



02/12/2007

## 2ª Fase Exame Discursivo

LÍNGUA ESTRANGEIRA ( Inglês )

### CADERNO DE PROVA

Este caderno, com vinte e oito páginas numeradas seqüencialmente, contém dez questões de cada uma das seguintes Línguas Estrangeiras: Espanhol, da página 3 à página 10;  
Francês, da página 11 à página 18;  
Inglês, da página 19 à página 26.

**Não abra o caderno antes de receber autorização.**

### INSTRUÇÕES

1. Verifique se você recebeu mais dois cadernos de prova.
2. Verifique se seu nome, seu número de inscrição e seu número do documento de identidade estão corretos nas sobrecapas dos três cadernos.  
**Se houver algum erro, notifique o fiscal.**
3. Destaque, das sobrecapas, os comprovantes que têm seu nome e leve-os com você.
4. Ao receber autorização para abrir os cadernos, verifique se a impressão, a paginação e a numeração das questões estão corretas.  
**Se houver algum erro, notifique o fiscal.**
5. Neste caderno, faça apenas a prova de Língua Estrangeira que corresponde à opção feita no momento da inscrição (Espanhol, Francês ou Inglês).
6. Todas as respostas deverão ser apresentadas nos espaços apropriados, com caneta azul ou preta.  
**Não serão consideradas as questões respondidas fora desses locais.**

### INFORMAÇÕES GERAIS

O tempo disponível para fazer as provas é de cinco horas. Nada mais poderá ser registrado após o término desse prazo.

Ao terminar, entregue **os três cadernos** ao fiscal.

Será eliminado do Vestibular Estadual 2008 o candidato que, durante as provas, utilizar máquinas ou relógios de calcular, aparelhos de reprodução de som ou imagem com ou sem fones de ouvido, telefones celulares ou fontes de consulta de qualquer espécie.

Será também eliminado o candidato que se ausentar da sala levando consigo qualquer material de prova.

**BOA PROVA!**



## INGLÊS

Responda às questões de Inglês  
somente se foi essa sua opção  
de Língua Estrangeira.

As questões deverão ser respondidas em língua portuguesa. A língua estrangeira só deverá ser utilizada quando o enunciado o exigir.

texto I

The boomerang kids:  
when you are worried they won't leave home



Many of today's adult children are not in a hurry to leave home, as compared to the youth of previous generations. This new behavior pattern is often very bewildering and sometimes worrisome to parents. Today, many 18 to 28 year olds either never left home, or returned after college. This phenomenon has been termed "emerging adulthood" and the young adults are referred to as either "kidults" or "boomerang kids".

A recent story in *Time* magazine reflected a wide spectrum of perspectives from researchers ranging from those who say the current generation's young adults are lazy, confused and unmotivated, and those who call them serious about their futures and cautiously exploring various career paths on their way to the "right" one.

My experience is with a select group of people involved in this problem, who are concerned, doting, loving and involved parents. These parents devote themselves to parenthood and make their children the center of their lives. They expect that upon high school graduation their children would either go to college or to work.

I call these young people "The Children of Privilege". They grew up in comfortable homes with all the amenities. They were supported, loved and provided for generously. It never occurred to them that their lifestyle was a privilege — not a lifetime right.

In the process of providing their children with everything they possibly could, some parents neglected to guide their children in several areas. They were lax about teaching independent skills and communal responsibility, for example.

Many parents expect children to feed the dog, make their bed or help with the dishes. However, this list of chores is often short compared to the real tasks of independent living. Few parents expect children to learn to iron clothes, cook or even do their own laundry. The common reason given is that the children's main job is their education. That is true. But why do we expect the young people to magically have practical life skills at 18 or 22 without practice? How can they feel confident in venturing into the world on their own?

These children also lack guidance about communal responsibilities. The idea that each individual must contribute significantly, not just symbolically, to the family with whom he lives is alien to many young adults. Why is it that a teenager is exempt from cleaning the shared bathroom, or changing the linens of all beds, or emptying all trash cans in the home, not just his own?

Growing into adulthood is an important stage in anyone's life. It is up to parents to help and guide their kids towards independence. Occasionally, maturation will occur and only then will young adults be fully capable of taking hold of their own lives so as to create their own futures.

**questão 01**

O texto trata de um fenômeno relativo à fase de transição de muitos jovens para a vida adulta.

Aponte os dois termos, em inglês, que designam esses jovens e indique o tipo de comportamento que corresponde a cada um deles.

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**questão 02**

Uma pesquisa publicada na revista *Time* apresenta duas visões antagônicas sobre a conduta da nova geração de jovens adultos.

Explícite as duas visões apresentadas.

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### questão 03

A autora faz uma análise de como os jovens de hoje encaram suas vidas.

Descreva o modo como esses jovens percebem a realidade. Em seguida, indique a forma equivalente, em português, para a expressão que a autora criou para caracterizá-los.

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### questão 04

Com base na própria experiência, a autora menciona algumas características dos pais no que diz respeito à criação dos filhos.

Identifique três características positivas e uma negativa.

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**questão 05**

No texto, são empregadas construções interrogativas que não pressupõem respostas.

Retire do texto um exemplo, em inglês, desse tipo de construção e aponte sua função.

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**questão 06**

A estruturação do texto em parágrafos reflete o modo como a autora organiza a argumentação: o 1º parágrafo define o tema a ser tratado e o 2º parágrafo indica a relevância do assunto.

Indique as finalidades do 3º, do 4º, do 5º e do 6º parágrafos.

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## Mum, can I come back home?

*Is it cool to stay at home when you're an adult?*

A survey by the Social Market Foundation (SMF), an independent think-tank, confirms that nearly one in four men and women aged between 20 and 30 chooses to live with their parents. Far from recklessly seeking independence, as my generation did in the late sixties, they are lured home by the prospect of financial security and being looked after, creating what the SMF calls a new trend of “lifelong parenting”.

Sharon Copeland, 23, an exhibitions administrator, is typical. She left her parents’ home for a year to live with a boyfriend but when the relationship broke down she returned, not out of sentiment but because she needed somewhere to live. “My mother was glad to see me return and I love it here”, she says. “I live very cheaply. I give my parents £250 a month all in. Mum does my ironing; I don’t have to ask. As I’m saving money at the moment I can’t afford to live by myself.”

Most young adults who live at home have previously left and justify the move back in terms of temporary unemployment, extended study or career change. Some mention economic or emotional casualties of

early relationship breakdowns, others cite the high cost of living and say that they are saving for their own property.

And they are not all without choice; most could have set up independently. Nor are the advantages flowing in only one direction: Allan, a 24-year-old Londoner, senses that his mother is dependent on his financial contribution. “I feel guilty about leaving her short of money”, he says. “Economy doesn’t come into it; in fact, moving out would see me slightly better off.”

I think the crucial difference between my generation and its successor is that if I or my contemporaries had returned home 25 years ago, it could only have been to the role of child; and an expectation that a communal family life would continue seamlessly – interrogations, orders, grannies, hamsters, Sunday lunch *et al.* By contrast, the most successful of these new, all-adult families are scrupulous in respecting physical and emotional boundaries, and although those living at home invariably mentioned convenience first, they all said that they enjoyed their parents’ company.

LIZZIE SPELLER  
[www.timesonline.co.uk](http://www.timesonline.co.uk)

### questão 07

As perguntas no título e no subtítulo se referem ao assunto abordado no texto e remetem a diferentes autorias.

Indique, em uma frase completa, a possível autoria de cada pergunta.

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**questão 08**

O terceiro parágrafo relata os resultados de uma pesquisa.

Identifique, nesse parágrafo, três verbos típicos do discurso relatado e explique por que a autora emprega o tempo presente.

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**questão 09**

De acordo com o texto, não há apenas uma razão para que pais e filhos vivam juntos.

Estabeleça a diferença entre as situações vividas por Sharon e Allan.

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## questão 10

No último parágrafo, a jornalista ressalta um contraste entre gerações.

Descreva a comparação feita entre a geração atual e a da autora.

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