UNIVERSIDADE ESTADUAL DO CEARÁ
Comissão Executiva do Vestibular

VESTIBULAR 2013.2

REDAÇÃO/LÍNGUA INGLESA

2ª FASE-1º DIA: 16 DE JUNHO DE 2013

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 vida é o que se faz dela.

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 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

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PROVA I: REDAÇÃO

Prezado(a) vestibulando(a),

Nesta segunda fase do exame vestibular da UECE, uma das capacidades que são avaliadas é a de escrita. Para demonstrar essa capacidade, você deve produzir uma redação, ou seja, deve escrever um texto. Considerando que "a escrita é um trabalho no qual o sujeito tem algo a dizer e o faz sempre em relação a um outro (o seu interlocutor e leitor) com um certo propósito" (KOCH, 2009. p. 36), apresentamos a você uma situação problema que está em foco atualmente, a seca no Nordeste.

Por se tratar de uma realidade que estamos vivenciando neste momento e que tem sido objeto de discussão pelas diversas camadas da população e pela mídia, em seus diferentes meios, como mostram os três textos ilustrativos abaixo, esperamos que essa temática torne sua escrita mais situada, isto é, proporcione a você a oportunidade de agir como sujeito enquanto escreve sua redação.

Carta à presidente

Cara Dilma,

Seja bem-vinda mais uma vez à nossa terra e desfrute da acolhida sincera e atenciosa do povo cearense, ainda que em um momento de calamidade para nós e para todo o Nordeste. Estamos diante de cenas impensáveis para os dias atuais, típicas do século XVII [...] Já não há levas de retirantes a caminho das cidades, mas ainda se veem facilmente o gado morrendo pelo campo, lavouras inteiras perdidas e comunidades à mercê dos carros-pipa, angustiadas com a perspectiva de dias piores no segundo semestre [...]
É preciso reinventar o semiárido e garantir vida plena ao nosso povo [...]

(Trechos adaptados de carta à presidente Dilma – Jornal O Povo – 02.04.2013.)

Comissão geral começa a debater seca nesta semana

O Centro de Estudos e Debates Estratégicos da Câmara encerrou na última terça-feira, 30, série de quatro reuniões preparativas para a comissão geral que vai discutir a seca no Nordeste. O evento vai reunir parlamentares e especialistas na próxima quarta-feira. A ideia é levar para o debate propostas de ações concretas para ajudar a população a conviver com a seca que se repete com frequência na região. A tecnologia transforma países como a Austrália, onde há grandes períodos de estiagem, em produtores agrícolas economicamente viáveis. Há pesquisas desenvolvidas pela Embrapa para aumentar a resistência das culturas agrícolas à seca. "É importante fazer (sic) plantas que sejam resistentes à baixa precipitação pluviométrica. Está sendo feito um estudo pela Embrapa sobre o café, a soja, o feijão, o arroz, o trigo, o algodão e tantos outros produtos que podem trazer rentabilidade".

(Jornal O Povo – 05.05.2013 – Texto adaptado)

AQUARELA NORDESTINA
ROSIL CAVALCANTI

No Nordeste imenso
Quando o sol calcina a terra
Não se vê uma folha verde
Na baixa ou na serra
Juriti não suspira
O lambu seu canto encerra
Não se vê uma folha verde
Na baixa ou na serra

Acauã bem do alto
Do pau-ferro canta forte
Como que reclamando
Sua falta de sorte
Asa Branca sedenta
E vai chegando na bebida
Não tem água, a lagoa
Já está ressequida
E o sol vai queimando
Brejo, sertão, Cariri e Agreste
Ai, ai Meu Deus!!!
Tenha pena do Nordeste

Ai, ai Meu Deus!!!
Ai, ai Meu Deus!!!

Instrução 1

Partindo de seu próprio conhecimento sobre a seca e utilizando os subsídios oferecidos pelos textos ilustrativos, escreva uma carta ao Centro de Estudos e Debates Estratégicos da Câmara dos Deputados, posicionando-se sobre o fato de, em pleno 2013, ainda se registrarem calamidades decorrentes da seca, que é um fenômeno climático característico da Região. Apresente argumentos que justifiquem seu posicionamento e proponha soluções que possam ser viáveis para minimizar o problema.

Instrução 2

Imagine uma comunidade da região Nordeste que, a partir de pesquisas e experiências positivas em outras localidades, vence todos os obstáculos provenientes do tipo de solo e de clima e consegue sobreviver satisfatoriamente. Crie os personagens e as ações que tornaram possível essa experiência positiva e conte essa história.

PROVA II - LÍNGUA INGLESA

TEXT

HARVARD BUSINESS REVIEW calls data science "the sexiest job in the 21st century," and by most accounts this hot new field promises to revolutionize industries from business to government, health care to academia.

The field has been spawned by the enormous amounts of data that modern technologies create — be it the online behavior of Facebook users, tissue samples of cancer patients, **purchasing** habits of grocery **shoppers** or crime statistics of cities. Data scientists are the magicians of the Big Data era. They crunch the data, use mathematical models to analyze it and create narratives or visualizations to explain it, then suggest how to use the information to make decisions.

In the last few years, dozens of programs under a variety of names have sprung up in response to the excitement about Big Data, not to mention the six-figure salaries for some recent graduates. In the fall, Columbia will offer new master's and certificate programs heavy on data. The University of San Francisco will soon graduate its charter class of students with a master's in analytics.

Rachel Schutt, a senior research scientist at Johnson Research Labs, taught "Introduction to Data Science" last semester at Columbia (its first course with "data science" in the title). She described the data scientist this way: "a hybrid computer scientist software engineer statistician." And added: "The best tend to be really curious people, thinkers who ask good questions and are O.K. **dealing** with unstructured situations and trying to find structure in them."

Eurry Kim, a 30-year-old "wannabe data scientist," is studying at Columbia for a master's in quantitative methods in the social sciences and plans to use her degree for government service. She discovered the possibilities while working as a corporate tax analyst at the Internal Revenue Service. She might, for example, analyze tax return data to develop algorithms that flag fraudulent **filings**, or cull national security databases to spot suspicious activity.

Some of her classmates are hoping to apply their skills to e-commerce, where data about users' browsing history is gold.

"This is a generation of kids that grew up with data science around them — Netflix telling them what movies they should watch, Amazon telling them what books they should read — so this is an academic interest with real-world applications," said Chris Wiggins, a professor of applied mathematics at Columbia who is involved in its new Institute for Data Sciences and Engineering. "And," he added, "they know it will make them employable."

Universities can hardly turn out data scientists fast enough. To meet demand from employers, the United States will need to increase the number of graduates with skills handling large amounts of data by as much as 60 percent, according to a report by McKinsey Global Institute. There will be almost half a million jobs in five years, and a shortage of up to 190,000 qualified data scientists, plus a need for 1.5 million executives and support staff who have an understanding of data.

Because data science is so new, universities are scrambling to define it and develop curriculums. As an academic field, it cuts across disciplines, with courses in statistics, analytics, computer science and math, coupled with the specialty a student wants to analyze, from patterns in marine life to historical texts.

With the sheer volume, variety and speed of data today, as well as developing technologies, programs are more than a repackaging of existing courses. "Data science is emerging as an academic discipline, defined not by a mere amalgamation of interdisciplinary fields but as a body of knowledge, a set of professional practices, a professional organization and a set of ethical responsibilities," said Christopher Starr, chairman of the computer science department at the College of Charleston, one of a few institutions offering data science at the undergraduate level.

Most master's degree programs in data science require basic **programming** skills. They start with what Ms. Schutt describes as the "boring" part — scraping and cleaning raw data and "getting it into a nice table where you can actually analyze it." Many use data sets provided by businesses or government, and pass back their results. Some host competitions to see which student can come up with the best solution to a company's problem.

Studying a Web user's data has privacy implications. Using data to decide someone's eligibility for a line of credit or health insurance, or even **recommending** who they friend on Facebook, can affect their lives. "We're building these models that have impact on human life," Ms. Schutt said. "How can we do that carefully?" Ethics classes address these questions.

Finally, students have to learn to communicate their findings, visually and orally, and they need business know-how, perhaps to develop new products.

From: www.nytimes.com

QUESTIONS

01. Ethical responsibilities refer to the fact that

A) it is unwise to check if someone is eligible for health insurance.

B) universities must develop new curriculums.

C) data students must communicate what they find in a visual form.

D) studying someone's data affects his/her private life.

02. Data scientists are referred to as magicians due to the fact that, among other things, they can

A) provide tissue samples for people who have rare diseases.

B) analyze the data through mathematical samples and bring forth narrations or visualizations to explain it.

C) study quantitative methods in mathematics for government service.

D) apply their extensive learning to help people decide which books to read.

03. According to the text, besides being referred to as a sexy job in our century, data science

A) unites people of all kinds of sexual orientation.

B) involves large numbers of high school students.

C) can bring great change to very diverse types of industries.

D) can employ a considerable number of retired teachers.

04. As to the way academic institutions are reacting in response to the enormous need of professionals in the field of data science, the text informs that

A) some universities are working towards developing courses to meet the demand for these professionals.

B) as it is not a new field, universities are just adapting some of their courses.

C) most universities in the United States already have courses in the area.

D) most universities have courses just at the undergraduate level.

05. According to the text, in terms of what is required from a student in order to apply for a master's degree in the area of data science, one must have

A) basic experience in dealing with data online.

B) the ability to quickly interpret sheer volumes of data.

C) basic skills in programming.

D) previous courses in mathematics and statistics.

06. Some of Eurry Kim's peers expect to use their abilities on

A) academic research.

B) applied mathematics.

C) marine life.

D) internet trade.

07. Considering the word ***shopper*** in the text, an example of a word with similar meaning is

A) peer.

B) purchaser.

C) sheer.

D) sampler.

08. The functions of the words *purchasing*, *dealing*, *filings*, *programming* and *recommending* in the text are respectively

A) verb, noun, noun, verb, adjective.

B) noun, adjective, verb, verb, verb.

C) verb, noun, adjective, verb, adjective.

D) adjective, verb, noun, adjective, verb.

09. In terms of verb tense, the sentences "*Rachel Schutt, a senior research scientist at Johnson Research Labs, taught 'Introduction to Data Science' last semester at Columbia*.", "*In the last few years, dozens of programs under a variety of names have sprung up in response to the excitement about Big Data*." and "*Most master's degree programs in data science require basic programming skills.*" are, respectively, in the

A) simple past, past perfect and present perfect.

B) past perfect continuous, simple present and present perfect.

C) simple past, present perfect and simple present.

D) past perfect, simple present and simple past.

10. The sentences "*They crunch the data, use mathematical models to analyze it and create narratives or visualizations to explain it…"* and "In the last few years, dozens of programs under a variety of names have sprung up in response to the excitement about Big Data..." should be classified respectively as

A) simple and compound.

B) complex and compound.

C) compound and simple.

D) compound-complex and simple.

11. The sentences "*Many use data sets provided by businesses or government, and pass back their results.*" and "*Because data science is so new, universities are scrambling to define it…*" contain, respectively, a

A) subordinate clause and a coordinate clause.

B) subordinate clause and a subordinate clause.

C) coordinate clause and a coordinate clause.

D) coordinate clause and a subordinate clause.

12. In the sentences "*…this is an academic interest with real-world applications," said Chris Wiggins, a professor of applied mathematics at Columbia who is involved in its new Institute for Data Sciences and Engineering.*" and "*This is a generation of kids that grew up with data science around them.*", one finds adjective clauses that are respectively

A) defining and non-defining.

B) non-defining and defining.

C) defining and defining.

D) non-defining and non-defining.

13. The sentences "*In the fall, Columbia will offer new master's and certificate programs heavy on data.*" and "*Data scientists are the magicians of the Big Data era*." contain, respectively, at least one

A) direct object and subject complement.

B) object complement and direct object.

C) subject complement and direct object.

D) indirect object and object complement.

14. The sentence "*She might, for example, analyze tax return data to develop algorithms that flag fraudulent filings.*" contains

A) a conditional clause.

B) an adjective clause.

C) two noun clauses.

D) an adverbial place clause.

15. In the sentences "*We're building these models that have impact on human life*." and "*She discovered the possibilities while working as a corporate tax analyst at the Internal Revenue Service*." one finds, respectively, a/an

A) adjective clause and an adverb clause.

B) adverb clause and a relative clause.

C) adverb clause and a noun clause.

D) noun clause and an adjective clause.

16. In the sentences "*The field has been spawned by the enormous amounts of data*" and "*The University of San Francisco will soon graduate its charter class of students with a master's in analytics*", the verb forms are respectively

A) active and passive.

B) passive and passive.

C) active and active.

D) passive and active.

In the following questions, some sentences from the text may have been modified to fit certain grammatical structures.

17. The sentences "*Ethics classes address these questions.*" and "*The United States will need a great number of graduates with skills handling large amounts of data*." contain, respectively, a/an

A) restrictive clause and a noun clause.

B) direct object and a direct object.

C) adverbial clause and a direct object.

D) indirect objet and an indirect object.

18. The sentences "*…they know it will make them employable.*" and "*…Amazon tells them what books they should read*" contain, respectively, a/an

A) subject noun clause and an object noun clause.

B) object noun clause and a subject noun clause.

C) subject noun clause and a subject noun clause.

D) object noun clause and an object noun clause.

19. The sentence "*There will be almost half a million jobs in five years.*" in the conditional form would be

A) There would have almost half a million jobs in five years.

B) There has been almost half a million jobs in five years.

C) There would be almost half a million jobs in five years.

D) There had been almost half a million jobs in five years.

20. The correct form that completes the if-clause "If students had to learn to communicate their findings," is "they _____."

A) will have to need business know-how

B) had needed business know-how

C) can need business know-how

D) would need business know-how