

UNIVERSIDADE ESTADUAL DO CEARÁ
Comissão Executiva do Vestibular

VESTIBULAR 2013.1

REDAÇÃO/LÍNGUA INGLESA

2ª FASE-1º DIA: 16 DE DEZEMBRO DE 2012

DURAÇÃO: 04 HORAS

INÍCIO: 09h00min

TÉRMINO: 13h00min



Após receber o seu **cartão-resposta**, copie nos locais apropriados, uma vez com **letra cursiva** e outra com **letra de forma**, a seguinte frase:

A lente do esforço amplia a glória.

ATENÇÃO!

Este caderno de provas contém:

- Prova I – Redação;
- Prova II – Língua Inglesa, com 20 questões;
- Folha Definitiva de Redação (encartada).

Ao sair definitivamente da sala, o candidato deverá assinar a folha de presença e entregar ao fiscal de mesa:

- o CARTÃO-RESPOSTA preenchido e assinado;
- a FOLHA DEFINITIVA DE REDAÇÃO;
- o CADERNO DE PROVAS.

Será atribuída nota zero, na prova correspondente, ao candidato que não entregar seu cartão-resposta ou sua folha definitiva de redação.

NÚMERO DO GABARITO

Marque no local apropriado do seu cartão-resposta o número 1 que é o número do gabarito deste caderno de provas e que também se encontra indicado no rodapé de cada página.

OUTRAS INFORMAÇÕES PARA A REALIZAÇÃO DAS PROVAS ENCONTRAM-SE NA FOLHA DE INSTRUÇÕES QUE VOCÊ RECEBEU AO INGRESSAR NA SALA DE PROVA.

RASCUNHO DA REDAÇÃO

Se desejar, utilize esta página para o rascunho de sua redação. Não se esqueça de transcrever o seu trabalho para a folha específica da Prova de Redação.

Esta página não será objeto de correção.

GABARITO
1

NÃO EScreva
NAS COLUNAS

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PROVA I: REDAÇÃO

Prezado(a) Candidato(a),

Nesta seleção de 2013.1, recorreremos a uma afirmação de Rui Tavares, já citada na prova de redação de 2011.2. Para esse historiador e cronista português, “O ideal universitário é as ideias. Ideias sobre como são as coisas, sobre como funcionam, sobre como deveriam funcionar, ideias sobre ideias”. Como já dissemos naquela ocasião, em concordância com o autor, é de ideias que tratamos quando lhe pedimos que escreva um texto. É de ideias que você, como aspirante a uma vaga nesta universidade pública, deve saber tratar, uma vez que a sociedade espera sua contribuição para o debate de problemas que a afetam.

O problema a ser tratado nesta prova é o da **MOBILIDADE URBANA**.

Leia os textos 1 e 2, que abordam essa questão e, em seguida, desenvolva uma das sugestões de escrita, considerando que seu texto será divulgado nas redes sociais.

Sugestão A: Escreva um texto argumentativo, tratando da mobilidade urbana como um problema cuja solução diz respeito a todos os segmentos da sociedade.

Sugestão B: Escreva uma crônica futurista, falando da sua cidade no próximo século. Considere as soluções que serão desenvolvidas para a mobilidade urbana.

TEXTO 1

Ricardo Abramovay, professor titular do Departamento de Economia da FEA, do Instituto de Relações Internacionais da USP e pesquisador do CNPq e da Fapesp, escreve o seguinte artigo publicado no jornal Folha de S. Paulo em 14-12-2011.

Mobilidade versus carrocentrismo

Automóveis individuais e combustíveis fósseis são as marcas mais emblemáticas da cultura, da sociedade e da economia do século XX.

A conquista da mobilidade é um ganho extraordinário, e sua influência exprime-se no próprio desenho das cidades. Entre 1950 e 1960, nada menos que 20 milhões de pessoas passaram a viver nos subúrbios norte-americanos, movendo-se diariamente para o trabalho em carros particulares. Há hoje mais de 1 bilhão de veículos motorizados. Seiscentos milhões são automóveis.

A produção global é de 70 milhões de unidades anuais e tende a crescer. Uma grande empresa petrolífera afirma em suas peças publicitárias: precisamos nos preparar, em 2020, para um mundo com mais de 2 bilhões de veículos.

O realismo dessa previsão não a faz menos sinistra. O automóvel particular, ícone da mobilidade durante dois terços do século 20, tornou-se hoje o seu avesso.

O desenvolvimento sustentável exige uma ação firme para evitar o horizonte sombrio do trânsito paralisado por três razões básicas.

Em primeiro lugar, o automóvel individual com base no motor a combustão interna é de uma ineficiência impressionante. Ele pesa 20 vezes a carga que transporta, ocupa um espaço imenso e seu motor desperdiça entre 65% e 80% da energia que consome.

Em segundo lugar, o planejamento urbano acaba sendo norteador pela monocultura carrocentrista. Ampliar os espaços de circulação dos automóveis individuais é enxugar gelo, como já perceberam os responsáveis pelas mais dinâmicas cidades contemporâneas.

A consequência é que qualquer estratégia de crescimento econômico apoiada na instalação de mais e mais fábricas de automóveis e na expectativa de que se abram avenidas tentando dar-lhes fluidez é incompatível com cidades humanizadas e com uma economia sustentável. É acelerar em direção ao uso privado do espaço público, rumo certo, talvez, para o crescimento, mas não para o bem-estar.

Não se trata – terceiro ponto – de suprimir o automóvel individual, e sim de estimular a massificação de seu uso compartilhado. Eficiência no uso de materiais e de energia, oferta real de alternativas de locomoção e estímulo ao uso compartilhado do que até aqui foi estritamente individual são os caminhos para sustentabilidade nos transportes. A distância com relação às prioridades dos setores público e privado no Brasil não poderia ser maior.

(Texto adaptado.)

TEXTO 2

8 PRINCÍPIOS DA MOBILIDADE URBANA SUSTENTÁVEL

Habitável hoje, sustentável no futuro.

Os princípios aqui delineados visam inspirar-nos para melhorar a qualidade de vida nas cidades hoje, enquanto asseguram sua viabilidade amanhã. A cidade bem-sucedida do século XXI será repleta de escolhas, incluindo transporte não-motorizado, pós-combustível fóssil, como opções de deslocamentos. O programa As Cidades Somos Nós convida equipes de projetistas de dez cidades do mundo para aplicar esses princípios em dez locais especialmente selecionados. Nosso desejo é que esses princípios sirvam como inspiração para as autoridades nacionais e locais em todo o mundo.

1. ANDAR A PÉ: desenvolver ambiência urbana que estimule o caminhar

Diminuir a largura das ruas a atravessar; enfatizar a segurança e o conforto do pedestre; incentivar atividades ao rés-do-chão e criar espaços públicos adequados à convivência e ao relaxamento.

2. USAR A BICICLETA: priorizar redes de ciclovias e ciclo faixas

Desenhar ruas que propiciem conveniência e segurança para o ciclista; providenciar estacionamento seguro para as bicicletas públicas e privadas.

3. CONECTAR: criar sistemas compactos de ruas e caminhos

Criar redes densas de ruas e travessas com alta permeabilidade para pedestres e bicicletas; criar vias de alta capacidade para carros assim como passagens e áreas verdes para estimular o transporte não motorizado.

4. TRANSPORTAR: prover transporte coletivo de alta qualidade

Garantir um serviço de transporte frequente, rápido e direto; estabelecer, no mínimo, um corredor de alta capacidade com linhas exclusivas para o transporte público que estejam a uma distância alcançável a pé para 80% da população; localizar estações de transporte, locais de moradia, trabalho e serviços que estejam a uma distância que possa ser percorrida a pé entre eles.

5. MISTURAR: planejar o uso misto do espaço urbano

Harmonizar moradia, comércio e serviços; oferecer parques e atividades de lazer em espaços públicos ao ar livre.

6. DENSIFICAR: estabelecer correspondência entre densidade urbana e capacidade do sistema de transporte

Adaptar a densidade à capacidade do sistema de transporte; maximizar a capacidade do sistema de transportes.

7. COMPACTAR: criar regiões compactas, coesas e bem conectadas

Reduzir o espraiamento focando o desenvolvimento em áreas já ocupadas ou a ela adjacentes; fazer coexistir, no mesmo espaço, trabalho e moradia para evitar deslocamentos desnecessários.

8. PROMOVER MUDANÇAS: aumentar a mobilidade regulando o estacionamento e o uso das vias

Reduzir o número de estacionamentos para desestimular o uso de automóveis particulares nos horários de pico do trânsito; ajustar a cobrança de taxas pelo uso do automóvel segundo hora do dia e destino.

www.ascidadessomosnos.org/Index.html

PROVA II - LÍNGUA INGLESA

TEXT

The need to constantly adapt is the new reality for many workers, well beyond the information technology business. Car mechanics, librarians, doctors, Hollywood special effects designers — virtually everyone whose job is touched by computing — are being forced to find new, more efficient ways to learn as **retooling** becomes increasingly important not just to change careers, but simply to stay competitive on their chosen path.

Going back to school for months or years is not realistic for many workers, who are often left to figure out for themselves what new skills will make them more valuable, or just keep them from obsolescence. In their quest to occupy a useful niche, they are **turning** to bite-size instructional videos, peer-to-peer forums and virtual college courses.

Lynda Gratton, a professor of management practice at the London Business School, has coined a term for this necessity: "serial mastery."

"You can't expect that what you've become a master in will keep you valuable throughout the whole of your career, and you want to add to that the fact that most people are now going to be working into their 70s," she said, adding that workers must try to choose specialties that cannot be outsourced or automated. "Being a generalist is, in my view, very unwise. Your major competitor is Wikipedia or Google."

Businesses have responded by pouring more money into **training**, even in the current economic doldrums, according to several measures. They have experimented by paying employees to share their expertise in internal social networks, creating video games that teach and, human resources consultants say, enticing employees with tuition help even if they leave the company.

Individuals have also shouldered a lot of responsibility for their own upgrades. Lynda.com, which charges \$25 a month for access to training videos on topics like the latest version of Photoshop, says its base of individual customers has been growing 42 percent a year since 2008. Online universities like Udacity and Coursera are on pace to double in size in a year, according to Josh Bersin of Bersin & Associates, a **consulting** firm that specializes in learning and talent management. The number of doctors participating in continuing education programs has more than doubled in the last decade, with the vast majority of the growth **stemming** from the increased popularity of Internet-based activities, according to the Accreditation Council for Continuing Medical Education in Chicago.

The struggle is not just to keep up, but to anticipate a future of rapid change. When the Asheville-Buncombe Technical Community College in North

Carolina wanted to start a program for developing smartphone and tablet apps, the faculty had to consider the name carefully. "We had this title Mobile Applications, and then we realized that it may not be apps in two years, it may be something else," said Pamela Silvers, the chairwoman of the business computer technologies department. "So we changed it to Mobile Development."

As the metadata and digital archivist at Emory University, Elizabeth Russey Roke, 35, has had to keep up with evolving standards that help different databases share information, learn how to archive "born digital" materials, and use computers to bring literary and social connections among different collections to life. The bulk of her learning has been on the job, supplemented by the occasional course or videos on Lynda.com.

"For me, it's easier to learn something in the classroom than it is on my own," she said. "But I can't exactly afford another three years of library school."

Rapid change is a challenge for traditional universities; textbooks and even journals often lag too far behind the curve to be of help, said Kunal Mehta, a Ph.D. student in bioengineering at Stanford University. His field is so new, and changing so rapidly, he said, that there is little consensus on established practices or necessary skills. "It's more difficult to know what we should learn," he said. "We have advisers that we work with, but a lot of times they don't know any better than us what's going to happen in the future."

Instead, Mr. Mehta, 26, spends a lot of time comparing notes with others in his field, just as many professionals turn to their peers to help them stay current. The International Automotive Technicians Network, where mechanics pay \$15 a month to trade tips on repairs, has more than 75,000 active users today, up from 48,000 in 2006, said Scott Brown, the president.

In an economy where new, specialized knowledge is worth so much, it may seem anticompetitive to share expertise. But many professionals say they don't see it that way.

"We're scattered all over the country, Australia, New Zealand, the U.K., so it never really bothered us that we were sharing the secrets of what we do," said Bill Moss, whose repair shop in Warrenton, Va., specializes in European cars, and who is a frequent user of peer-to-peer forums.

Mr. Moss, 55, said technological advances and proprietary diagnostic tools had forced many garages to specialize. Ten years ago, if his business had hit a slow patch, he said, he would have been quicker to broaden his repertory. "I might have looked at other brands and said, 'These cars aren't so bad.' That's much harder to do now, based on technology and equipment requirements." His training budget is about \$4,000 a year for each repair technician.

Learning curves are not always driven by technology. Managers have to deal with different cultures, different time zones and different generations as well as changing attitudes. As medical director of the Reproductive Science Center of New England, Dr. Samuel C. Pang has used patient focus groups and sensitivity training to help the staff adjust to treating lesbian couples, gay male couples, and transgendered couples who want to have children. This has given the clinic a competitive advantage.

"We have had several male couples and lesbian couples come to our program from our competitors' program because they said they didn't feel comfortable there," Dr. Pang said.

On top of that, he has to master constantly evolving technology. "The amount of information that I learned in medical school is minuscule," he said, "compared to what is out there now."

<http://www.nytimes.com/2012/09/22>

QUESTIONS

01. According to the text, in order to remain updated with new developments in their field and keep competitiveness, many workers nowadays are

- A) heading back to college and going through many years of study again.
- B) doing a great amount of study on their own by reading all the specialized books they can get their hands on.
- C) using resources such as online courses and discussion forums with people in the same profession/occupation.
- D) requiring financial support from their companies in order to pay for specialization courses.

02. Concerning the reaction of businesses to the constant need of employees' continuing education, the text states that they

- A) tend to provide their employees with financial support, even paying fees for courses.
- B) consider their role is just to suggest which courses their employees could/should engage in.
- C) require employees to enroll in certain courses and automatically deduce the costs from their wages.
- D) do not interfere in the process, but normally fire the workers who are not engaged in some specialization effort.

03. In relation to traditional universities in the context of such quick transformations, the text states that one of the problems they have to face is related to the

- A) personnel they have to deal with.
- B) instruction manuals and other materials.
- C) students' lack of interest in getting the latest developments in their field.
- D) management of online courses and activities.

04. As to the term "serial mastery", it is mentioned in the text that it

- A) is not welcome at the London Business School.
- B) was conceived by Lynda Gratton.
- C) has been around for quite a time now.
- D) might just disappear in a few months.

05. As stated by Lynda Gratton, one reason that justifies this quest of professionals for keeping their skills valued, is that

- A) too many jobs are available to a small group only.
- B) Google and Wikipedia might not be there in the future.
- C) many people will not be able to face the competition.
- D) this generation of workers will be retiring later, in their seventies.

06. When it comes to the issue of continuing education, according to the text, in the last ten years, twice the number of professionals of a specific area got involved in courses, mainly through the internet. These professionals are

- A) physicians.
- B) computer programmers.
- C) teachers.
- D) photographers.

07. Sharing specialized knowledge in a competitive world is something that

- A) is considered very unwise by most experts.
- B) might ruin one's competitiveness.
- C) is being done by many professionals.
- D) Bill Moss avoids doing in his highly valued job.

08. The text adds that the need to learn how to deal with new situations in a profession might involve several aspects other than technology, such as

- A) lower levels of instruction of the population.
- B) surveys of product consumption and acceptance.
- C) the lack of updating of older professionals.
- D) diverse age groups and gender issues.

In questions 9 to 17, sentences from the text may have been modified/adapted to fit certain grammatical structures.

09. In the sentences "...it never really bothered us that we were sharing the secrets of our profession." and "...a lot of times they don't know any better than us what's going to happen in the future", one finds, respectively, a/an

- A) adjective clause and a noun clause.
- B) noun clause and a noun clause.
- C) adverb clause and an adjective clause.
- D) noun clause and an adjective clause.

10. In the sentences "The amount of information *that I learned in medical school* is minuscule," and "Bersin & Associates is a consulting firm *that specializes in learning and talent management.*", the parts in italics are, respectively, a

- A) defining relative clause and a defining relative clause.
- B) defining relative clause and a non-defining relative clause.
- C) non-defining relative clause and a non-defining relative clause.
- D) non-defining relative clause and a defining relative clause.

11. The sentences "We have had several male couples and lesbian couples come to our program from our competitors' program because they didn't feel comfortable there," and "what you've become a master in will not keep you valuable throughout the whole of your career" contain, respectively, a/an

- A) adverb clause and adverb clause.
- B) noun clause and adverb clause.
- C) adjective clause and a noun clause.
- D) adverb clause and a noun clause.

12. The sentences "In their quest for a useful niche, they are turning to bite-size instructional videos, peer-to-peer forums and virtual college courses." and "The need to constantly adapt is the new reality for many workers, well beyond the information technology business." should be classified, respectively, as

- A) simple and compound.
- B) compound and simple.
- C) simple and simple.
- D) compound and compound.

13. The sentences "We had this title Mobile Applications, and then we realized that it may not be apps in two years, it may be something else." and "Lynda Gratton, a professor of management practice at the London Business School, has coined a term for this necessity: 'serial mastery'." should be classified, respectively, as

- A) simple and compound-complex.
- B) compound and complex.
- C) complex and complex.
- D) compound-complex and simple.

14. The sentences "Car mechanics, librarians, doctors, Hollywood special effects designers are being forced to find new, more efficient ways to learn..." and "Individuals have also shouldered a lot of responsibility for their own upgrades." are, respectively, in the

- A) passive voice and active voice.
- B) active voice and passive voice.
- C) passive voice and passive voice.
- D) active voice and active voice.

15. The sentences "This has given the clinic a competitive advantage." and "The base of individual customers has been growing 42 percent a year since 2008." are, respectively, in the

- A) past perfect and present perfect.
- B) present perfect passive and present perfect.
- C) present perfect and present perfect passive.
- D) present perfect and present perfect progressive.

16. In the text, the function of the words *retooling*, *turning*, *training*, *consulting*, and *stemming* is respectively

- A) verb, verb, adjective, adjective, and verb.
- B) noun, verb, noun, adjective, and verb.
- C) adjective, noun, verb, verb, and adjective.
- D) verb, adjective, verb, noun, and noun.

17. The sentences "Textbooks and even journals often lag too far behind the curve..." and "... technological advances and proprietary diagnostic tools had forced many garages to specialize." are, respectively, in the

- A) simple past and simple past.
- B) present perfect and past perfect.
- C) simple present and past perfect.
- D) present continuous and present perfect.

In questions 18 to 20, complete the sentences with the appropriate structure.

18. If the company had met the requirements, it _____ necessary to fire the employees.

- A) will not be
- B) would not have been
- C) must not be
- D) shall not be

19. After leaving his job last year, Josh _____ a consulting business that is now very profitable.

- A) started
- B) will start
- C) had been started
- D) would have starting

20. The instructional video would have been very efficient if they _____ more examples.

- A) have included
- B) are including
- C) had included
- D) had been included