEITURAS OBRIGATÓRIAS

Para o Concurso Vestibular de 2000, será exigida a leitura prévia e completa dos seguintes textos:

Literatura portuguesa

- Luís de Camões – sonetos