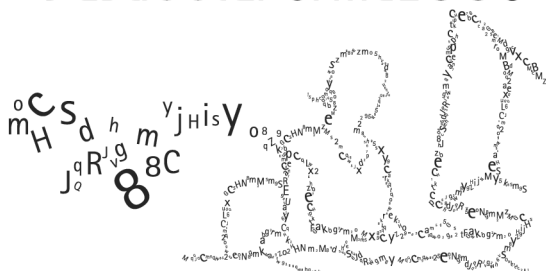


Prova de 2ª Etapa

vestibular ufmg2008



a ciência é você quem faz

SÓ ABRA QUANDO AUTORIZADO.

Leia atentamente as instruções que se seguem.

- 1 - Este Caderno de Prova contém **cinco** questões, constituídas de itens e subitens, e é composto de **doze** páginas, numeradas de 3 a 11. Antes de começar a resolver as questões, verifique se seu Caderno está **completo**.

Caso haja algum problema, solicite a **substituição** deste Caderno.

ATENÇÃO: Os Aplicadores **NÃO** estão autorizados a dar quaisquer explicações sobre questões das provas. **NÃO INSISTA** em pedir-lhes ajuda.

- 2 - Esta prova vale **100** pontos, assim distribuídos:
 - Questão 01: **10** pontos.
 - Questões 02 e 05: **30** pontos cada uma.
 - Questões 03 e 04: **15** pontos cada uma.
- 3 - **NÃO escreva seu nome nem assine nas folhas desta prova.**
- 4 - Leia cuidadosamente cada questão da prova e escreva a resposta, **A LÁPIS**, nos espaços correspondentes.
Só será corrigido o que estiver dentro desses espaços.
NÃO há, porém, obrigatoriedade de preenchimento **total** desses espaços.
- 5 - Não escreva nos espaços reservados à correção.
- 6 - Ao terminar a prova, entregue este Caderno ao Aplicador.

FAÇA LETRA LEGÍVEL.

Duração desta prova: TRÊS HORAS.

ATENÇÃO: Terminada a prova, recolha seus objetos, deixe a sala e, em seguida, o prédio. A partir do momento em que sair da sala e até estar fora do prédio, continuam válidas as proibições ao uso de aparelhos eletrônicos e celulares, bem como não lhe é mais permitido o uso dos sanitários.

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COLE AQUI A ETIQUETA

QUESTION 01

Below you will find fragments of a text about how to fight stereotypes in the media.

NUMBER the sentences in such a way that you reconstruct the original text.

(The first one is done for you as an example.)

- () A way to implement this questioning is to introduce your child to story characters and to real people who take part in all kinds of activities.
- () Also seek out stories that show a wide range of body types, personal traits and talents.
- (1) TV, movies, videogames and the Internet often show people in an overly simple way, giving an inaccurate idea of what they are allowed to say and do and how important or unimportant they are.
- () Ideally, by being in contact with the complexity of reality, your child will come to realize that images on TV or in the movies are not true.
- (5) In order to help her do it, encourage her to question limiting views of people and cultures by looking for more information.
- () Ask librarians, media specialists, friends and family to recommend books, TV shows, video and software programs that feature a variety of cultures or present men and women in nontraditional roles.
- () Some common stereotypes on the media show women as desperate or weak and certain ethnic groups as lazy or scheming.
- (3) It is important to challenge your child to question what she sees or hears, so she develops an eye for sexism, racism and other prejudices in the mainstream media portrayals.

<http://www.pbs.org/parents/childrenandmedia/about.html>. Access: 28th September, 2007 (Adapted)



QUESTION 02

Read carefully the following text, which lists typical human needs that advertisements usually appeal to:

Advertising's 14 Basic Appeals, by Jib Fowles
(from "*Mass Advertising As Social Forecast*")

1. *Need for sex*- surprisingly, Fowles found that only 2 percent of the television ads he surveyed used this appeal. It may be too blatant, he concluded, and often detracts from the product.
2. *Need for affiliation*- the largest number of ads use this approach: you are looking for friendship? Advertisers can also use this negatively, to make you worry that you'll lose friends if you don't use a certain product.
3. *Need to nurture*- every time you see a puppy or a kitten or a child, the appeal is to your paternal or maternal instincts.
4. *Need for guidance*- a father or mother figure can appeal to your desire for someone to care for you, so you won't have to worry. Betty Crocker is a good example.
5. *Need to aggress*- we all have had a desire to get even, and some ads give you this satisfaction.
6. *Need to achieve*- the ability to accomplish something difficult and succeed identifies the product with winning. Sports figures as spokespersons are examples that project this image.
7. *Need to dominate*- the power we lack is what we can look for in a commercial "master the possibilities."
8. *Need for prominence*- we want to be admired and respected; to have high social status. Tasteful china and classic diamonds offer this potential.
9. *Need for beauty*- we want people to admire us; we want them to find us charming. Cosmetics are a natural for this approach.
10. *Need for autonomy*- within a crowded environment, we want to be singled out, to be a "breed apart." This can also be used negatively: you may be left out if you don't use a particular product.
11. *Need to escape*- flight is very appealing; you can imagine adventures you cannot have; the idea of escape is pleasurable.
12. *Need to feel safe*- to be free from threats, to be secure is the appeal of many insurance and bank ads.
13. *Need for aesthetic sensations*- beauty attracts us, and classic art or dance makes us feel creative, enhanced.
14. *Need to satisfy curiosity*- facts support our belief that information is quantifiable and numbers and diagrams make our choices scientific.

Based on the information in the text above, **MATCH** each of the following pictures with a need from the list.

Attention: Some needs do not have correspondent images.

(The first one is done for you as an example.)

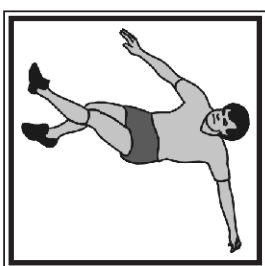
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(13)



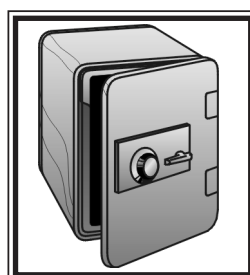
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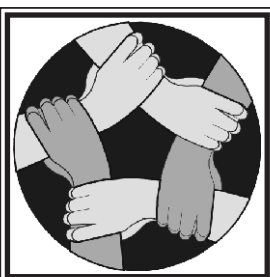
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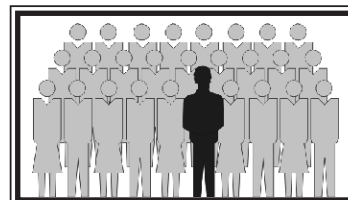
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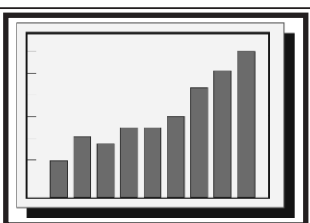
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INSTRUCTIONS: Read the text below before working on questions **03** and **04**.



The Gandhi YouTube Controversy

A couple of weeks back, Brazil insanely decided to ban YouTube* for failing to effectively curb the spread of a famous model's sex-on-the-beach video. Of course, even after YouTube removed the offending video, it reemerged in other forms. In today's dime-a-dozen video sites, it didn't take long to emerge elsewhere.

Little did I know that a similar case would play out soon in India. But in this case, it was an unfunny comedy video that involved Gandhi dancing around a strip pole. I had initially ignored the issue but was surprised when the Indian I&B ministry took personal interest in the video and was purportedly 'angered' and wanted the IT ministry to 'take action against YouTube'. There never was a better example of shooting the messenger even if the message isn't all that popular.

I have seen the video and, although I didn't find it particularly funny, I don't see any reason to get all riled up and ban the 'invention of the year' completely.

However, in India, although everyone agrees with free speech, in principle they also agree that there should be limits to it while totally unanswering the question of who would impose those limits. We'll even incite or threaten violence against people who have different views from ours. No one would for a moment wonder what Gandhi would do.

If this ban is indeed enforced, there is no stopping people who would be offended by other videos. Precedent is a dangerous thing in legal circles and otherwise; once set in motion, there is no stopping it and you never know where you might end up at. Yesterday, it was Blogger; today, it might be YouTube and, tomorrow, it might be the entire Internet itself.

As you read this, yet another story is developing that might also lead to a controversy.

<http://www.ipatrix.com/2007/01/14/the-gandhi-youtube-controversy/> Access: April 16th, 2007. (Adapted)

* **YouTube** is a popular video sharing website.

QUESTION 03

After reading 'The Gandhi YouTube Controversy', **COMPLETE** the following sentences giving your own opinions.

1. If I had seen the Gandhi video, _____

2. If one day I have the power to control the media, _____

3. If Brazil closes down a TV station, _____

4. If Gandhi had been an internet user, _____

5. If I found a video in YouTube showing myself, _____



QUESTION 04

Situation proposed: Mark has just come across 'The Gandhi YouTube Controversy', posted on the *Internet* by someone from India, and is talking to his friend, Daniel, about it.

TAKE MARK'S PART in the conversation.

- Pay attention to the specific indications of communicative functions.

(The first one is done for you as an example.)

MARK: *I've just read a very interesting text on the internet.*

(Make a suggestion for Daniel to read it.)

Why don't you read it ?

DANIEL: *Oh, I don't suppose I'll turn my computer on today. What is it about?*

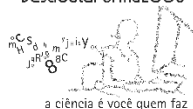
MARK: (Provide the information requested in one sentence.)

DANIEL: *But some videos may hurt people's feelings and be aggressive to the culture of a country. Foreigners will never understand that.*

MARK: (Agree with him.)

DANIEL: *When authorities remove videos from YouTube, they protect the offended people, don't they?*

MARK: (Express doubt and provide an argument from the text.)



DANIEL: *I still consider there can be some control over free speech.*

MARK: (Disagree and provide another argument from the text.)

DANIEL: *Anyway, the author of the text you mentioned probably saw Gandhi's video. What was his opinion of it?*

MARK: (Express the author's opinion.)



QUESTION 05

Read the following newspaper headlines:

BRAZILIAN CELEBRITY FILMED DATING ON THE BEACH

YOUTUBE SPREADS VIDEO ON INTERNET

COUPLE SUE YOUTUBE

JUDGE CENSORS YOUTUBE

YOUTUBE USERS PROTEST

Glossary

to sue: processar na Justiça

Now, **WRITE A STORY** using the headlines **in the order above** to guide you.

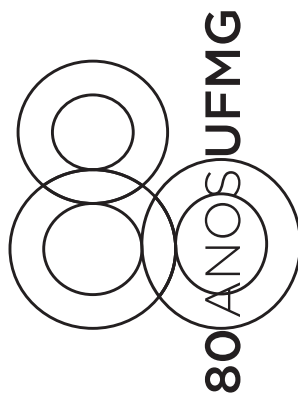
FINISH it with your personal opinion.

Attention:

- Write **no less** than **70 words** and **no more** than **100**.
- The first words of the story are provided for you.

Some time ago

[illegible]



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