

As questões devem ser respondidas em língua portuguesa. A língua estrangeira só deverá ser utilizada quando o enunciado exigir que se retire parte do texto.

TEXTO I

The New York Times
ON THE WEB

YOUNG AND OLD THRIVE SIDE BY SIDE

As a woman in my 90's, I have empathy for those who will come after me and live into their 100's and beyond. They will, I trust, include my grandchildren and great-grandchildren, of whom I have quite a few. I have some thoughts for those planning the quality of life to be enjoyed by this stunningly larger older population to come. The way things are going now, as I see it, the 21st century will be witness to two segments of society – the elderly and the rest of the human race. My word is: Please do not keep them apart.

I have lived through the civil rights movement; I have worked with women trying hard to achieve equality with men; I have marched with gays and lesbians in their fight against discrimination. But alas, I now see a new struggle looming ahead: over segregation by age.

I find it curious to listen to the talk about family values and closer family ties (conjuring up images of four generations living under one Victorian roof) and then read about money being invested in housing for the elderly. Housing for the elderly? Why not teenage housing or housing for young married couples?

In a society that aims to be inclusive, why should older people be encouraged to live in a separate community? Most senior housing complexes are sterile – totally lacking the vitality that a generationally mixed community thrives on. Many people face old age just waiting to die, so society (and developers and the government) hand them a group of “activities” to keep them busy, to keep them occupied among people their own age, out of

the sight of children, away from a flourishing community. Too often they have limited access to streets to walk on; shops to visit; churches, libraries, museums and other cultural centers. They are relegated to a life where they see only reflections of themselves, other old people.

Housing complexes ought to be designed for all ages, with some apartments appropriate for older people and others suited to the needs of younger people with families. Young mothers, as well as the elderly, can benefit from what is now offered in many senior complexes, like in-house restaurants, beauty parlors, libraries, and on-site nurses and doctors. And many planned “activities” can be enjoyed by all ages. A painting class, for example, is more fun when not limited to old people.

For sure, age-integrated housing will not cure the generation gap, but perhaps it is a way to help older people get over adopting judgmental attitudes toward the young – being horrified at dyed hair, baggy clothes, pierced bodies – without ever having a five-minute conversation with any of them. As for young people, it would do them no harm to live side by side with older people, to really see us day by day, recognize that we are still people, men and women who were once as young as they are, and that like us, if they are lucky, they will one day be old too. We have a lot in common.

We are all just people, and we should be neighbors living on the same street.

HILA COLMAN

Wednesday, August 15, 2001

Questão 01

No texto *Young and old thrive side by side*, Hila Colman tem por objetivo apresentar seu ponto de vista acerca de uma questão que afeta as pessoas idosas.

Identifique:

- (A) o problema levantado;
- (B) a solução proposta.

Questão 02

No 4º parágrafo podem ser identificados alguns questionamentos da autora em relação à velhice. Explique:

- (A) a contradição apresentada na pergunta que abre este parágrafo;
- (B) uma consequência das restrições impostas aos idosos.

Questão 03

For sure, age-integrated housing will not cure the generation gap, but perhaps it is a way to help older people get over adopting judgmental attitudes toward the young – being horrified at dyed hair, baggy clothes, pierced bodies – without ever having a five-minute conversation with any of them. (ℓ. 56 - 62)

- (A) Explique o que se entende por *age-integrated housing*.
- (B) Do fragmento, conclui-se que os idosos adotam “*judgmental attitudes toward the young*”.
Elabore um exemplo para mostrar que os jovens possuem o mesmo tipo de atitude em relação aos idosos.

Questão 04

Uma das preocupações do autor de um texto argumentativo é a de estabelecer sua credibilidade.

- (A) Hila Colman defende a causa do grupo a que pertence.
Retire o fragmento do texto que comprova esta afirmação.
- (B) A autora, participante ativa de movimentos sociais, considera a segregação etária como uma “nova luta”.
Retire do texto o fragmento que comprova o engajamento da autora em outras lutas.

Questão 05

Neste texto, vários elementos funcionam como apoio à argumentação da autora, incluindo-se o uso de pronomes pessoais e marcas tipográficas.

- (A) A autora inicia o texto com a primeira pessoa do singular – *I have empathy*. Ao final, usa a primeira pessoa do plural – *We are all just people*.
Justifique o emprego do pronome *we* no último parágrafo.
- (B) Hila Colman usa a palavra *activities* duas vezes, ambas entre aspas (ℓ. 35 e 52).
Indique o efeito produzido pelas aspas.

TEXTO II


BootsnAll .com
The Ultimate Resource for the Independent Traveller

I arrived in Rio's busy central bus station late Thursday night. (...) I took a deep breath, stepped off the bus and went to look for my bag. (...) The wiry baggage handler
 05 already had my back-pack in his arms and was looking for its rightful owner. He lifted it onto my back with a groan and told me I was setting myself up for a very uncomfortable old age if I insisted on walking around with
 10 three tons on my back. "Enjoy Rio!" he called after me as I pushed through the crowds. So far, so good.

I was feeling quite good until I realised that I hadn't got a single Real to my name and
 15 had to go to a cash point. "I am definitely going to be mugged now", I thought as I wandered around rather aimlessly looking for an ATM. Great! I found a friendly policeman (a common sight in Rio's bus
 20 terminals) and I asked him where the nearest ATM was. He smiled and laughed, "I am bored standing here looking at all these beautiful girls, let me show you". Cash safely tucked away, he led me to the taxi
 25 rank and told me it was going to be the perfect night for a cold beer. Everything in Rio eventually leads to a cold beer. It was, after all, going to be my kind of city.

Taxis have always been a problem for me
 30 and I seem to attract deranged taxi drivers like moths to a flame. (...) My driver took my bags and locked them in the trunk of his battered taxi. I showed him the address

and he nodded, slipped the car into gear
 35 and took off so fast I almost got whiplash (*Cariocas* seem unable to drive at anything less than break-neck speed - it is perhaps the most dangerous aspect of Rio). As we rushed dangerously from lane to lane the
 40 driver asked if it was my first time in Rio. "Yes", I replied nervously with one hand covering my eyes.

He eased his car across four lanes of oncoming traffic, handbrake-turned into a
 45 side street and checked again the address I had given him. "It's near Pão de Açúcar", I told him, trying to sound vaguely confident as we screeched up in front of a beautifully modern, glass fronted building. "Here we
 50 are", he smiled. "I don't think this is the right place, my friend told me it was in front of Pão de Açúcar and I don't see the supermarket anywhere".

The taxi driver took a long hard look at me
 55 and burst out laughing. He leant out of the window and pointed with a chubby finger to the great craggy mountain opposite. "Know what that is?" he asked almost choking with laughter. I blushed, "That's Pão de Açúcar?
 60 The real one? I thought I was looking for the supermarket of the same name". This, the driver told me, was the funniest thing he had ever heard and he almost let me have the ride for free. Almost...

PHILIP BLAZDELL

<http://www.bootsnall.com>**Questão 06**

O texto II é um "travelog", relato de viagem, veiculado na Internet.

(A) Cite duas características do público-alvo deste relato.

(B) Da narrativa de Philip Blazdell, pode-se inferir que ele temia a violência no Rio de Janeiro. Descreva o acontecimento que atenuou seus temores.

Questão 07

O autor utiliza recursos típicos de uma narrativa: discurso direto, indireto e marcadores temporais de sequência de eventos.

- (A) Aponte a função do discurso direto no texto.
- (B) *As we rushed dangerously from lane to lane the driver asked (ℓ. 38 - 40)*
The taxi driver took a long hard look at me and burst out laughing. (ℓ. 54 - 55)
 Indique a função de *as* e de *and* como marcadores temporais.

Questão 08

Compreender as referências espaciais é fundamental para se entender o humor do fato narrado neste texto.

- (A) *Know what that is? (ℓ. 57 - 58)*
 Indique a que se refere a palavra *that* na pergunta do motorista.
- (B) *This, (...), was the funniest thing he had ever heard (ℓ. 61 - 63)*
 Explique por que o mal-entendido tornou-se engraçado.

TEXTO III

<http://www.babyblues.com>
 Thursday, April 26, 2001

Questão 09

Considerando as cenas e os diálogos da tira de quadrinhos, indique:

- (A) o tema central;
- (B) a reação dos adolescentes.

Questão 10

No último quadrinho, ambas as mães pensam em períodos distintos de suas vidas.

Identifique o sentido da expressão *that stage*:

- (A) no pensamento da mãe mais nova;
- (B) no pensamento da mãe mais velha.

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