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## Língua Estrangeira – Inglês

### QUESTÕES de 01 a 06

LEIA CUIDADOSAMENTE O ENUNCIADO DE CADA QUESTÃO, FORMULE SUAS RESPOSTAS COM OBJETIVIDADE E CORREÇÃO DE LINGUAGEM E, EM SEGUIDA, TRANSCREVA COMPLETAMENTE CADA UMA NA FOLHA DE RESPOSTAS.

### INSTRUÇÕES:

- Responda às questões, em PORTUGUÊS, com caneta de tinta AZUL ou PRETA, de forma clara e legível. Entretanto, haverá uma questão envolvendo construção e/ou transformação de frases em inglês.
- Caso utilize letra de imprensa, destaque as iniciais maiúsculas.
- O rascunho deve ser feito no espaço reservado junto das questões.
- Na Folha de Respostas, identifique a numeração das questões e utilize APENAS o espaço correspondente a cada uma.
- Será atribuída pontuação ZERO à questão cuja resposta
  - não se atenha à situação ou ao tema proposto;
  - esteja escrita a lápis, ainda que parcialmente;
  - apresente texto incompreensível ou letra ilegível.
- Será ANULADA a prova que
  - não seja respondida na respectiva Folha de Respostas;
  - esteja assinada fora do local apropriado;
  - possibilite a identificação do candidato.

### QUESTÕES de 01 a 04

#### Texto I

#### AFFIRMATIVE ACTION DEBATE FORCES BRAZIL TO TAKE A LOOK IN THE MIRROR

- 5 – With more blacks than any country outside of Africa — on a continent where few of its neighbors have a black population of any significant size — Brazil is divided over new government policies to begin closing the yawning gap\* between rich and poor by establishing rigid quotas for college admissions, contracts and jobs. But in this blended population of 180 million, where virtually everyone claims an ancestor who is either much lighter or much darker, Brazilians are struggling to answer a question that is central to affirmative action: Who, and what, is black?

- 10 – Among Brazil's largest and most prestigious colleges, the State University of Rio is the country's first public institution to implement affirmative action. Virtually overnight it has doubled and in some cases tripled the enrollment of black and mixed-race students in elite professional schools such as medicine, law and engineering.

- 15 – Gabriella Fracescutti, 19, has filed one of nearly 300 lawsuits against the State University because of its quota policy. She has dreamed of being a surgeon since she was a high school freshman — “I like blood,” she says sheepishly — and studied during her entire senior year for the vestibular, the national college entrance exam. She did very well, scoring 82.5 percent, better than half the students admitted ahead of her. But her application was rejected, essentially because she is neither black nor poor.

“I just don't understand how you can justify someone with a lower grade getting into the school, and turning me down. Why, because I have blond hair?” said Fracescutti,

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20 – the daughter of an architect and a botanist. “I have friends who are whiter than me and didn’t study and didn’t do well on the test, but they wrote down they were [black] on their application and they got in. My grandmother is black. I could have written down that I am black, but I didn’t feel right about that. In a country like Brazil, everyone’s blood is mixed together.”

[...]

25 – “The biggest advantage of this quota system,” said Paulo Fabio Salgueiro, the admissions director at the State University, “is that it has broken this myth of a nonracial society. Brazilians have by and large always believed there are no white Brazilians or black Brazilians, just Brazilians. But the debate over quotas has forced everyone to confront the fact that racism, discrimination and social exclusion are alive and well here.”

[...]

30 – In a country where the distribution of wealth is more uneven than in virtually any other place in the world, the question of racial identity is hardly academic. Race does indeed matter here, sorting rich Brazilians from poor Brazilians in much the same way it does Americans and South Africans. [...]

35 – The unemployment rate for Brazilians considered either black or mixed race is twice that of whites, according to the Brazilian Institute of Geography and Statistics, a government agency known by its Portuguese acronym, IBGE. White Brazilians generally earn 57 percent more than black Brazilians working in the same field, and a white Brazilian without a high school diploma earns more, on average, than a black Brazilian with a college degree.

40 – Blacks in Brazil die younger, are more likely both to be arrested and to be convicted of crimes, and are half as likely as whites to have running water or a working toilet in their homes, according to IBGE. And of the 1.4 million students admitted to universities in Brazil each year, only 3 percent identify themselves as black or mixed race; only 18 percent come from the public schools, where most black Brazilians study.

JETER, John. Affirmative action debate forces Brazil to take look in the mirror. **Washington Post**, June 16, 2003. Disponível em: <<http://www.globalexchange.org/countries/brazil/1518.html>>. Acesso em: 28 jun. 2004.

“gap” (ℓ. 3) - hiatus, hole, lacuna.

### Questão 01 (Valor: 20 pontos)

Based on Gabriella Fracescutti’s experience and the admissions director’s opinion, state the advantage and the disadvantage of the quota system.

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Questão 02 (Valor: 15 pontos)

Indicate **three** pieces of evidence given in the article that support the fact that blacks are less privileged than whites.

Questão 03 (Valor: 10 pontos)

In the following examples, analyze the use of the word “**black**”, explaining its form, its grammatical class and its position.

- “black population” (l. 2):
- “My grandmother is black.” (l. 22):
- “black Brazilians” (l.27-28):
- “Blacks in Brazil die younger” (l. 40):

Questão 04 (Valor: 15 pontos)

Rewrite the following sentences according to the instructions below. Make the necessary changes.

- Replace the word “since” by “when”:

“She has dreamed of being a surgeon since she was a high school freshman” (l. 13-14)

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- Use a different form of negative:

“there are no white Brazilians or black Brazilians, just Brazilians.” (l. 27-28)

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Questão 05 (Valor: 20 pontos)

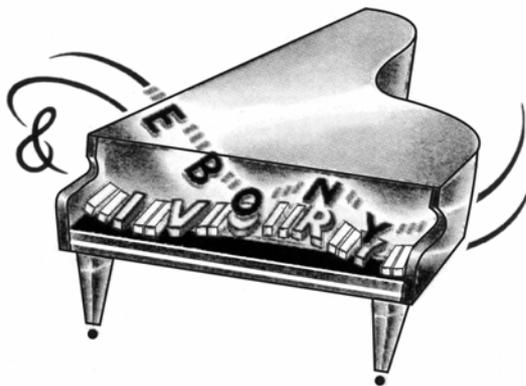
Texto II

EBONY AND IVORY

Ebony and ivory  
Live together in perfect harmony  
Side by side on my piano keyboard  
Oh Lord, why don't we?

We all know  
That people are the same  
Wherever you go  
There is good and bad in everyone  
We learn to live, we learn to give each other  
What we need to survive  
Together alive

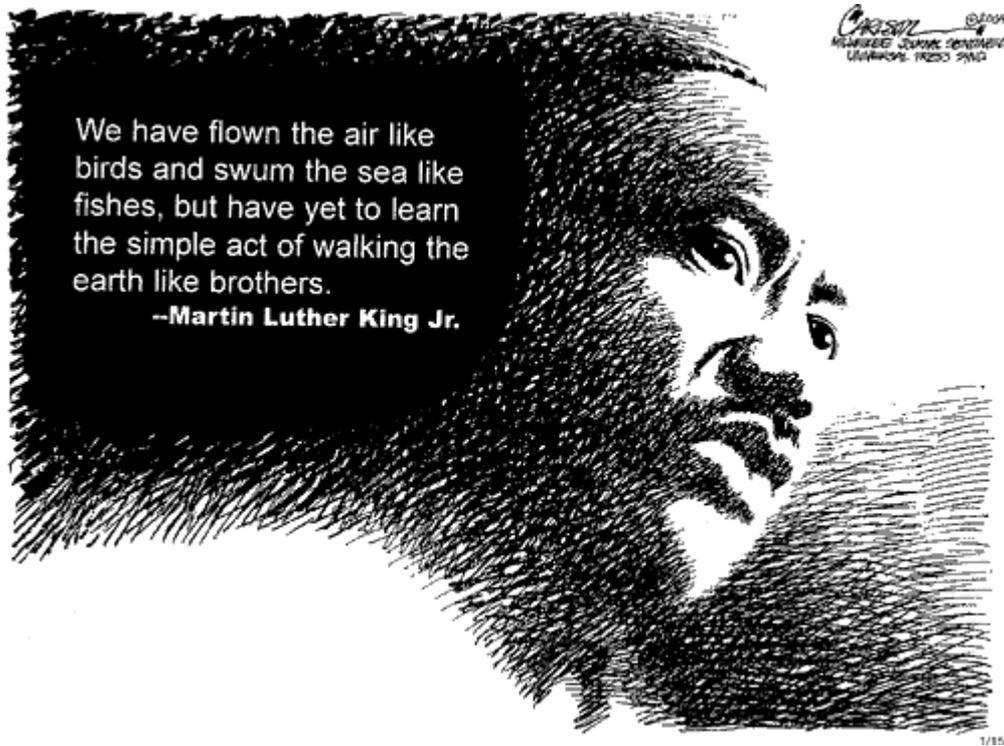
Ebony and ivory  
Live together in perfect harmony  
Side by side on my piano keyboard  
Oh Lord, why don't we?



MCCARTNEY, Paul. Ebony and ivory. In: **Paul McCartney**: all the best. [New York]: MPL Communications, 1982. 1 CD, faixa 4.

Explain the metaphor used by Paul McCartney in the song "Ebony and ivory" and relate it to the ideas evoked in text I.

Texto III



CARLSON, Stuart. **Walking the earth like brothers**. Disponível em: < <http://www.liberty-news.com/showCartoons.php?index=Discrimination&subIndex=&src>>. Acesso em: 30 jun. 2004.

Questão 06 (Valor: 20 pontos)

Write a summary relating the common ideas present in the song "Ebony and Ivory" (Texto II) and in Martin Luther King Jr.'s thought (Texto III).

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## REFERÊNCIA BIBLIOGRÁFICA

TOURAINÉ, Alain. Os movimentos sociais. In: FORACCHI, Marialice Mencarini; MARTINS, José de Souza (Org.). **Sociologia e sociedade**: leituras de introdução à sociologia. Rio de Janeiro: Livros Técnicos e Científicos, 1980. (Adaptado)

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