

Domingo, 3 de dezembro de 2006



PROCESSO SELETIVO 2007/1

Língua Portuguesa, Literatura Brasileira e Língua Inglesa

CURSO
Letras – Português/Inglês

Só abra este caderno quando o fiscal autorizar.

Leia atentamente as instruções abaixo.

1. Este caderno de prova contém **dez questões**, que deverão ser respondidas com caneta esferográfica de tinta **preta**.
2. Verifique se o caderno está completo ou se há alguma imperfeição gráfica que possa gerar dúvidas. Se necessário, peça sua substituição antes de iniciar a prova.
3. Destaque a identificação do candidato que está no rodapé desta página.
4. Leia cuidadosamente cada questão da prova.
5. **NÃO** serão corrigidas provas respondidas a lápis ou que contenha qualquer sinal que possibilite identificar o(a) candidato(a).
6. Durante a realização das provas serão colhidas as impressões digitais dos candidatos.

OBSERVAÇÃO: Os fiscais não estão autorizados a fornecer informações acerca desta prova.

IMPRESSÃO DIGITAL

Nota	
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POLEGAR DIREITO

POLEGAR ESQUERDO

Leia as duas charges abaixo. As questões 1 e 2 referem-se a elas.

AS ETERNAS DÚVIDAS DOS ADOLESCENTES



- Você fica se perguntando o que vai ser quando crescer?
- Se liga, mano! Não raciocino sobre hipóteses!

MORTALIDADE INFANTIL



- Lembra? A idéia inicial era deixar esta área livre pra molecada jogar futebol!

ANGELI. Disponível em: <http://www2.uol.com.br/angeli>. Acesso em: 13 set. 2006.

QUESTÃO 1.

As charges abordam situações características da realidade brasileira. Relacionando as duas, em que sentido a segunda justifica a resposta dada pelo personagem da primeira?

QUESTÃO 2

No contexto da primeira charge, qual o sentido da expressão “Se liga, mano!”?

QUESTÃO 3

Na apresentação de *O santo e a porca*, Ariano Suassuna sustenta que a obra “apresenta a traição que a vida, de uma forma ou de outra, termina fazendo a todos nós” (p. 23). Explique, portanto, como o tema da traição pode se relacionar a Eurico Árabe.

QUESTÃO 4

No título “Ouvindo um trio de violino, violeta e violoncelo”, de um poema de Alphonsus de Guimaraens, são perceptíveis dois importantes recursos estilísticos da poesia simbolista. Identifique e explique a presença desses recursos nesse título.

QUESTÃO 5

FRAGMENTO A

Entretanto, o seu nome ia ganhando fama em todos os navios. – Um pedaço de bruto, aquele Bom-Crioulo! diziam os marinheiros. – Um animal inteiro é o que ele era!

CAMINHA, Adolfo. *Bom-Crioulo*. São Paulo: Martim Claret, 2005. p. 28.

FRAGMENTO B

Bichos. As criaturas que me serviram durante anos eram bichos. Havia bichos domésticos, como o Padilha, bichos do mato, como Casimiro Lopes, e muitos bichos para o serviço do campo, bois mansos. Os currais que se escoram uns aos outros, lá embaixo, tinham lâmpadas elétricas. E os bezerrinhos mais taludos soletravam a cartilha e aprendiam de cor os mandamentos da lei de Deus.

RAMOS, Graciliano. *São Bernardo*. 65 ed. Rio de Janeiro: Record, 1996.

Os fragmentos acima tratam de figuras animalizadas em *Bom-Crioulo* e *São Bernardo*. Explique os processos de animalização em cada romance.

LÍNGUA INGLESA

Read text 1 carefully. Questions 6, 7 and 8 are about it. Answer them in English.

TEXT 1

Say No More

Languages die the way many people do – at home, in silence, attended by loved ones straining to make idle conversation.

Linguists now estimate that half of the more than 6,000 languages currently spoken in the world will become extinct by the end of this century. In reaction, there are numerous efforts to slow the die-off – from graduate students heading into the field to compile dictionaries; to charitable foundations devoted to the cause, like the Endangered Language Fund; to transnational agencies, some with melancholic names appropriate to the task, like the European Bureau for Lesser Used Languages.

In two generations, a healthy language – even one with hundreds of thousands of speakers – can collapse entirely, sometimes without anyone noticing. This process is happening everywhere. In North America, the arrival of Columbus and the Europeans who followed him whittled down the roughly 300 native languages to only about 170 in the 20th century. According to Marianne Mithun, a linguist at the University of California at Santa Barbara, the recent evolution of English as a global language has taken an even greater toll. "Only one of those 170 languages is not officially endangered today," Mithun said. "Greenlandic Eskimo."

Without the revitalization of youth, a language can go from being alive to endangered (declining speakers among the young), then moribund (only elderly speakers left alive), then dead (the last known speaker dies) – all linguistic terms of art. William Sutherland, the author of a study in *Nature* magazine last spring, compared the die-off to an environmental catastrophe.

One organization of linguists, biologists and anthropologists, known as Terralingua, is working to keep languages alive by highlighting what gets lost when they fade away. "I remember when I was doing fieldwork in Mexico," said Luisa Maffi, Terralingua's president. She encountered a man whose native Mayan was already blurred with Mexican Spanish. He had traveled with his 2-year-old daughter to a health clinic because she was sick with serious diarrhea. "He no longer knew the word for yakan k'ulub wamal," she said, using the Mayan term for a plant long known to cure the problem. "It was probably growing in his backyard."

Disponível em: <<http://www.nytimes.com/2004/02/29/magazine/29LANGUAGE.html?pagewanted=6>>. Acesso em: 20 set. 2006.

QUESTION 6

- a) In your own words, summarize the subject of the text in no more than 3 sentences.

- b) Mention two causes of language extinction and one reaction to this process.

QUESTION 7

- a) In your opinion, why is Greenlandic Eskimo the only language in North America which is not officially endangered nowadays?

- b) What do you think is lost when a language dies?

QUESTION 8

- a) Rewrite the following sentence starting it with the word WHEN: *In North America, the arrival of Columbus and the Europeans who followed him whittled down the roughly 300 native languages to only about 170.*
When _____

- b) Write a question you would like to ask in order to get further information about the subject of this text.

Text 2 is a poem by Carl Sandburg. Read it carefully before answering questions **9** and **10**. Answer the questions in English.

TEXT 2

Languages

There are no handles upon a language
 Whereby men take hold of it
 And mark it with signs for its remembrance.
 It is a river, this language,
 Once in a thousand years
 Breaking a new course
 Changing its way to the ocean.
 It is mountain effluvia
 Moving to valleys
 And from nation to nation
 Crossing borders and mixing.
 Languages die like rivers.
 Words wrapped round your tongue today
 And broken to shape of thought
 Between your teeth and lips speaking
 Now and today
 Shall be faded hieroglyphics
 Ten thousand years from now.
 Sing – and singing – remember
 Your song dies and changes
 And is not here to-morrow
 Any more than the wind
 Blowing ten thousand years ago.

Disponível em: <<http://www.bartleby.com/165/139.html>>. Acesso em: 22 set. 2006.

QUESTION 9

Write the lines of the poem which express the following ideas:

- a) “Languages do not last forever”

- b) “Languages are constantly being modified”

QUESTION 10

- a) Which word does the pronoun *it* refer to every time it is mentioned in the poem?

- b) Give another title to this poem according to its content and the ideas expressed in it.
