



LINGUAGENS, CÓDIGOS E SUAS TECNOLOGIAS

Questões de 01 a 45

Questões de 01 a 05 (opção: inglês)

QUESTÃO 01

As my official bio reads, I was made in Cuba, assembled in Spain, and imported to the United States — meaning my mother, seven months pregnant, and the rest of my family arrived as exiles from Cuba to Madrid, where I was born. Less than two months later, we emigrated once more and settled in New York City, then eventually in Miami, where I was raised and educated. Although technically we lived in the United States, the Cuban community was culturally insular in Miami during the 1970s, bonded together by the trauma of exile. What's more, it seemed that practically everyone was Cuban: my teachers, my classmates, the mechanic, the bus driver. I didn't grow up feeling different or treated as a minority. The few kids who got picked on in my grade school were the ones with freckles and funny last names like Dawson and O'Neil.

BLANCO, R. Disponível em: <http://edition.cnn.com>. Acesso em: 9 dez. 2017 (adaptado).

Ao relatar suas vivências, o autor destaca o(a)

- A qualidade da educação formal em Miami.
- B prestígio da cultura cubana nos Estados Unidos.
- C oportunidade de qualificação profissional em Miami.
- D cenário da integração de cubanos nos Estados Unidos.
- E fortalecimento do elo familiar em comunidades estadunidenses.

QUESTÃO 02

Two hundred years ago, Jane Austen lived in a world where single men boasted vast estates; single ladies were expected to speak several languages, sing and play the piano. In both cases, it was, of course, advantageous if you looked good too. So, how much has — or hasn't — changed? Dating apps opaquely outline the demands of today's relationship market; users ruminate long and hard over their choice of pictures and what they write in their biographies to hook in potential lovers, and that's just your own profile. What do you look for in a future partner's profile — potential signifiers of a popular personality, a good job, a nice car? These apps are a poignant reminder of the often classist attitudes we still adopt, as well as the financial and aesthetic expectations we demand from potential partners.

GALER, S. Disponível em: www.bbc.com. Acesso em: 8 dez. 2017 (adaptado).

O texto aborda relações interpessoais com o objetivo de

- A problematizar o papel de gênero em casamentos modernos.
- B apontar a relevância da educação formal na escolha de parceiros.
- C comparar a expectativa de parceiros amorosos em épocas distintas.
- D discutir o uso de aplicativos para proporcionar encontros românticos.
- E valorizar a importância da aparência física na seleção de pretendentes.

QUESTÃO 03



GAULD, T. Disponível em: www.tomgauld.com. Acesso em: 25 out. 2021.

Nessa tirinha, o comportamento da mulher expressa

- A revolta com a falta de sorte.
- B gosto pela prática da leitura.
- C receio pelo futuro do casamento.
- D entusiasmo com os livros de terror.
- E rejeição ao novo tipo de residência.