



Segunda Etapa

SEGUNDO DIA – 2ª ETAPA

INGLÊS

**COMISSÃO DE PROCESSOS
SELETIVOS E TREINAMENTOS**



INGLÊS

TEXT I

INTRODUCTION

I have an engineering problem.

While for the most part I'm in terrific physical shape, I have ten tumors in my liver and I have only a few months left to live.

I am a father of three young children, and married to the woman of my dreams. While I could easily feel sorry for myself, that wouldn't do them, or me, any good.

So, how to spend my very limited time?

The obvious part is being with, and taking care of, my family. While I still can, I embrace every moment with them, and do the logistical things necessary to ease their path into a life without me.

The less obvious part is how to teach my children what I would have taught them over the next twenty years. They are too young now to have those conversations. All parents want to teach their children right from wrong, what we think is important, and how to deal with the challenges life will bring. We also want them to know some stories from our own lives, often as a way to teach them how to lead theirs. My desire to do that led me to give a "last lecture" at Carnegie Mellon University.

These lectures are routinely videotaped. I knew what I was doing that day. Under the ruse of giving an academic lecture, I was trying to put myself in a bottle that would one day wash up on the beach for my children. If I were a painter, I would have painted for them. If I were a musician, I would have composed music. But I am a lecturer. So I lectured.

I lectured about the joy of life, about how much I appreciated life, even with so little of my own left. I talked about honesty, integrity, gratitude, and other things I hold dear. And I tried very hard not to be boring.

This book is a way for me to continue what I began on stage. Because time is precious, and I want to spend all that I can with my kids, I asked Jeffrey Zaslow for help. Each day, I ride my bike around my neighborhood, getting exercise crucial for my health. On fifty-three long bike rides, I spoke to Jeff on my cell-phone headset. He then spent countless hours helping to turn my stories – I suppose we could call them fifty-three "lectures" – into the book that follows.

We knew right from the start: None of this is a replacement for a living parent. But engineering isn't about perfect solutions; it's about doing the best you can with limited resources. Both the lecture and this book are my attempts to do exactly that.

Pausch, Randy. The last lecture. Hyperion, New York. 2008. 206p.

Answer the following five questions according to TEXT I.

01. The author of the text says, "...for the most part I'm in terrific physical shape". That means that, for the most part

- 0-0) he is physically very well.
- 1-1) he is physically terrible.
- 2-2) he has terrible problems in his body shape.
- 3-3) his body shape is very good.
- 4-4) his body shape horrifies him.

Resposta: VFFVF

Justificativa:

- 0-0) VERDADEIRA: Ele está com uma forma física muito boa ("*...for the most part I'm in terrific physical shape...*" §2)
- 1-1) FALSA: Sua forma física está boa e não terrível como dito na alternativa.
- 2-2) FALSA: Ele não tem problemas terríveis com sua forma física apesar dos tumores encontrados.
- 3-3) VERDADEIRA: Sua forma física é muito boa. Afirmativa corroborada pelo trecho apresentado ainda na alternativa 1 deste quesito.
- 4-4) FALSA: Sua forma física não lhe horroriza. Ele acha que, de forma geral, ele está em condição física boa.

02. Randy Pausch

- 0-0) rides his bicycle every day in order to exercise.
- 1-1) knows he is going to die eventually.
- 2-2) has very little time left to enjoy life.
- 3-3) married a beautiful woman in a dream he had.
- 4-4) is an engineer who has a problem.

Resposta: VVFFF

Justificativa:

- 0-0) VERDADEIRA: Ele anda de bicicleta diariamente para se exercitar. ("*Each day, I ride my bike around my neighborhood, getting exercise crucial for my health.*" §9)
- 1-1) VERDADEIRA: Ele tem consciência de sua morte eminente. ("*...and I have only a few months left to live.*" §)
- 2-2) VERDADEIRA: Seu tempo de vida restante é limitado. Afirmativa que tem suporte no trecho do texto usado no item anterior.
- 3-3) FALSA: Ele casou com a mulher de seus sonhos e não com uma mulher num sonho que teve. ("*...and married to the woman of my dreams...*" §3)
- 4-4) FALSA: Ele não diz que é engenheiro, mas sim que tem um problema de engenharia. ("*I have an engineering problem.*" §1)

03. The author reckons his children

- 0-0) are not ready to understand what he wants to teach them yet.
- 1-1) have the maturity to cope with the problem their father is facing.
- 2-2) will not have a chance to learn from their father due to his death.
- 3-3) would rather watch TV instead of listening to his stories.
- 4-4) should have his company at all moments before his dies.

Resposta: :VFFFV

Justificativa

- 0-0) VERDADEIRA: Seus filhos ainda são imaturos para uma conversa sobre seu caso. (“*They are too young now to have those conversations*” §6)
- 1-1) FALSA: Seus filhos ainda são imaturos para uma conversa sobre seu caso, portanto, justo o contrário do que é afirmado no quesito.
- 2-2) FALSA; Eles vão poder aprender sim sobre os ensinamentos do pai através de vídeo da “Última Palestra” e do livro que Randy deixa.
- 3-3) FALSA: Conjectura não comprovada textualmente. (“*We also want them to know some stories from our own lives, often as a way to teach them how to lead theirs.*”). Fala-se apenas em estórias que Randy quer contar a seus filhos e em um vídeo que Randy deixa gravado para ser assistido após sua morte. Nada é dito sobre a preferência dos filhos relativa à assistir vídeos sobre ouvir suas estórias.
- 4-4) VERDADEIRA: Ele quer gastar todo o tempo possível com os filhos. (“*Because time is precious, and I want to spend all that I can with my kids...*” §9)

04. Randy decided to give a lecture in order to be able to

- 0-0) make money to take his children to the beach.
- 1-1) make money to buy bottles of soda at the beach.
- 2-2) help his kids with important lessons in the future.
- 3-3) teach them about values he considers priceless.
- 4-4) to make money to take a course in painting.

Resposta: FVVVF

Justificativa:

- 0-0) FALSO: Ele não argumenta a apresentação da palestra como fonte de renda para levar seus filhos à praia.
- 1-1) FALSO: Ele não fala em ganhar dinheiro com a palestra para comprar garrafas de refrigerante na praia. Ele diz que sua esperança é ter seus ensinamentos alcançando seus filhos depois de um tempo como uma garrafa lançada ao mar que carrega uma mensagem e depois aparece na praia. (*Under the ruse of giving an academic lecture, I was trying to put myself in a bottle that would one day wash up on the beach for my children.*” §7)
- 2-2) VERDADEIRO: Ele quer deixar uma lição para os filhos. O próprio trecho retirado do texto acima serve de suporte para este argumento.
- 3-3) VERDADEIRO: Ele quer compartilhar valores preciosos que ele abraça. (“*I lectured about the joy of life, about how much I appreciated life... I talked about honesty, integrity, gratitude, and other things I hold dear.*” §8)
- 4-4) FALSO: Ele não fala em dar palestra para ganhar dinheiro para fazer um curso de pintura. Ele apenas diz que se fosse um pintor, pintaria, mas como é palestrante, deu uma palestra.

05. Randy Pausch’s message is one of

- 0-0) pessimism
- 1-1) optimism
- 2-2) fear
- 3-3) faith
- 4-4) hope

Resposta: FVFVV

Justificativa:

- 0-0) FALSA :Ele não expressa pessimismo
- 1-1) VERDADEIRA: Ele expressa otimismo
- 2-2) FALSA: Ele não expressa medo
- 3-3) VERDADEIRA:Ele expressa fé
- 4-4) VERDADEIRA:Ele expressa esperança

TEXT II

“Languages matter!”

The year 2008 has been proclaimed International Year of Languages by the United Nations General Assembly. UNESCO, which has been entrusted with the task of coordinating activities for the Year, is determined to fulfill its role as lead agency.

The Organization is fully aware of the crucial importance of languages when seen against the many challenges that humanity will have to face over the next few decades. Languages are indeed essential to the identity of groups and individuals and to their peaceful coexistence. They constitute a strategic factor of progress towards sustainable development and a harmonious relationship between the global and the local context.

They are of utmost importance in achieving the six goals of education for all (EFA) and the Millennium Development Goals (MDGs) on which the United Nations agreed in 2000. As factors of social integration, languages effectively play a strategic role in the eradication of extreme poverty and hunger; as supports for literacy, learning and life skills, they are essential to achieving universal primary education; the combat against HIV/AIDS, malaria and other diseases must be waged in the languages of the populations concerned if they are to be reached; and the safeguarding of local and indigenous knowledge and know-how with a view to ensuring environmental sustainability is intrinsically linked to local and indigenous languages.

Moreover, cultural diversity is closely linked to linguistic diversity, as indicated in the UNESCO Universal Declaration on Cultural Diversity and its action plan (2001), the Convention for the Safeguarding of the Intangible Cultural Heritage and the Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005).

However, within the space of a few generations, more than 50% of the 7,000 languages spoken in the world may disappear. Less than a quarter of those languages are currently used in schools and in cyberspace, and most are used only sporadically. Thousands of languages – though mastered by those populations for whom it is the daily means of expression – are absent from education systems, the media, publishing and the public domain in general.

We must act now as a matter of urgency. How? By encouraging and developing language policies that enable each linguistic community to use its first language, or mother tongue, as widely and as often as possible, including in education, while also mastering a national or regional language and an international language. Also by encouraging speakers of a dominant language to master another national or regional language and one or two international languages. Only if multilingualism is fully accepted can all languages find their place in our globalized world.

Our common goal is to ensure that the importance of linguistic diversity and multilingualism in educational, administrative and legal systems, cultural expressions and the media, cyberspace and trade, is recognized at the national, regional and international levels. The International Year of Languages 2008 will provide a unique opportunity to make decisive progress towards achieving these goals.

Koïchiro Matsuura

Disponível em: <http://portal.unesco.org/culture/en/ev.php-URL_ID=35559&URL_DO=DO_TOPIC&URL_SECTION=201.htm
↳ Acessado em 2 de setembro de 2008

Answer the following four questions according to TEXT II.

06. The United Nations acknowledges that languages

- 0-0) are essential to the identity of individuals and groups and also to their peaceful coexistence.
- 1-1) are a strategic factor for the promotion of sustainable development in different countries.
- 2-2) are supports for education and the fight against HIV/AIDS and malaria.
- 3-3) have a strategic role in consolidating extreme poverty and hunger all over the world.
- 4-4) are an important instrument for the promotion of peace and peoples' self identity.

Resposta: VVVVV

Justificativa:

- 0-0) VERDADEIRA: Idéia encontrada no texto. ("Languages are indeed essential to the identity of groups and individuals and to their peaceful coexistence." §1)
- 1-1) VERDADEIRA: Idéia encontrada no texto. ("They constitute a strategic factor of progress towards sustainable development" § 1)
- 2-2) VERDADEIRA: Idéia encontrada no texto. ("they are essential to achieving universal primary education; the combat against HIV/AIDS, malaria..." § 2)
- 3-3) FALSA: A diversidade lingüística concorre para justamente o contrário. ("languages effectively play a strategic role in the eradication of extreme poverty and hunger" § 2)
- 4-4) VERDADEIRA: Idéia encontrada no texto. ("...essential to the identity of groups and individuals... " and to their peaceful coexistence" § 1)

07. The text asserts that

- 0-0) approximately 25% of all existing languages are spoken in schools with cyberspace.

- 1-1) cultural diversity and linguistic diversity have far from close a relationship.
- 2-2) more than half the languages there exist will possibly disappear in the future.
- 3-3) most languages spoken in schools and in cyberspace are used frequently.
- 4-4) there are 7.000 languages spoken in the world today.

Resposta: FFVFFV

Justificativa:

- 0-0) FALSA: O texto diz que menos de 25% de todas as línguas são usadas nas escolas ou em ambientes virtuais. ("...less than a quarter of those languages are currently used in schools and in cyberspace...")
- 1-1) FALSA: O texto afirma justo o contrário, isto é, que diversidade cultural e diversidade lingüística têm muito a ver.
- 2-2) VERDADEIRA: Idéia encontrada no texto. ("...more than 50% of the 7,000 languages spoken in the world may disappear.")
- 3-3) FALSA: O texto afirma justo o contrário. ("currently used in schools and in cyberspace, and most are used only sporadically.")
- 4-4) VERDADEIRA: Idéia encontrada no texto ("...7,000 languages spoken in the world...")

08. The United Nations call for action in favor of multilingualism and linguistic diversity. This can be achieved by

- 0-0) enabling the police to speak more than one language in order to help different communities.
- 1-1) creating the proper environment for mother languages to be spoken often and pervasively.
- 2-2) encouraging people to learn a dominant language in place of a regional or a national one.
- 3-3) hiring regional and national masters of languages to teach their first language abroad.
- 4-4) promoting policies which consolidate the far reaching use of 1st languages by their communities.

Resposta: FVFFFV

Justificativa:

- 0-0) FALSA: O texto não fala em polícia. A palavra *policies* (pl. policy = política) é usada para falar do que se pode fazer (políticas lingüísticas) para promover as línguas maternas. (*encouraging and developing language policies that enable each linguistic community to use its first language, or mother tongue*)
- 1-1) VERDADEIRA: Isso é o moto de todo o texto, isto é, subsidiar as línguas maternas do aparato necessário para seu desenvolvimento e consolidação.
- 2-2) FALSA: É sugerido que se aprenda mais de uma língua em acréscimo a uma língua mais importante, mas não em detrimento das línguas locais.
- 3-3) FALSA: O texto não fala na contratação de mestres em línguas para o ensino de suas línguas maternas no exterior. O texto fala em

ter maestria (ser mestre em) uma segunda língua nacional ou local e uma ou duas internacionais.

- 4-4) VERDADEIRA: A língua materna tem apoio fundamental nesse processo de valorização da diversidade lingüística.

09. The word **unique** in the last sentence of the text means

- 0-0) great
1-1) different
2-2) super
3-3) unparalleled
4-4) singular

Resposta: FFFVV

Justificativa:

- 0-0) FALSA: Grande
1-1) FALSA: Diferente
2-2) FALSA: Super
3-3) VERDADEIRA: Sem paralelo
4-4) VERDADEIRA: Ímpar

TEXT III

COPYRIGHT THEFT.

It's a myth that buying fake DVDs or downloading illegal content is a victimless crime. The most obvious concern may be the poor sound and picture quality or that the film stops before the end leaving you hanging. But scratch the surface and you'll find the damage caused by fake DVDs affects a wide range of people.

Copyright theft is a big issue - for the consumer, for the film and TV industries and for communities. For legitimate business, the distributors and high street retailers who sell or rent DVDs, counterfeiting has a significant impact on profits. At present, 15% of the value of legitimate sales is lost to the problem. It doesn't just affect big businesses; these losses have a serious negative impact on the 200,500 people employed in the industry in the UK, contributing to rental and retail store closures, loss of jobs and threatening future investment.

Costs to the industry

£460
million

Annual cost to the audiovisual industry from copyright theft

£169
million

Estimated criminal gain from DVD piracy, at street prices

£100
million

Estimated annual loss in unpaid VAT – tax payers' money that would have gone into health or education, rather than criminals' own coffers

Closing the net in 2006

Fake DVDs seized by FACT

1.5
million

The number of DVD-Rs (ie copied using burners) seized

1.4
million

Positive court results for copyright theft of which 116 were for custodial sentences

227

Answer the following four questions according to TEXT III.

10. Piracy as concerns fake DVDs and illegal content downloading is a crime

- 0-0) with many victims.
1-1) that affects both employers and employees.
2-2) that only affects poor sound and picture quality.
3-3) with less victims than other forms of piracy.
4-4) with no victims.

Resposta: VVFFF

Justificativa:

- 0-0) VERDADEIRA: As vítimas são muitas.
1-1) VERDADEIRA: Afeta tanto empregadores

- quanto empregados.
- 2-2) FALSA: Afeta mais do que somente a qualidade dos DVDs.
- 3-3) FALSA: Não se fala dos prejuízos comparativamente a outras atividades criminosas.
- 4-4) FALSA: Há vítimas, sim.

11. Copyright theft affects

- 0-0) very few people altogether.
- 1-1) the jobs of people who work legally.
- 2-2) the profits of counterfeiters.
- 3-3) retailers, distributors and legal sellers.
- 4-4) criminals' education and health.

Resposta: FVVFV

Justificativa:

- 0-0) FALSA: Porque afeta muita gente.
- 1-1) VERDADEIRA: Porque afeta o emprego de quem trabalha legalmente.
- 2-2) FALSA: A própria indústria da falsificação se beneficia financeiramente de sua prática.
- 3-3) VERDADEIRA: Varejistas, distribuidores e revendedores legalizados são afetados pela atividade ilegal.
- 4-4) FALSA: A educação e a saúde dos cidadãos em geral são afetados.

12. DVD piracy profits are estimated at

- 0-0) £ 1.4 million
- 1-1) £ 1.5 million
- 2-2) £ 169 million
- 3-3) £ 460 million
- 4-4) £ 100 million

Resposta: FFVFF

Justificativa:

- 0-0) Outro valor
- 1-1) Outro valor
- 2-2) A pirataria tem lucros desse montante. Todos os demais são valores impertinentes
- 3-3) Outro valor
- 4-4) Outro valor

13. According to the text it is right to state that

- 0-0) pirate DVDs normally have excellent sound and image.
- 1-1) more than one million fake DVDs have been seized.
- 2-2) there have been counterfeiters punished by law.
- 3-3) film and TV industry have benefited from counterfeit.
- 4-4) both big and small businesses are affected by copyright theft.

Resposta: FVVFV

Justificativa:

- 0-0) FALSA: Imagem e som de DVDs piratas são de qualidade inferior
- 1-1) VERDADEIRA: Mais de um milhão de DVDs piratas foram apreendidos
- 2-2) VERDADEIRA: Falsificadores têm sido

- punidos de acordo com a lei
- 3-3) FALSA: Nem a indústria de filmes nem a TV tem se beneficiado da pirataria
- 4-4) VERDADEIRA: Negócios grandes e pequenos são afetados pelo crime de direitos autorais

TEXT IV

Phenomenal Woman

Pretty women wonder where my secret lies.
I'm not cute or built to suit a fashion model's size
But when I start to tell them,
They think I'm telling lies.
I say,
It's in the reach of my arms
The span of my hips,
The stride of my step,
The curl of my lips.
I'm a woman
Phenomenally.
Phenomenal woman,
That's me.

I walk into a room
Just as cool as you please,
And to a man,
The fellows stand or
Fall down on their knees.
Then they swarm around me,
A hive of honey bees.
I say,
It's the fire in my eyes,
And the flash of my teeth,
The swing in my waist,
And the joy in my feet.
I'm a woman
Phenomenally.
Phenomenal woman,
That's me.

Men themselves have wondered
What they see in me.
They try so much
But they can't touch
My inner mystery.
When I try to show them
They say they still can't see.
I say,
It's in the arch of my back,
The sun of my smile,
The ride of my breasts,
The grace of my style.
I'm a woman
Phenomenally.
Phenomenal woman,
That's me

Now you understand
Just why my head's not bowed.
I don't shout or jump about
Or have to talk real loud.
When you see me passing
It ought to make you proud.
I say,
It's in the click of my heels,
The bend of my hair,
The palm of my hand,

The need of my care,
'Cause I'm a woman
Phenomenally.
Phenomenal woman,
That's me.

Maya Angelou

Answer the following three questions according to TEXT IV.

14. Maya Angelou is giving a description of

- 0-0) pretty women
- 1-1) bees
- 2-2) men
- 3-3) herself
- 4-4) her own

Resposta: FFFVV

Justificativa:

- 0-0) FALSA: São as mulheres bonitas que tentam entender de onde vem tanta beleza.
- 1-1) FALSA: Ela não está descrevendo as abelhas. O texto diz "*Then they swarm around me, A hive of honey bees.*" e isso se refere a como os homens se comportam ao verem-na.
- 2-2) FALSA: Ela não está descrevendo os homens
- 3-3) VERDADEIRA: Ela está se descrevendo
- 4-4) VERDADEIRA: Ela está dando uma descrição dela própria

15. For the poet

- 0-0) her secret in not in her appearance.
- 1-1) pretty women know why she is a phenomenal woman.
- 2-2) pretty women take her for a liar when she reveals her secrets.
- 3-3) not even men know about her inner secrets of success.
- 4-4) women and men are all the same.

Resposta: VFVVF

Justificativa:

- 0-0) VERDADEIRA: Seu segredo não vem de sua aparência. (It's in the reach of my arms The span of my hips, The stride of my step, The curl of my lips...)
- 1-1) FALSA: As mulheres bonitas também não entendem de onde vem sua fenomenalidade. (*Pretty women wonder where my secret lies.*)
- 2-2) VERDADEIRA: As mulheres bonitas acham que ela mente quando revela seus segredos. (*They think I'm telling lies*)
- 3-3) VERDADEIRA: Nem mesmo os homens sabem os segredos de seu sucesso. (*Men themselves have wondered What they see in me.*)
- 4-4) FALSA: Mulheres e homens não são iguais. Não é a intenção da autora mostrar que ambos são iguais, mas sim que nem mulheres bonitas nem homens conseguem entender de onde vem sua beleza.

- 0-0) she's lean and pretty.
- 1-1) she's a phenomenal woman.
- 2-2) she's a polite woman.
- 3-3) she's not submissive.
- 4-4) she wears fashion models' size.

Resposta: FVVVF

Justificativa:

- 0-0) FALSA: Ela não é magra e linda (I'm not cute or built to suit a fashion model's size).
- 1-1) VERDADEIRA: Ela é uma mulher fenomenal (I'm a woman Phenomenally. Phenomenal woman, That's me.).
- 2-2) VERDADEIRA: Ela é uma mulher educada (I don't shout or jump about Or have to talk real loud.).
- 3-3) VERDADEIRA: Ela não é submissa (Now you understand Just why my head's not bowed.).
- 4-4) FALSA: Ela não veste número de manequim (I'm not ... built to suit a fashion model's size).

16. Angelou says'