

## INGLÊS

**Instrução:** As questões **01** a **07** estão relacionadas ao texto abaixo.

01. It's funny that James and I turned out to be
02. such great friends, considering that for the first
03. two weeks of our friendship he thought I was
04. someone else entirely.
05. I remember our first meeting like it's a scene
06. from a movie about someone else. It was a
07. Thursday ..... November, and I was standing
08. behind the counter ..... O'Connor Books. This
09. was 2009. It was my final year ..... university, and there were twenty-nine days
10. until Christmas. Our manager, Ben, was
11. already worried that it would be a
12. disappointing season, and was always walking
13. around saying things about "the industry". He
14. talked about the book industry as if it were a
15. dragon that was chained in the basement, and
16. would tear us limb from limb at any moment.
17. He spoke about that year's spate of stocking-
18. filler books – Dawn French and Julie Walters
19. had competing memoirs out, I believe – as if
20. they were charred corpses that we were flinging
21. into the dragon's throat to keep it sated.
22. "This will keep the industry going", Ben said,
23. with almost touching sincerity. He had more
24. faith ..... the memories of character
25. actresses than I imagine either Julie Walters or
26. Dawn French had when writing them down. I
27. lifted another stack out of the stockroom, the
28. book tower starting at my waist and sitting
29. under my chin.
30. James Devlin had started as a Christmas temp
31. the Thursday before, which I had taken as time
32. off so I could finish my end-of-year essays for
33. college. James had spent his first shift with
34. Sabrina. Later, he would say that he was so
35. inundated with new faces and names on his
36. first shift that they were a blur, and when I said
37. that was nonsense, he threw his hands up and
38. said straight women all looked the same to him.
39. The first shift with Sabrina must have been fun
40. – puzzling, considering how little craic Sabrina
41. was generally understood to be – because
42. when James opened the wooden flap to the
43. counter area, he was full of conspiracy.
44. "Someone here has scabies", he said, "and
45. they left the lotion in the jacks".
46. It feels strange now, setting that first
47. conversation down like this, because it does
48. nothing to communicate how James was. How
- 49.

50. utterly charming this opener was to me.
51. "Someone here has scabies." He said it like he
52. was Poirot investigating a country house
53. blighted by murder. Like someone who saw the
54. inherent prejudices of our polite society and
55. was prepared to unveil it. The second part of
56. the sentence was a whole different thing: "and
57. they left the lotion in the jacks." He was from
58. Cork county, Fermoy to be exact, which was
59. strictly country to me. But he had grown up in
60. the UK – all over it, I would later learn – and
61. so his voice had a peculiar quality that was
62. hard to place. I was born in Douglas, a
63. suburban little village that was two miles south
64. of the city centre, and I was still living there.

**Adaptado de: O'DONOGHUE, C. *The Rachel Incident*. New York: Knopf Publishing Group, 2023. p. 10-11.**

- 01.** Assinale a alternativa que preenche adequadamente as lacunas das linhas 07, 08, 09 e 25, nesta ordem.

- (A) in – in – of – in
- (B) in – at – at – in
- (C) on – at – in – on
- (D) in – at – on – in
- (E) on – in – at – on

- 02.** Assinale a alternativa correta em relação ao texto.

- (A) O texto revive o encontro entre a narradora e James, no primeiro turno de trabalho dele na livraria, enfatizando como os muitos nomes e rostos apresentados naquela ocasião tornaram a memória desse evento difusa.
- (B) James pressupôs que sua colega Sabrina tivesse uma doença de pele, devido ao fato de ele ter encontrado uma loção no banheiro da livraria.
- (C) A narradora deduziu que James havia vivido em várias partes do Reino Unido, devido ao modo como ele pronunciou determinada frase.
- (D) A primeira frase que a narradora ouviu de James serviu como prenúncio do temperamento arrogante do rapaz, o que não impediu o desenvolvimento de uma amizade posteriormente.
- (E) Ben estava pessimista quanto ao prognóstico das vendas para a temporada, apesar de essa ser uma época em que as pessoas compram livros para dar como presentes de Natal.

03. Assinale a alternativa que apresenta termos que, conforme empregados no texto, operam como membros de uma mesma classe de palavras.

- (A) **funny** (l. 01) – **entirely** (l. 04) – **utterly** (l. 50)
- (B) **tear** (l. 17) – **spate** (l. 18) – **stockroom** (l. 28)
- (C) **competing** (l. 20) – **flinging** (l. 21) – **puzzling** (l. 41)
- (D) **stack** (l. 28) – **blur** (l. 37) – **flap** (l. 43)
- (E) **shift** (l. 40) – **flap** (l. 43) – **charming** (l. 50)

04. Considere as seguintes propostas de alteração de segmentos do texto.

- I - Substituição de **like it's** (l. 05) por **as if it were**.
- II - Substituição de **he would say** (l. 35) por **he used to saying**.
- III- Substituição de **it** (l. 55) por **them**.

Quais resultariam gramaticalmente corretas, se aplicadas ao texto?

- (A) Apenas I.
- (B) Apenas II.
- (C) Apenas III.
- (D) Apenas I e III.
- (E) I, II e III.

05. Considere as seguintes afirmações em relação ao texto.

- I - O segmento **Later, he would say that he was so inundated with new faces and names on his first shift** (l. 35-37) adiciona humor ao texto pelo claro exagero empregado.
- II - O segmento **The first shift with Sabrina must have been fun – puzzling, considering how little craic Sabrina was generally understood to be** (l. 40-42) confere um tom irônico à narrativa.
- III- A comparação entre James e Poirot (l. 51-53) deixa implícita a admiração da narradora pelo colega.

Quais estão corretas?

- (A) Apenas I.
- (B) Apenas III.
- (C) Apenas I e II.
- (D) Apenas II e III.
- (E) I, II e III.

06. Associe as palavras da coluna da esquerda às suas respectivas traduções, na coluna da direita, de acordo com o sentido que têm no texto, desconsiderando a concordância de número e/ou gênero.

- |                             |                |
|-----------------------------|----------------|
| ( ) <b>charred</b> (l. 21)  | 1. saciado     |
| ( ) <b>sated</b> (l. 22)    | 2. iluminado   |
| ( ) <b>blighted</b> (l. 53) | 3. carbonizado |
|                             | 4. satisfeito  |
|                             | 5. destruído   |
|                             | 6. arruinado   |

A sequência correta de preenchimento dos parênteses, de cima para baixo, é

- (A) 3 – 1 – 6.
- (B) 5 – 1 – 6.
- (C) 6 – 4 – 5.
- (D) 5 – 4 – 6.
- (E) 3 – 4 – 2.

07. Considere as seguintes afirmações acerca do uso de pronomes no texto.

- I - O pronome **they** (l. 21) refere-se a livros, como os escritos pelas atrizes Dawn French e Julie Walters.
- II - O pronome **they** (l. 46) denota que James supõe que mais de uma pessoa precisou da loção que ele encontrou no banheiro.
- III- As ocorrências do pronome **it** nas linhas 47, 48 e 51 têm o mesmo referente.

Quais estão corretas?

- (A) Apenas I.
- (B) Apenas III.
- (C) Apenas I e II.
- (D) Apenas II e III.
- (E) I, II e III.

**Instrução:** As questões **08** a **15** estão relacionadas ao texto abaixo.

01. Is beauty truth, and truth beauty? The two are  
02. intimately connected, possibly because our  
03. minds react similarly to both. But what works  
04. in mathematics need not work in physics, and  
05. vice versa. The relationship between  
06. mathematics and physics is deep, subtle, and  
07. puzzling. It is a philosophical conundrum of the  
08. highest order – how science has uncovered  
09. apparent “laws” in nature, and why nature  
10. seems to speak in the language of  
11. mathematics.  
12. Is the universe genuinely mathematical? Are its  
13. apparent mathematical features mere human  
14. inventions? Or does it seem mathematical to us  
15. because mathematics is the deepest aspect of  
16. its infinitely complex nature that we are able to  
17. understand?  
18. Mathematics is not some disembodied version  
19. of ultimate truth, as many used to think. If  
20. anything emerges from our tale, it is that  
21. mathematics is created by people. ....  
22. mathematicians are human and live ordinary  
23. human lives, the creation of new mathematics  
24. is partly a social process. But neither  
25. mathematics nor science is wholly the result of  
26. social processes, as social relativists often  
27. claim. Both must respect external constraints:  
28. logic, in the case of mathematics, and  
29. experiment, in the case of science. However  
30. desperately mathematicians might want to  
31. trisect an angle by Euclidean methods, the  
32. plain fact is that it is impossible. However  
33. strongly physicists might want Newton's law of  
34. gravity to be the ultimate description of the  
35. universe, the motion of the perihelion of  
36. Mercury proves that it's not. This is why  
37. mathematicians are so stubbornly logical, and  
38. obsessed by concerns that most people could  
39. not care less about. Does it really matter  
40. whether you can solve a quintic by radicals?  
41. History's verdict on this question is  
42. unequivocal. It does matter. It may not matter  
43. directly for everyday life, but it surely matters  
44. to humanity as a whole – not because anything  
45. important rests on being able to solve quintic  
46. equations, but because understanding why we  
47. can't opens a secret doorway to a new  
48. mathematical world. If Galois and his

49. predecessors had not been obsessed with  
50. understanding the conditions under which an  
51. equation can be solved by radicals, humanity's  
52. discovery of group theory would have been  
53. greatly delayed, and perhaps might not have  
54. happened.  
55. You may not encounter groups in your kitchen  
56. or on your drive to work, but without them  
57. today's science would be severely curtailed,  
58. and our lives would be far different. Not so  
59. much in gadgetry like jumbo jets or GPS  
60. navigation or cell phones – though those are  
61. part of the story too – but in insight into nature.  
62. No one could have predicted that a pedantic  
63. question about equations could reveal the deep  
64. structure of the physical world, but that is what  
65. happened.  
66. The clear message of history is a simple one.  
67. Research on deep mathematical issues should  
68. not be rejected or besmirched merely because  
69. those issues seem to have no direct practical  
70. use. Good mathematics is more valuable than  
71. gold, and where it comes from is mostly  
72. irrelevant. What counts is where it leads.

**Adapted from: STEWART, I. *Why Beauty is Truth – The History of Symmetry*. Cambridge, MA: Basic Books, 2007. p. 275-276.**

**08.** Select the alternative in which all propositions would suitably fill in the gap in line 21.

- (A) Once – Since – Because  
(B) Once – As – Because  
(C) Due to – As – Since  
(D) Owing to – Given that – Since  
(E) As – Since – Because

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09. Select the alternative that adequately summarizes the text.

- (A) While some might think that mathematics and physics contradict each other, they are inseparable sciences whose value should not be undermined, as their association provides important insights into nature.
- (B) However stubbornly logical they attempt to be, mathematicians do not prove able to disentangle mathematics from physics, as the inseparability of the two sciences poses challenges to researchers in both fields.
- (C) Unlike what many people may think, the undeniable value of mathematics is not limited to an isolated equation or algorithm, but rather to how these findings may be used for our understanding of nature along the history of society.
- (D) Despite the fact that mathematics does not matter directly in our current everyday lives, the discoveries made since Galois have shaped the constructs in the field so they can lead to great future technological solutions that will allow us to acknowledge its importance in the long run.
- (E) Regardless of whether many of the research questions brought up by mathematicians may sound pedantic, history has shown that their hidden agendas justify their obsession with issues that most people could not care less about.

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10. Mark the statements below **T** (true) or **F** (false), according to the text.

- ( ) Mathematics is not an area detached from human experience. Nevertheless, the text fails to provide practical examples of how it contributes to improve aspects of our daily life.
- ( ) The word **could** (l. 62) may be replaced by **must**, without causing changes to grammar accuracy or to the original meaning of the sentence.
- ( ) Mathematics unequivocally relates to social processes, history, logic, and philosophy.
- ( ) The segment **Research on deep mathematical issues should not be rejected or besmirched** (l. 67-68) may be rephrased as **One should not reject or besmirch research on deep mathematical issues**, without causing changes to grammar accuracy or to the original meaning of the sentence.

The correct sequence of filling in the parentheses, from top to bottom, is

- (A) F – T – T – T.
- (B) F – F – T – T.
- (C) F – F – T – F.
- (D) T – T – F – T.
- (E) T – F – F – F.

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11. Select the alternative that offers adequate synonyms to the words **intimately** (l. 02), **genuinely** (l. 12) and **stubbornly** (l. 37).

- (A) imperceptibly – indeed – clumsily
- (B) closely – sincerely – astonishingly
- (C) unnoticeably – candidly – astonishingly
- (D) closely – indeed – resolutely
- (E) unnoticeably – candidly – clumsily

12. Consider the statements below.

- I - By using the phrase **philosophical conundrum of the highest order** (l. 07-08), the author expresses ethical issues related to the relationship between mathematics and physics.
- II - By stating that **Mathematics is not some disembodied version of the ultimate truth** (l. 18-19), the author states mathematics is fallible just like the other social sciences.
- III- By using the term **unequivocal** (l. 42), the author states that the importance of mathematics is not under question regardless of whether people agree on its importance.

Which ones are correct according to the text?

- (A) Only I.
- (B) Only II.
- (C) Only III.
- (D) Only II and III.
- (E) I, II and III.

13. If the segment **the universe** (l. 12) were replaced by **universes**, how many additional changes would be necessary for the paragraph from lines 12 to 17 to be grammatically correct?

- (A) 2.
- (B) 3.
- (C) 4.
- (D) 5.
- (E) 6.

14. Consider the following propositions for rephrasing the segment **It may not matter directly for everyday life, but it surely matters to humanity as a whole** (l. 42-44).

- I - It surely matters to humanity as a whole, however it may not matter directly for everyday life.
- II - Though it may not matter directly for everyday life, it surely matters to humanity as a whole.
- III- Despite it may matter directly for everyday life, it surely matters to humanity as a whole.

If applied to the text, which ones would be correct and keep the original meaning?

- (A) Only I.
- (B) Only II.
- (C) Only III.
- (D) Only II and III.
- (E) I, II and III.

15. Consider the following propositions for rephrasing the sentence **If Galois and his predecessors had not been obsessed with understanding the conditions under which an equation can be solved by radicals, humanity's discovery of group theory would have been greatly delayed** (l. 48-53).

- I - Had Galois and his predecessors not been obsessed with understanding the conditions under which an equation can be solved by radicals, humanity's discovery of group theory would have been greatly delayed.
- II - Humanity's discovery of group theory would have been greatly delayed had Galois and his predecessors not been obsessed with understanding the conditions under which an equation can be solved by radicals.
- III- Had Galois and his predecessors been obsessed with understanding the conditions under which an equation can be solved by radicals, humanity's discovery of group theory would not have been greatly delayed.

If applied to the text, which one(s) would be correct and keep the original meaning?

- (A) Only I.
- (B) Only III.
- (C) Only I and II.
- (D) Only II and III.
- (E) I, II and III.