



Vestibular 2010

1ª Fase

INGLÊS

Instruções Gerais:

- No dia de hoje (01/11), você deverá elaborar uma **Redação** e responder às questões de **Língua Portuguesa** e de **Inglês**.
- Você terá **4 horas** para realizar as três provas.
- O verso das páginas poderá ser utilizado para rascunho. Os **rascunhos não serão considerados** para efeito de correção.
- As repostas das questões, bem como a Redação, deverão ser redigidas nos espaços destinados a elas, com letra legível e, obrigatoriamente, **com caneta azul ou preta**.
- Desconsidere a numeração presente ao final de cada questão.
- Não se esqueça de **assinar as tarjetas das capas de todos os cadernos de prova**, no local indicado.
- Não se identifique nas folhas do corpo da Prova, pois isso implicará risco de anulação.

Instruções para a prova de Inglês:

- A prova de **Inglês** é composta por três questões e vale 100 pontos no total, assim distribuídos: **Questão A – 30 pontos; Questão B – 30 pontos; e Questão C – 40 pontos**.
- Não se esqueça: todas as questões devem ser respondidas **em inglês**.
- Estará automaticamente eliminado do processo seletivo o candidato que obtiver **nota bruta inferior a 3,0** na prova de **Inglês**.

Bom trabalho!

This article is about the rights of adolescents. Read the text and answer the questions below. You are advised to read the questions carefully, giving answers that are of direct relevance and written in English.

Adolescence and Human Rights

Derived from the Latin verb *adolescere* (to grow into maturity), adolescence is a period when character crystallizes and identity forms. It is also a period when many adolescents contribute to society in remarkable ways: as parents, workers, caretakers of young children and elders and as role models.

Adolescents have rights – as expressed in the 1989 Convention on the Rights of the Child – including those to information and skills; access to services, such as education, health, recreation and justice; a safe and supportive environment; and opportunities to participate and to have their voices heard. Countries that have ratified the Convention are required to take all necessary measures to secure these rights. Yet time and again around the globe, societies are faced with the symptoms of their collective failure to fulfil and protect adolescents' rights.

A Right to Develop into Responsible, Productive and Healthy Citizens

Education is a key to the fulfilment of other human rights and the catalyst for realizing human potential. Quality education fosters inquiring, analytical thinking and healthy habits and is essential for preparation for life. Ensuring the right to education is both a moral and a social justice imperative.

To encourage adolescents to stay in school, schools should have flexible schedules, strive to eliminate gender bias and be relevant to young people's daily lives, especially for poor children who must combine economic activity with education. Quality 'second chance' education programmes offer essential tools of literacy and numeracy, close the gender gap and help older adolescents realize their full potential.

Adolescent-friendly health services provide a supportive environment in which to address adolescents' reproductive health and psychological needs and well-being, as well as a place where teenagers are able to discuss matters of major concern in their lives and seek professional and non-judgemental advice. Such facilities provide counselling and practical services in reproductive health, including testing and treatment for sexually transmitted infections (STIs), access to contraceptives and HIV/AIDS prevention information, as well as confidential testing and counselling. They should offer treatment for common diseases (such as tuberculosis and malaria) and advice on nutrition and mental health problems.

A Right to Feel Supported and Safe

Adolescents who are denied opportunities for growth and feel trapped by circumstances may come into conflict with the law. Even young people who feel supported and optimistic about their futures may respond to their growing independence by testing the limits of their freedom. The manner in which society responds to a young lawbreaker can make or break a young person's future. Increasingly, communities are recognizing that incarcerating young

people in facilities designed to punish rather than rehabilitate can create embittered adults who lack the skills to be productive and responsible citizens when released. Adolescents have a right to a separate and responsive juvenile justice system. Whenever possible, young people should be released into the care of their families to await trial in their own homes, and alternative sentences should be explored, including community service and residential placements in education and treatment facilities. Children and adolescents who are detained have a right to separate facilities from adults, and every effort should be made to encourage contact between detained young people and their families. Education and rehabilitation should be the main priorities.

There are no simple solutions to the multiple challenges facing adolescents today. They need access to information, skills and services. They also need to feel safe, supported and connected to adults in their lives. Society has an obligation to guide its young people through their adolescent years and to treat them with respect and understanding. When it assumes these responsibilities, the benefits multiply in ways never imagined.

Adapted from "Adolescence: A Time that Matters"
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Question A

This question tests your understanding of the text, and your ability to identify and paraphrase the relevant pieces of information.

You **must** answer in **full sentences**, using your **own words**.

- What needs do adolescents have, according to the text? (1,2,3)

QUESTION C

This question tests your ability to construct a balanced, considered and fluent argument, in the form of a short composition.

The quotes below were taken from the text and from a report on youth justice. Read both quotes and answer the question below.

“Adolescents who are denied opportunities for growth and feel trapped by circumstances may come into conflict with the law. Even young people who feel supported and optimistic about their futures may respond to their growing independence by testing the limits of their freedom.”

© The United Nations Children’s Fund (UNICEF), New York, 2002
“Adolescence: A Time that Matters”

“There is no bigger challenge or threat to the whole of London ... than youth violence.”

Sir Ian Blair, Metropolitan Police Commissioner
© 2008 The Times
<http://www.timesonline.co.uk/tol/news/uk/crime/article3640626.ece>

- What causes young people to commit crime? How should youth crime be dealt with by society? Try to present a balanced and coherent discussion, structuring your answer well and justifying all your arguments. You should write about 120 words. (7,8,9)
