

As questões de 1 a 3 referem-se à seguinte página da internet:

	ILLINOIS DEPARTMENT OF PUBLIC HEALTH illinois smoke-free restaurant recognition program Rod R. Blagojevich, Governor • Eric E. Whitaker, M.D., M.P.H., Director
<u>A Listing of Illinois Smoke-free Restaurants</u> <u>Patron Brochure</u> (PDF) 65K <u>Restaurant Owner Brochure</u> (PDF) 68K <u>Smoke-free Restaurant Certificate</u> <u>Illinois Clean Indoor Act</u>	The Illinois Smoke-free Restaurant Recognition Program recognizes those restaurants that have gone entirely smoke-free and raises public awareness to the dangers of exposure to second-hand smoke. Establishments choosing to participate in the program receive a certificate designating them as smoke-free restaurants and are listed on the Department's Web site. Second-hand smoke is a combination of the smoke from a burning cigarette and the smoke exhaled by the smoker. It contaminates the air and is retained in clothing, curtains and furniture. More importantly, it represents a dangerous health hazard. The U.S. Environmental Protection Agency (EPA) concluded that second-hand smoke causes lung cancer in adult nonsmokers and impairs the respiratory health of children. The EPA classifies second-hand smoke as a group A carcinogen, a designation that means there is sufficient evidence that the substance causes cancer in humans. More than 4,000 different chemicals have been identified in second-hand smoke, and at least 43 of these chemicals cause cancer. EPA estimates that approximately 3,000 American nonsmokers die each year from lung cancer caused by second-hand smoke. The restaurants participating in this voluntary program have taken a progressive position by recognizing the need to go smoke-free to protect the health of their employees and patrons and by encouraging other restaurants across Illinois to participate.

<http://www.idph.state.il.us/tobacco/ilsmkfree.htm>
Data da visita ao site: 26/06/2007

Questão 1. Assinale a informação **NÃO** contida no texto.

- A ()** Todos os restaurantes de Illinois são filiados ao Programa de Reconhecimento de Restaurantes para não-fumantes, embora este seja um programa de adesão voluntária.
- B ()** A fumaça do cigarro pode causar câncer de pulmão em não-fumantes e problemas respiratórios em crianças.
- C ()** A fumaça exalada por fumantes e provocada por cigarros acesos é considerada um elemento cancerígeno do grupo A.
- D ()** O *Illinois Smoke-free Restaurant Recognition Program* tem como um de seus objetivos conscientizar o público sobre os riscos ao fumante passivo.
- E ()** O *Illinois Smoke-free Restaurant Recognition Program* é uma das iniciativas do Departamento de Saúde Pública de Illinois.

Questão 2. Assinale a opção que contém os significados mais adequados para as palavras sublinhadas nos trechos abaixo:

- I. *The Illinois Smoke-free Restaurant Recognition Program recognizes those restaurants that have gone entirely smoke-free...*(1º Parágrafo).
- II. *Second-hand smoke is a combination of the smoke from a burning cigarette...* (2º Parágrafo).
- III. *More importantly, it represents a dangerous health hazard.* (2º Parágrafo).
- IV. *EPA estimates that approximately 3.000 American nonsmokers die...*(3º Parágrafo).

- | | | | |
|-----------------------------|-------------------|--------------------|--------------|
| A () I - constantly | II - provided by | III - complication | IV - likely |
| B () I - completely | II - derived from | III - risk | IV - nearly |
| C () I - generally | II - made by | III - infection | IV - almost |
| D () I - slightly | II - exhaled by | III - loss | IV - around |
| E () I - totally | II - produced by | III - problem | IV - exactly |

Questão 3. Assinale a opção que indica o *link* que contém as informações abaixo.

- A () *A Listing of Illinois Smoke-free Restaurants*
- B () *Patron Brochure (PDF) 65K*
- C () *Restaurant Owner Brochure (PDF) 68K*
- D () *Smoke-free Restaurant Certificate*
- E () *Illinois Clean Indoor Act*

Adopting a smoke-free policy can help lower maintenance costs, reduce employee turnover and create a more positive work environment. Going smoke-free offers several tangible business benefits:

- Easier compliance with federal requirements to create a safe, healthy workplace for both workers who smoke and those who do not.
- A better working relationship with employees who appreciate clearly defined policies, increased employee productivity and reduced illness-related absenteeism.
- (...)



(endereço eletrônico omitido propositadamente).

As questões de 4 a 6 referem-se ao seguinte texto:

Botelho a worthy Award Winner

This year, Brazil and the world have been celebrating the 100th anniversary of the first flight at a public event by Brazilian Alberto Santos-Dumont.

With his imminent retirement next April as president and chief executive officer of Embraer, Mauricio Botelho must be seen as another Brazilian aviation hero, one who turned a small money-losing company into a vibrant world-class aircraft manufacturer.

Botelho spent the first 15 years of his working career at Embraer before leaving to pursue other opportunities. When he returned in 1995, Embraer had been privatised and was embarking on production and delivery of its first regional jets, several years behind competitor Bombardier.

The Embraer ERJ-145 had its maiden flight just weeks before Botelho came on board. First delivery was in late 1996, and the company has never looked back. Nearly 1,000 aircraft

based on the ERJ-145 platform have been delivered to 87 operators around the world. A decade on, the ERJ-145 program has reached the 10 million flight-hour milestone.

Under Botelho's leadership, Embraer has had a penchant for seizing market opportunities. It saw an unfilled market niche for aircraft seating 70-110, and its four-model 170/190 program has won 731 orders to date from airlines around the world.

Embraer also used the ERJ platform to develop an Intelligence, Surveillance and Reconnaissance aircraft, and to produce the Legacy, its first foray into business jets. It is now raking in orders for three other business aircraft in development.

Botelho's "legacy" is a dynamic company, one of Brazil's leading exporters, investing in its employees and technology to produce top-notch aircraft.

Airline Business Daily
@ ALTA, 2 December, 2006 p.6

Questão 4. De acordo com o texto, pode-se inferir que Maurício Botelho

- A () trabalha na EMBRAER há quinze anos e é considerado um herói da aviação brasileira.
- B () deixou as atividades na EMBRAER em 1995, época em que o modelo ERJ-145 foi projetado.
- C () voltou a trabalhar na EMBRAER em 1995, antes da privatização da empresa.
- D () iniciou sua vida profissional na EMBRAER.
- E () deixou a presidência da EMBRAER em abril de 2006.

Questão 5. Considere as seguintes informações:

- I. O modelo ERJ-145, fabricado pela EMBRAER, teve Maurício Botelho como um dos idealizadores.
- II. A empresa Bombardier passou a produzir jatos regionais para competir com os jatos do mesmo padrão, fabricados pela EMBRAER.
- III. A gestão de Maurício Botelho na EMBRAER foi bem-sucedida devido ao investimento em tecnologia e em recursos humanos.

Está(ão) correta(s)

A () apenas a I.

B () apenas a II.

C () apenas a III.

D () apenas I e II.

E () apenas I e III.

Questão 6. Considere as seguintes afirmações:

- I. *maiden* em “*The Embraer ERJ-145 had its maiden flight just weeks before...*” (4º Parágrafo) pode ser substituído por *single*.
- II. *penchant* em “*...Embraer has had a penchant for seizing market opportunities.*” (5º Parágrafo) pode ser substituído por *tendency*.
- III. *foray* em “*... its first foray into business jets.*” (6º Parágrafo) pode ser substituído por *attempt*.

Está(ão) correta(s)

A () apenas a I.

B () apenas a II.

C () apenas a III.

D () apenas II e III.

E () todas.

As questões de 7 a 10 referem-se ao texto a seguir:

Taking Measure With Hardware and Software

The researchers who founded National Instruments Corp switched from building their own equipment to beefing up other people's.

“You could start a company.” That offhand comment by Jim Truchard got Jeff Kodosky and Bill Nowlin thinking. Within days, Truchard and his two employees at the Applied Research Laboratories (ARL) at the University of Texas at Austin (UT) decided to give it a go. That was in February 1976. By May, the trio had incorporated. Today, National Instruments Corp has annual Sales topping \$425 million, employs more than 3100 people, sells some 1500 hardware and software products, and, for five years running, has been rated by *Fortune* magazine as one of the 100 best companies to work for.

At ARL, Truchard headed an underwater acoustic measurements lab. “I had about two dozen different projects, all the way from basic acoustics to pragmatic testing of military sonar beam formers,” he says. Truchard went into science because of Sputnik. “I was right on the cusp of that movement. We were all taking Russian and physics,” he says. He earned bachelor's and master's degrees in physics and did his PhD — on a nonlinear parametric acoustic receiving array — in electrical engineering, all at UT. Kodosky and Nowlin both worked part-time for Truchard while enrolled at UT. Nowlin earned a master's in electrical engineering and Kodosky, who has a bachelor's in physics from Rensselaer Polytechnic Institute, worked toward a PhD; he drifted between theoretical high-energy physics and computer science but did not complete the degree. (...)

Physics intuition

Both Kodosky and Truchard point to their physics training as playing a role in their success with National Instruments. Says Truchard, “Acoustical measurements are fairly tricky, and it happens to be a smaller area where you didn't have off-the-shelf equipment. You had to build equipment. That background, and the measurements themselves, created a basis.” What's more, he adds, “the physics background helps create good intuition. I think having solved differential equations and learned about gradients, you know how things are going to work out. I've always felt it helped me develop intuition about business.”

In leaving academic research, says Kodosky, “we took a giant step back from what we were working on. ARL was cutting edge. Now it was customers who were doing the interesting experiments.” Still, he and Truchard say they have more impact on science by supplying tools than they would have had as researchers. “We can have a nonlinear effect on the productivity of the science and engineering community. There is plenty of anecdotal evidence that our virtual instrumentation can make people 5 to 10 times as productive,” Kodosky says. “I personally would find it frustrating [to do research] because it's slow, but dropping by a customer's site every couple of years is fun. We live vicariously through them.”

Toni Feder

Questão 7. Considere as seguintes afirmações:

- I. Truchard, Nowlin e Kodosky fundaram a empresa National Instruments Corp, em 1976.
- II. A National Instruments Corp atua na área de informática e, de acordo com a Revista *Fortune*, está entre as 100 empresas mais produtivas nesta área.
- III. Nowlin e Kodosky trabalhavam para Truchard, em tempo parcial, enquanto estudavam na Universidade do Texas.

Está(ão) correta(s)

- A** () apenas a I. **B** () apenas a II. **C** () apenas a III.
D () apenas I e III. **E** () apenas II e III.

Questão 8. Considere as seguintes afirmações:

- I. Truchard estudou Física na Rússia e tem doutorado em Engenharia Elétrica.
- II. Nowlin é mestre em Engenharia Elétrica.
- III. Kodosky não concluiu o doutorado.

Está(ão) correta(s)

- A** () apenas a II.
B () apenas I e II.
C () apenas I e III.
D () apenas II e III.
E () todas.

Questão 9. Considere as seguintes afirmações:

- I. A formação acadêmica dos proprietários da National Instruments Corp foi importante para o sucesso da empresa.
- II. Para Truchard, Nowlin e Kodosky, o ingresso no mundo corporativo representou um retrocesso em termos de pesquisa acadêmica.
- III. A graduação de Kodosky e Truchard em Física foi um fator relevante para o desenvolvimento da intuição para os negócios.

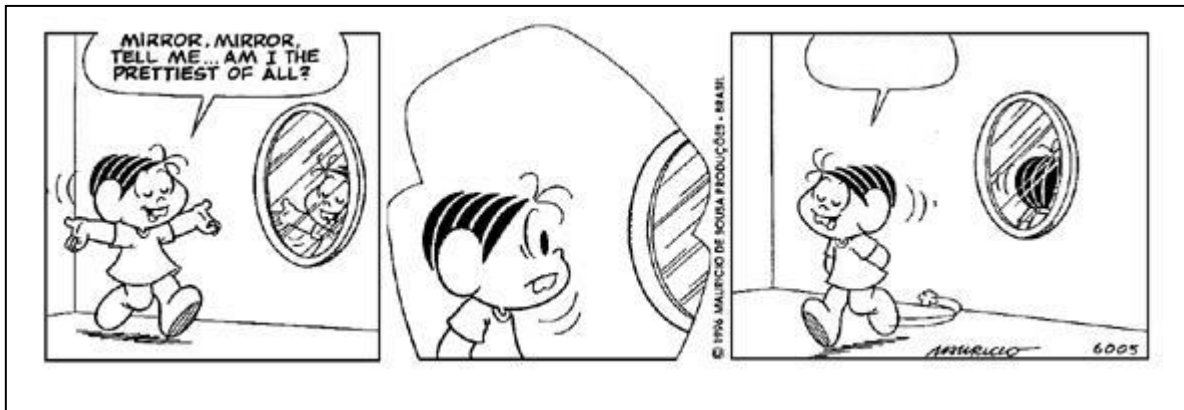
Está(ão) correta(s)

- A** () apenas a I.
B () apenas I e II.
C () apenas I e III.
D () apenas II e III.
E () todas.

Questão 10. A expressão *What's more* (2ª coluna, 1º Parágrafo) **NÃO** pode ser substituída por

- A** () *Nevertheless.*
B () *Besides.*
C () *Also.*
D () *Moreover.*
E () *Furthermore.*

Questão 11. Assinale a opção que melhor expressaria a fala da Mônica no 2º balão.



www.monica.com.br/ingles/comics/tirinhas/tira_18.htm

Data da visita ao site: 20/09/2007

A () *Actions speak louder than words...*

B () *Silence implies consent...*

C () *Better late than never...*

D () *He who laughs last, laughs best...*

E () *Appearances are deceptive...*

As questões de 12 a 16 correspondem ao seguinte texto:

The hold-up

- 1 The gunman, is useless.
I know it.
He knows it.
The whole bank knows it.
- 5 Even my best mate Marvin knows it and he's more useless than the gunman.
The worst part about the whole thing is that Marv's car is standing outside in a fifteen-minute parking zone. We're all face-down on the floor and the car's only got a few minutes left on it.
'I wish this bloke'd hurry up,' I mention.
'I know,' Marv whispers back. 'This is outrageous.' His voice rises from the depths of the floor. 'I'll be getting a fine because of this useless bastard. I can't afford another fine, Ed.'
- 10 'The car's not even worth it.'
'What?'
Marv looks over at me now. I can sense he's getting uptight.
Offended. If there's one thing Marv doesn't tolerate, it's someone putting shit on his car. He repeats the question.
- 15 'What did you say, Ed?'
'I said,' I whisper, 'it isn't even worth the fine, Marv.'
'Look,' he says, 'I'll take a lot of things, Ed, but...'
I tune out of what he's saying, because quite frankly, once Marv gets going about his car, it's downright pain in the arse material.
He goes on and on, like a kid, and he's just turned twenty, for Jesus sake.
- 20 He goes on for another minute or so, until I have to cut him off.
'Marv,' I point out, 'the car's an embarrassment, okay? It doesn't even have a handbrake – it's sitting out there with two bricks behind the back wheels.' I'm trying to keep my voice as quiet as possible. 'Half the time you don't even bother locking it. You're probably hoping someone'll flog it so you can collect the insurance.'
'It isn't insured.' (...)
- 25 That's when the gunman turns around and shouts, 'Who's talkin' back there?!'
Marv doesn't care. He's worked up about the car. (...)

Zusak, M. *The Messenger*,
Austrália: Ed. Picador, 2002 p. 3-4

Questão 12. A partir da leitura do texto, é possível depreender que

- I. o diálogo no texto se passa entre reféns de um assalto a banco.
- II. Marvin está mais preocupado com uma possível multa por estacionamento irregular do que com o atirador.
- III. Marvin adora conversar sobre o seu carro.

Está(ão) correta(s)

- | | | |
|-------------------------------|-----------------------------|------------------------------|
| A () apenas a I. | B () apenas I e II. | C () apenas I e III. |
| D () apenas II e III. | E () todas. | |

Questão 13. Entende-se, pela leitura do texto, que o carro de Marvin

- I. está estacionado próximo ao banco.
- II. apresenta problema no freio.
- III. possui seguro.

Está(ão) correta(s)

- | | | |
|-----------------------------|-------------------------------|----------------------------|
| A () apenas a I. | B () apenas a II. | C () apenas a III. |
| D () apenas I e II. | E () apenas II e III. | |

Questão 14. Da leitura do texto, é possível inferir que Marvin e Ed

- A ()** são amigos.
- B ()** são pai e filho.
- C ()** têm relação de parentesco, mas não são íntimos.
- D ()** acabaram de se conhecer.
- E ()** não se toleram.

Questão 15. Assinale a opção em que a contração dos verbos ('s) ou ('d) está representada corretamente.

- | | |
|---|------------|
| A () ... <i>he's more useless than the gunman.</i> (linha 5) | <i>has</i> |
| B () ... <i>the car's only got a few minutes left on it.</i> (linha 7)..... | <i>is</i> |
| C () ' <i>I wish this bloke'd hurry up,</i> '... (linha 8) | <i>had</i> |
| D () ' <i>The car's not even worth it.</i> ' (linha 11) | <i>has</i> |
| E () ... <i>and he's just turned twenty,</i> ... (linha 19) | <i>has</i> |

Questão 16. Dadas as asserções:

- I. O termo *bloke* (linha 8) refere-se a *gunman*.
- II. A expressão *tune out* (linha 18) pode ser substituída por *pay attention*.
- III. A expressão *cut off*, em *cut him off* (linha 20), pode ser substituída por *interrupt*.

Está(ão) correta(s)

- | | | |
|-----------------------------|------------------------------|----------------------------|
| A () apenas a I. | B () apenas a II. | C () apenas a III. |
| D () apenas I e II. | E () apenas I e III. | |

As questões de 17 a 20 referem-se ao seguinte texto:

Ethical abuses in the authorship of scientific papers

Problems regarding the order of authorship of scientific papers have become more frequent and more abusive. These problems may have heightened due to the ever increasing pressure to "publish or perish" in the academic world, given that the publication of scientific articles has become the benchmark of success in a field with few job opportunities. This article reviews the abuses in the authorship of scientific papers. Different examples are given of the most common problems and recommendations are provided for authors and journal editors.

Rev. Bras. Entomol. Vol. 51 no. 1 São Paulo, Jan./Mar. 2007

Questão 17. O objetivo do artigo ao qual se refere o texto é

- A () divulgar as dificuldades no mercado de trabalho acadêmico.
- B () publicar diferentes textos científicos.
- C () estimular a publicação de artigos científicos.
- D () divulgar as recomendações de editores para a elaboração de artigos científicos.
- E () analisar abusos relacionados à autoria de artigos científicos.

Questão 18. Considere as seguintes afirmações:

- I. O artigo ao qual o texto se refere divulga uma lista de publicações científicas com problemas relacionados ao plágio.
- II. As oportunidades de trabalho no mundo acadêmico são mais restritas para os pesquisadores que não publicam artigos científicos.
- III. Para que o pesquisador seja reconhecido diante da comunidade acadêmica, a publicação de artigos científicos é importante.

Está(ão) correta(s)

- A () apenas a I.
- B () apenas II e III.
- C () apenas I e II.
- D () apenas I e III.
- E () todas.

Questão 19. Os termos *heightened* (linha 2), *benchmark* (linha 4) e *are provided* (linha 6) podem ser traduzidos, respectivamente, como:

- A () complicado, símbolo, sugerem
- B () aumentado, problema, são sugeridas
- C () solucionado, determinante, têm mostrado
- D () crescido, referência, são fornecidas
- E () diminuído, causa, mostram

Questão 20. A expressão *given that* (linha 3) pode ser substituída por

- A () where
- B () when
- C () which
- D () whose
- E () whether

Cursos que Indicamos

Conheça os cursos e dê o próximo passo na sua preparação.

Clique na imagem ou no botão para acessar.



Código Matemática 2.0

Conhecer o curso



Curso Preparatório ENEM

Conhecer o curso



Curso Preparatório Redação ENEM

Conhecer o curso

