

2ª fase **exame discursivo** 13/12/2009

# língua estrangeira (Inglês)

## caderno de prova

Este caderno, com vinte e quatro páginas numeradas sequencialmente, contém dez questões de cada uma das seguintes Línguas Estrangeiras: Espanhol, da página 2 à página 8;  
Francês, da página 9 à página 15;  
Inglês, da página 16 à página 22.

**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 2010 o candidato que, durante as provas, utilizar máquinas de calcular, relógios digitais, 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!**

**AS QUESTÕES DEVERÃO SER RESPONDIDAS EM LÍNGUA PORTUGUESA. A LÍNGUA ESTRANGEIRA SÓ DEVERÁ SER UTILIZADA QUANDO O ENUNCIADO O EXIGIR.**

Texto I

## Practice towards empathy

We live in a complex world of abstract entities and obscure developments where we often forget that our reality is made of individuals and their relations to one another and the world. The forward-looking thinker Theodore Zeldin observes this deficit in present-day human co-existence as follows: “We know a lot about the material world but we don’t really know who inhabits this planet. That to me is the big agenda of the 21<sup>st</sup> century.” This observation suggests that we ought to find ways to make empathy and understanding tangible, inspiring and exciting on a person-to-person level. In his view, truly relevant and responsible service means facing the urgent issues of our times by working from within the fabric of life. As such, Zeldin stresses that this is the only way to ensure sustainable living conditions in centuries to come.

10 Service is as old as human kind. In its original sense to be in service is an ethical obligation for every sustainable life. When you help, you see life as weak; when you fix, you see life as broken; yet, when you serve, you see life as a whole. Thus, when I serve I am not in a position of strength because we serve with the whole of ourselves. Being in service means that we employ all our experiences and creativity. This wholeness in us serves the wholeness in others.

15 To encourage civility and civic responsibility, individuals need to get involved in taking action that makes a difference to others. This way, humans are a part of the solution rather than passive observers. This kind of engagement promotes one’s sense of self, refines the sensibility for connectedness to others, and generates one of the most rewarding feelings that results from contributing to something larger than oneself. Empathy and service are the bridges to community, which add depth and meaning to our life, stretching into a civility that enriches us all.

20 The understanding of being in service deals directly with life realities and is not just contemplating from an exiled and self-indulged position. In most of the so-called developed world, service has been only adopted in the realm of work in order to substantiate and replace means of production that optimize profit (wealth) or gain (power). However, service goes beyond that. It should be present in all walks of life as a transforming, supposedly mutually beneficial process. In order to meet the ever-growing and unprecedented challenges of our times, we need to unleash the full potential of all individual human creativity by profoundly reorganizing our relations to life and the world.

# 01

No texto, cada parágrafo corresponde a uma etapa da argumentação do autor, com um propósito definido. Indique o propósito do autor no primeiro parágrafo e o recurso utilizado para atingi-lo.

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# 02

*The forward-looking thinker Theodore Zeldin (l. 2-3)*

Explique o sentido da expressão sublinhada e retire do primeiro parágrafo, em inglês, duas frases que ilustram a qualidade atribuída a Zeldin.

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# 03

No segundo parágrafo, faz-se um contraste entre os atos de ajudar e de servir.  
Aponte quatro características do ato de servir que o diferenciam do ato de ajudar.

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# 04

O autor ressalta a importância do engajamento social.  
Identifique no texto duas consequências desse engajamento.

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## 05

No texto, dois elementos são associados a fim de caracterizar o senso de comunidade.

Indique esses dois elementos e explique como eles afetam a vida do indivíduo em sua comunidade.

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## 06

No último parágrafo, confrontam-se duas concepções de serviço: uma vigente e outra considerada ideal.

Apresente cada uma dessas concepções.

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## Texto II

## A great story about generosity

I was in the convenience store portion of my local gas station one morning roughly two weeks ago to buy milk, and a young man was buying \$6 worth of gas – he was using four \$1 bills and a bunch of change to do so. I could see the stress on his face and, for whatever reason, I just said to the clerk: “Put another \$20 on his pump number.” The kid almost started to cry. He said

5 he wasn’t sure the \$6 was even going to get him to and from work that day, but the job was new and he desperately needed to get to it in order to keep it.

I really felt sorry for this soul and I wound up nearly filling his tank (this is very unlike me), giving the clerk \$50 rather than the original \$20, while he stood there in disbelief. After I left, he went back into the store and asked the clerk if he knew me. He told him that I was an occasional customer,

10 but he did not know my name.

I went into the store Tuesday morning of this week because my card would not process through the pump – the first time this has ever happened to me. The owner was very happy to see me. He had an envelope for me with my \$50 in cash and a note from the young man which read: “Thank you to my guardian angel. I got my first paycheck on Friday and I need to pay you back for your kindness.

15 You saved my job – and my life. I will try hard to pay this forward to somebody else in need.”

There is some strange cosmic reason that my card could not be read that day causing me to walk into the store. And there is some strange cosmic reason that my uncharacteristic good deed got such a strong and positive payback. I just know that I will follow my gut a whole lot more in the future. Hopefully, my story will encourage others to pay forward their own good fortune from time to time to someone in need in these uncertain economic times.

<http://blogs.thenewtribune.com>

# 07

O texto é um relato pessoal cujos protagonistas são um homem maduro e um rapaz.

Descreva a situação em que cada um deles se encontra no início desse relato e indique o motivo para o estresse do rapaz.

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# 08

A generosidade humana constitui o tema central do texto.

Explícite o ato de generosidade presente na narrativa e justifique a reação causada em quem o praticou.

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# 09

*my card would not process through the pump (l. 11-12)*

*I will try hard to pay this forward to somebody else in need. (l. 15)*

Justifique o emprego das construções verbais sublinhadas e explique o sentido das mesmas no texto.

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# 10

No relato, o autor se mostra intrigado diante de dois acontecimentos e revela um desejo pessoal. Aponte esses dois acontecimentos e o desejo expresso pelo autor.

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