

Aula 08 – Abbreviation Contraction If Clauses

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Introdução

Teremos, agora, uma aula inteira para falar de abreviações presentes nos textos das provas e que, muitas vezes, podem gerar conflitos de significado, tanto pela similaridade com certas palavras, quanto pela complexidade de certas abreviações.

O que é uma abreviatura? Um recurso da língua escrita usado para representar, de forma reduzida, uma palavra, uma frase ou até mesmo uma expressão. As abreviações são simplesmente formas diretas de diminuir as palavras a fim de facilitar e tornar a comunicação mais ágil.

As orações condicionais (*if clauses*) são utilizadas para falar de planos futuros, de situações prováveis ou improváveis e de escolhas que foram feitas no passado e possuem o nome *if clauses* porque todas têm *if* em sua estrutura como mostrarei a você na aula.

Diante das provas de diferentes bancas que elaboram as provas, faz-se necessário o uso de uma ortografia dentro da norma padrão da língua, em que há regras que devem ser respeitadas. Nesse sentido, devemos refletir o porquê do uso de "abreviaturas".

Do latim, tem como raiz o termo "breve", que significa "de pouca extensão", "de pouca duração". Quando você escreve uma redação, a abreviatura pode ser útil em seu rascunho, mas não para oficializar seu texto. Considerando o fator economia vocabular, além da escrita, a tendência hoje é que se fale cada vez mais abreviaturas.

E essa tendência se reflete por meio das mudanças linguísticas, já que a língua muda com o tempo. E as inúmeras abreviações estão dentro de um contexto, em que a necessidade de uma comunicação rápida se processa com uma dimensão inimaginável. Isso não é culpa apenas, como dizem, da internet, visto que outros fatores para a proliferação da economia vocabular.

Por um lado, a abreviação facilita a comunicação em relação à quantidade de informação. Claro que encontramos problemas de comunicação por causa das abreviações. A sensibilidade para escrever as palavras seguindo regras gramaticais é essencial no dia da sua prova mas, em alguns gêneros textuais, elas aparecem – em tirinhas, textos com linguagem informal, charges, às vezes em letras de música, poemas ou até em um texto qualquer, que tenha a intenção de explorar as abreviações.

Abreviar, portanto, é inevitavelmente uma tendência da fala e, de certa forma, da escrita.

Vamos então estudar as particularidades de abreviações e das *If Clauses* em Inglês, praticar exercícios, tanto durante a teoria como também na lista de questões, treinando tudo o que aprendeu, em junção ao aprendizado de cada aula.

Vamos lá e conte comigo!



Abbreviation

Considerando que **abbreviation** – as abreviações, como analisamos anteriormente, são, de certa forma, parte fundamental e funcional da fala, o contexto social em que elas estão nos faz acreditar que novas palavras podem ser formadas em um futuro bem próximo.

Isso porque o condicionamento da escrita depende da sua essência de sentido, que é, de fato, a fala. Apesar de ser considerado informal um texto repleto de abreviações, eles são inevitáveis. A polêmica sobre o uso de abreviações persiste, mas, a realidade é que, abreviar é uma “arte da fala”, que acaba por ser respeitada pela escrita, que a utiliza quando convém.

As abreviaturas demonstram o ritmo acelerado do hoje, da atualidade e que faz com que haja economia de palavras para realizar a comunicação em um tempo menor, em qualquer língua. É comprovado que a linguagem nunca foi tão abreviada como atualmente. A revolução eletrônica fez e faz com que as pessoas sintam a necessidade de abreviar a escrita para ganhar tempo nos diferentes diálogos do mundo cibernético, principalmente em Inglês.

Mas, quem pensa que as abreviaturas do nosso cotidiano surgiram apenas por causa dos recursos tecnológicos, está enganado. É inegável que elas se acentuaram após a globalização, porém, quando ainda éramos colônia de Portugal, algumas abreviações já eram manifestadas.

Resultante da *braquigrafia*, originária do grego *braqui*= reduzir e *grafhein*= escrever, na época do Brasil-Colônia, o uso de abreviaturas nos documentos era uma constante. Entre os fatores que influenciavam na proliferação desta prática estava a distância entre Brasil e Portugal.

Com a vinda da Família Real portuguesa para o Brasil, no século XVIII, é que se iniciou o uso de documentos impressos, mas mesmo assim as abreviaturas ainda estavam presentes devido aos altos preços dos materiais utilizados para impressão.

Contextualizando-nos nos dias de hoje, percebemos que muito tempo se passou, contudo, as abreviaturas continuam sendo usadas e, de modo ainda mais intenso. Entretanto, abreviar causa uma influência direta no desempenho linguístico, já que nosso sistema é regido por um padrão formal da linguagem, apesar de que as abreviaturas nunca deixarão de existir.

Vivemos em uma sociedade dinâmica, e então, cabe a nós, adequarmos em tal dinamismo. Então, muito mais do que reduzir palavras, devemos fazer considerações sobre as diversas situações comunicativas.

E eu não estou falando de gírias ou expressões do dia-a-dia e sim abreviações aceitas, como por exemplo, falamos “foto” no lugar de fotografia. O americano diz “*photo*” ao invés de “*photograph*” também entre outras.

Apesar da não aceitação dessa tendência por parte de muitas pessoas, os que acreditam que as abreviações empobrecem a escrita, não há como deixar de perceber que as redes sociais proporcionam o compartilhamento de diferentes interesses com a exploração de abreviações e, palavras em Inglês, por via de regra, prevalecem.



Apesar de algumas abreviações não serem reconhecidas pela norma culta, existem, sim, algumas regras que regem as abreviaturas e siglas.

A abreviatura é, conceitualmente, uma grafia que permite economizar espaço ou tempo necessários para a escrita de uma palavra, mediante a omissão de certas letras.

Um exemplo típico é “**dr**”, para *doctor* ou “**st**” para *street*. Ou a expressão “o mais rápido/breve possível” – em Inglês “*as soon as possible*”, reduzido para **asap** e, muito utilizada, não só na linguagem oral mas, em mensagens e às vezes, em textos mesmo.

Elas são reduções de parte de uma palavra escrita que a resume por meio, na maioria das vezes, de suas letras iniciais – ou sílabas iniciais, mas não é regra para todas as abreviaturas que existem.

É importante ressaltar que, em alguns casos, as abreviações não obedecem a nenhuma regra em particular.

E ainda há os acrônimos, também chamados de siglas e, apesar de serem um tipo de abreviação, são verdadeiras palavras formadas pela junção de sílabas iniciais de vocábulos em Inglês ou em qualquer outra língua.

São tipos de abreviaturas utilizadas para reduzir o nome de alguma associação, empresa, instituição, país, organização e afins.

Veja alguns dos inúmeros exemplos que existem, muitos comuns e algumas pessoas nem sabem que são abreviações de outras palavras:

“jpeg” – joint photographic experts group
“http” – hyper text transfer protocol
“NASA” – National Aeronautics and Space Administration
“scuba” – self-contained underwater breathing apparatus
“gif” – graphics interchange format
“laser” – light amplification by stimulated emission of radiation
“radar” – radio detection and ranging
“CD rom” – compact disk read only memory
“HIV” – human immunodeficiency virus
“pin number” – personal identification number
“S.O.S” – Save our souls
“U.S.A” – United States of America
“ZIP code” – zone improvement plan



Veja também, outras abreviações interessantes e curiosas que podem aparecer, por exemplo, no meio de um texto, demonstrando uma fala informal de um personagem a que a história remete, entre outras funções, que podem ser exploradas nas provas.

2F4U	Too Fast For You	MMW	Mark my Words
4YEO FYEO	For Your Eyes Only	N/A	Not Available / Applicable
AAMOF	As a Matter of Fact	NaN	Not a Number
ACK	Acknowledgment	NNTR	No need to Reply
AFAIK	As far as I know	noob n00b	Newbie
AFAIR	As far as I remember / recall	NOYB	None of your Business
AFK	Away from Keyboard	NRN	No Reply Necessary
AKA	Also known as	OMG	Oh my God
B2K BTK	Back to Keyboard	OP	Original Poster, Original Post
BTT	Back to Topic	OT	Off Topic
BTW	By the Way	OTOH	On the other Hand
B/C	Because	PEBKAC	Problem exists between Keyboard and Chair
C&P	Copy and Paste	POV	Point of View
CU	See you	ROTFL	Rolling on the Floor Laughing
CYS	Check your Settings	RSVP	Repondez s'il vous plait (French: Please reply)
DIY	Do it Yourself	RTFM	Read the fine Manual
EOBD	End of Business Day	SCNR	Sorry, could not Resist
EOD	End of Discussion	SFLR	Sorry, for late Reply
EOM	End of Message	SPOC	Single Point of Contact
EOT	End of Thread / .. Text / .. Transmission	TBA	To be Announced
FAQ	Frequently asked Questions	TBC	To be Continued / To be Confirmed
FACK	Full Acknowledge	TIA	Thanks in Advance
FKA	Formerly known as	TGIF	Thanks God, its Friday
FWIW	For what it's Worth	THX TNX	Thanks
FYI / JFYI	(Just) For your Information	TQ	Thank You
FTW	Fuck the World / For the Win	TYVM	Thank You Very Much
HF	Have fun	TYT	Take your Time
HTH	Hope this Helps	TTYL	Talk to you Later
IDK	I don't know	w00t	Whoomp, there it is; Meaning "Hooray"
IIRC	If I Recall / Remember Correctly	WFM	Works for Me
IMHO	In my Humble Opinion	WRT	With Regard to
IMO	In my Opinion	WTH	What the Hell / What the Heck
IMNSHO	In my not so Humble / Honest Opinion	WTF	What the Fuck
IOW	In other Words	YMMD	You made my Day
ITT	In this Thread	YMMV	Your Mileage may vary
LOL	Laughing out loud	YAM	Yet Another Meeting
DGMW	Don't get me wrong	ICYMI	In Case you missed it

Algumas são diferentes, não são? Fica como curiosidade, caso algum desses termos esteja inserido em um contexto para testar seus conhecimentos da variedade linguística.

Vejamos, a partir de agora, algumas abreviações muito usadas, divididas por assunto, para ficar melhor exemplificado e para, é claro, remeter a exemplos que aparecem nas provas.



Academic terms

Já falamos acima que, hoje, com o ritmo acelerado da comunicação, as pessoas utilizam muitas abreviações na fala e escrita.

E aparecem em textos, também, em diferentes estilos textuais, charges, artigos, jornais, entre outros que veremos exemplos.

Economizar na fala e na escrita passou a ser uma tendência comum e, as abreviaturas podem não possuem regras, como também pontuamos anteriormente.

Há, em alguns textos, termos acadêmicos (academic terms), que são importantes de se conhecer para que você leia o texto melhor e compreenda com maior facilidade.

Muitas vezes, as abreviações são apresentadas ao final do texto mas, já aconteceu de não haver as devidas referências, porque algumas fontes como The Economist e The Guardian utilizam certos vocábulos com frequência e já fazem parte dos artigos, de uma forma geral.

Nesse caso, é bom que você conheça, pelo menos, as abreviações mais recorrentes e básicas para estar mais bem preparado. Segue uma lista das palavras que são mais comuns em textos da sua prova, porque são assuntos geralmente explorados.

ADHD – Attention Deficit Hyperactive Condition
AUG – Acceptable Use Guideline
BLT – Building Leadership Teams
CEO - Chief Executive Officer
CTE – Career Related Experiences
CPR – Cardiopulmonary Resuscitation
DBQ – Document Based Question
EL – Extended Learning
FLIP – Families Learning in Partnership
LD – Learning Disability
MD - Managing Director
OT – Occupational Therapy
PA - Personal Assistant
SVP - Senior Vice President
T&L – Teaching and Learning Department
VP - Vice President
YM – Youth Mentors



Every day abbreviation

Para exemplificar outras abreviações que também são usadas na prova, vejamos uma lista abaixo, inclusive porque são exemplos retirados de provas anteriores e selecionados para nossa aula, considerados "every day use" (uso no dia-a-dia).

- abbrev. – abbreviation (abreviação)
- abstr. – abstract (resumo de tese/trabalho)
- adj. – adjective (adjetivo)
- Admin. – administration, administrative (administração, administrativo)
- adv. – adverb (advérbio)
- adv. – advanced, adventure, advices (avançado/aventura/conselhos)
- agst. – against (contra)
- alg. – algebra (álgebra)
- alph. – alphabet (alfabeto)
- app. Apêndice (apêndice)
- approx. - approximately (aproximadamente)
- appt. – appointment (compromisso)
- apt. – apartment (apartamento)
- betw. – between (entre duas coisas)
- c/o - care of (usado ao enviar e-mail para alguém que não está no endereço habitual).
- dept. – department (departamento)
- min. – minute/ minimum (minute/mínimo)
- misc. – miscellaneous (diversos)
- Mr. – Mister (senhor)
- Mrs. - Mistress (senhora)
- no. – number (número)
- R.S.V.P. - Répondez, s'il vous plait (termo que vem do vocabulário Francês para "por favor responda" e é usado em convites para festas e eventos e deve ser respondido com um "sim, participaremos" ou "não, não participaremos")
- tel. – telephone (telefone)
- temp. - temperature or temporary (temperatura ou temporário)
- vet. - veteran or veterinarian (veterano ou veterinário)
- vs. – versus (versus)



Social media

Outras abreviações que também estão presentes em textos típicos da prova, são “social media”, termos informais, usados em “chats” e, acima de tudo, usados hoje em mensagens, usados para expressar a comunicação “moderna”, uma forma de evolução, em que há novos termos e suas devidas abreviações.

Vejam os mais recorrentes em textos:

AMBW - all my best wishes

AAMOF – as a matter of fact

ACE - a cool experience

AYS - Are you serious?

AFAIK - as far as I know

AFK - away from keyboard

ATM - at the moment

BRB - be right back

CUL - see you later

CWYL - chat with you later

FAWC – for anyone who cares

IDC – I don't care

IIRC - if I recall/remember correctly

IBRB – I'll be right back

IMU – I miss you

IRL – in real life

J4F – just for fun

JIC – just in case

JK – just kidding

JSYK – just so you know



LOL - laugh out loud

NBD – Not big deal

NP - no problem

NSFW – Not safe for work

POV – Point of View

RBTL – Read between the lines

RUOK – Are you OK?

ROFL - rolling on the floor laughing

4AO – For adults only

OP – Original poster

OIB - Oh, I'm back

PTB – Please text back

SSDD – Same stuff, different day

SRSLY – Seriously

TY - thank you

TTYL – Talk to you later

TNTL – Trying not to laugh

TL;DR – Too long; didn't read

VN - Very nice

WYWH – Wish you were here

WUZUP – What's up?

WDYK - What do you know?

WDYT - What do you think?

WTG - Way to go



Map location

Há, também, algumas abreviações que aparecem em textos relacionadas a algum lugar, endereço, direções, ou seja, remetendo a localizações – “*map location*”. Vejamos algumas.

Ave. - Avenue
Blvd. – Boulevard
BRG - Bridge
Cyn. – Canyon
DRCTN - Direction
Dr. - Drive
Ln. - Lane
Rd. - Road
St. - Street
E - East
N - North
NE - Northeast
NW - Northwest
S - South
SE - Southeast
SW - Southwest
W - West
XRD - crossroad

Agora, a própria palavra “*map*”, pode ser sigla de inúmeras palavras, de diferentes categorias. Essas, quando aparecem nos textos, geralmente vem com a referência do que seja no rodapé ou durante a leitura mesmo. Mostrarei algumas por curiosidade.



MAP	Management Assistance Program	MAP	Moisture, Ash and Protein
MAP	Market Access Program	MAP	Media Access Procedure
MAP	Modified Atmosphere Packaging	MAP	Microprocessor Applications Project
MAP	Medical Assistance Program	MAP	Maintenance & Administration Panel
MAP	Mediterranean Action Plan	MAP	Message Application Part (<i>Sprint</i>)
MAP	Media Access Project	MAP	Multiple Aim Point System
MAP	Membership Action Plan (<i>NATO</i>)	MAP	Modular Arithmetic Coprocessor
MAP	Mean Arterial Pressure	MAP	Maintenance and Administrative Position (<i>Nortel</i>)
MAP	Microsoft Assessment and Planning Toolkit	MAP	Manufacturing Assembly Procedure
MAP	Mobile Application Part (<i>GSM</i>)	MAP	Modular Avionics Package
MAP	Minnesota AIDS Project	MAP	Multicultural Achievers Program
MAP	Manifold Absolute Pressure	MAP	Michigan Advocacy Project
MAP	Military Assistance Program (<i>US</i>)	MAP	Military Aeronautical Pentathlon
MAP	Memory and Place (<i>project; Australia</i>)	MAP	Multimodal Application Platform (<i>LifeScape</i>)
MAP	Maximum Performance (<i>various organizations</i>)	MAP	Move Assistance Program
MAP	Math and Physics	MAP	Mutualized Access Point
MAP	Modified American Plan (<i>hospitality industry</i>)	MAP	Mainframe Acquisition Project
MAP	Media Awareness Project	MAP	Milstar Advanced Processor
MAP	Management Accounting Principles	MAP	Maintenance Activity Pirmasens
MAP	Marketing and Publications	MAP	Mortgagor Assistance Program (<i>mortgage industry CRM</i>)
MAP	Mitogen-Activated Protein	MAP	Magnetic-Acoustic-Pressure
MAP	Microwave Anisotropy Probe (<i>NASA</i>)	MAP	Management Achievement Plan
MAP	Mean Annual Precipitation	MAP	Materiel Acquisition Plan
		MAP	Major Accounts Processing
		MAP	Magnetically Accelerated Projectile (<i>Star Wars</i>)
		MAP	Morbidity and Performance Assessment
		MAP	Maintenance Activation Plan
		MAP	Multiplexed Access Point
		MAP	Measurement Adoption Process

MAP	Messaging Application Protocol
MAP	Mesh Access Point
MAP	Modular Architecture Platform
MAP	Management Process
MAP	Message Access Protocol
MAP	Manufacturing Automated Protocol
MAP	Mobile Application Part
MAP	Message Application Programming
MAP	Midrange Alliance Program
MAP	Memory Address Print
MAP	Mitsubishi Assistance Package
MAP	Maintenance Analysis Procedure
MAP	Multiservice Access Platform
MAP	Mazda Advancement Plan
MAP	Main Audio Program

Agora, vamos às abreviações quando há termos relacionados à cozinha, uma receita na prova, algo que remeta à “cooking vocabulary”.



Cooking and Baking vocabulary

Como eu disse anteriormente, pode aparecer, em sua prova, um texto retirado de uma das fontes mais comuns em provas e, conter parte de uma receita ou algum assunto relacionado à culinária, a chefs de cozinha, entre outros.

Se aparecer algum desses termos, mesmo que haja legenda, é bom você já ter visto pois, como eu sempre digo, poupa seu tempo, que é valioso no dia da prova.

Veja alguns mais comuns:

doz – dozen = 12 pieces

tsp or t - teaspoon/teaspoons

tbs, tbsp or T - tablespoon/tablespoons

c - cup/cups

gm – gram

mg – milligram

fg – few grains

gal - gallon

lb - pound/pounds

pt – pint = 568ml

qt – quart = 2 pints

min – minutes

hr - hour

b.p. – baking powder

Agora vamos estudar algumas contrações típicas em provas, tendo em vista palavras que normalmente aceitam abreviações em forma de contração, sem perder o sentido ou desencadear informalidade.

Muitas vezes, não são usadas mas, a depender do texto, podem estar sim, presentes. Vamos lá. Let's go!



Contractions

Contractions – as contrações em Inglês – são termos que, muitas vezes, deixam as pessoas em dúvida porque, apesar de ser um recurso considerado facilitador da comunicação, pode gerar confusão na hora da leitura e, é claro, na comunicação em geral.

Uma contração pode ser definida como uma forma reduzida de uma palavra ou uma combinação de palavras. As contrações são utilizadas quando não queremos usar a forma completa de determinado termo ou, veremos que podem aparecer com outros propósitos também.

As contrações são formas encurtadas de certas palavras, com a omissão de algumas letras. E, essas letras que faltam, são automaticamente substituídas por um apóstrofo.

Nas provas de Inglês, as contrações podem ser divididas em dois grupos: as mais comuns e utilizadas com mais frequência, aceitas em textos formais e informais ou aquelas que fazem parte do cotidiano mas podem aparecer no meio de um texto para expressar uma opinião, podem estar presentes em charges ou qualquer outro tipo de leitura.

Uma das intenções pelas quais essas abreviações aparecem é mostrar de fato a abreviação e depois fazer perguntas sobre a formação da palavra abreviada que exijam seu conhecimento.

Ou, outras vezes, pergunta-se o sentido da frase e, sabendo a abreviação, fica mais simples para conectar as ideias e procurar as respostas certas para cada pergunta.

Quando um falante da língua inglesa se expressa (seja um americano ou um britânico ou de qualquer lugar em que se fala Inglês como língua oficial), é típico que essas pessoas, já familiarizadas com sua língua materna, falem um pouco mais rápido e usem abreviações e contrações, assim como nós, brasileiros, usamos algumas também quando falamos e escrevemos.

As contrações são usadas, na maioria das vezes, apenas em diálogos informais e, normalmente não estão presentes em textos escritos mas os textos usados nas provas podem explorar qualquer estilo textual e pedir, inclusive, para que você faça a verificação de frases com contrações.

Mas, algumas contrações são usadas com outro propósito, que não é a informalidade ou gíria mas, por sua vez, utilizadas por causa de regras específicas pelo que representam, como veremos adiante.

As provas trazem, em suas questões, textos longos e por isso, suscetíveis a demonstrar palavras com diferentes tipos de contrações, que, depois de observadas por você, podem ser exigidos questionamentos sobre tais *contractions*.

Como já falei anteriormente, as abreviações acontecem quando, basicamente, há uma omissão de algumas letras e a adição do apóstrofo para sinalizar e mostrar que ali há uma palavra contraída. Ou, para mostrar posse, como estudaremos, entre outras funções.

Uma vez que você já conhece muitos termos com diversas contrações, já ficará mais seguro se precisar se a pergunta envolver alguma informação que você já leu em nosso material e ajudará você a responder com maior segurança, nosso objetivo de aula após aula.

Vejamos as contrações mais comuns em provas.



Contractions with letter “s”

Quando pensamos em *contractions*, a primeira coisa que vem à nossa mente são palavras que, possuem contrações e apóstrofes em sua composição porque não estão sendo usadas de acordo com as regras que as regem.

E, ainda imagina-se que, palavras com apóstrofes, estão abreviadas porque estão sendo usadas informalmente mas, não é sempre assim.

No caso de palavras com contrações que utilizam o apóstrofo e a letra “s”, pode ser que estejamos diante de um caso de posse, ou seja, demonstrando que algo pertence a alguém. Veja:

Roger has a computer. (Roger tem um computador).

Roger’s computer is modern. (O computador de Roger é moderno).

Se você quiser usar a preposição “of” e dizer: “*The computer of Roger is modern*”, que também poderia ser traduzido como “O computador de Roger é moderno”, apesar de não ser considerado totalmente errado, não é usual. Não se vê essa construção no Inglês oral nem escrito, tampouco em textos da sua prova.

Isso porque, como eu disse antes, o apóstrofo em união à letra “s” no final de substantivos, tem a função de posse em relação ao sujeito da frase.

Outro caso em que usamos essa estrutura é quando queremos nos referir a um grupo ou uma família, por exemplo, dizer que a casa de praia é **da** família Smith – “*This is the Smith’s beach house* (Essa é a casa de praia **dos** “Smith”). Veja outro exemplo:

This is the Hangton’s dog. (Este é o cachorro dos *Hangton* – dessa família).

É importante lembrar que, palavras já terminadas em “s”, quando vamos demonstrar posse, usa-se apenas o apóstrofo, sem letra “s”, veja:

No reply is my favorite Beatles’s song. (*No reply* é a minha música dos Beatles favorita).

Como o nome da banda é *The Beatles* e já possui a letra “s” no fim da palavra, apenas se acrescenta o apóstrofo e a condição de posse foi estabelecida – seguindo regras. Por isso, cuidado se, na prova houver alternativas dizendo que as contrações são formas de abreviar sempre com a intenção de diminuir palavras ou poupar tempo.

Vimos que, algumas vezes, a estrutura com “s” são exemplificações de frases que indicam posse. E o apóstrofo, junto à letra “s”, também pode ser o verbo to be, como veremos agora.



Contraction: verb to be

Já estudamos o verbo *to be* na aula sobre tempos verbais. E vimos as possíveis contrações mas, não falamos das particularidades que possam aparecer nas provas em relação à letra “s”, quando você precisa definir se é verbo *to be* ou verbo *have*, ambos na terceira pessoa, usados com apóstrofo e a letra s.

Primeiro, vamos relembrar a conjugação com as devidas abreviações no presente e passado:

Presente - Afirmativo	Presente - Negativo	Passado - Negativo
I am - I'm	I am not - I'm not	I was not - I wasn't
You are - You're	You are not - You aren't	You were not - You weren't
He/She/It is - He/She/It's	He/She/It is not - He/She/It isn't	He/She/It was not - He/She/It wasn't
We are - We're	We are not - We aren't	We were not - We weren't
You are - You're	You are not - You aren't	You were not - You weren't
They are - They're	They are not - They aren't	They were not - They weren't

Observe que, para os sujeitos *He*, *She* e *It*, no presente, foi mostrada a forma da contração apenas representada, com eu disse, pelo apóstrofo e a letra “s”. Mas, ao falar “Ela é” ou “Ela tem”, ambas contrações são iguais, veja:

HE IS = HE'S

HE HAS = HE'S

HE IS INTERESTING (Ele é interessante) – A contração fica: *HE'S INTERESTING*.

HE HAS A BIKE. (Ele tem uma bicicleta) - A contração fica: *HE'S INTERESTING*.

Como saber se, no texto, a contração usada se refere ao verbo *to be* ou ao verbo *to have*? Como todas as palavras iguais ou similares, não só em Inglês mas em qualquer língua, temos que analisar o contexto.

Quando se trata de uma qualidade ou um estado (cansado, satisfeito, doente etc.) geralmente a contração é verbo *to be* mas, quando há descrições ou remete a algo que o sujeito possua, é o verbo *to have*. Veremos nos textos ainda nessa aula.

Agora, vejamos outras contrações comuns em provas.



Contraction: do and did

Também já estudamos os auxiliares *do* e *did* na aula sobre tempos verbais. Estão aqui devidamente citados para lembrar a estrutura de cada um deles. Mas, há uma contração que pode aparecer na prova, que é formada pela negação do *don't*.

Primeiro, vamos lembrar a conjugação com as devidas abreviações:

Do + not	Did + not
I do not - I don't	I did not - I didn't
You do not - You don't	You did not - You didn't
He/She/It does not - He/She/It doesn't	He/She/It did not - He/She/It didn't
We do not - We don't	We did not - We didn't
You do not - You don't	You did not - You didn't
They do not - They don't	They did not - They didn't

O auxiliar do, usado na negativa e formando **don't**, na frase "Eu não sei" é "*I don't know*". Porém, pode aparecer abreviado em alguns textos e assim, ao invés de "*I don't know*", você pode encontrar "*I **dunno***", uma contração e ao mesmo tempo abreviação do auxiliar na forma negativa e o verbo saber (to know), formando "**dunno**". #gettheteachersclue (#ficaadicadateacher)

contraction: will

O auxiliar will, também já estudado na aula de tempos verbais, como uma das formas de se demonstrar o que ainda vai acontecer, possui as seguintes formas com contrações:

Will	Will not
I will - I'll	I will not - I won't
You will - You'll	You will not - You won't
He/She/It will - He/She/It'll	He/She/It will not - He/She/It won't
We will - We'll	We will not - We won't
You will - You'll	You will not - You won't
They will - They'll	They will not - They won't

A dica aqui é apenas prestar atenção para não confundir palavras terminadas em "ll" (*bell, well, doll, bull*, entre outras) com palavras abreviadas e que usam o apóstrofo e duas letras "s" (*He'll., she'll..., they'll...*) certo?



Contraction: verb to have in the present

Em relação ao verbo *ter* (*to have*), devemos ficar atentos sobre as contrações com apóstrofo, pois, nas terceiras pessoas do singular (*he, she, it*), a estrutura ficará igual às contrações do verbo *to be*, apenas com a letra “s”.

Para não confundir você, primeiramente, tente substituir a contração pelo verbo *ter*, para ver se faz sentido. Em seguida, observe se há um verbo no particípio após o apóstrofo com “s” pois, como estudamos nos tempos verbais, se, logo após o “has”, conjugado para as terceiras pessoas, houver um verbo no particípio, é a estrutura convencional de Present Perfect.

E, analisando dessa forma, confirma-se que a contração encontrada é o apóstrofo com s (‘s) de “has” e não de “is”, certo?

Veja as contrações para todos os sujeitos e exemplos:

Have	↕ Have + not
I have - I've	I have not - I haven't
You have - You've	You have not - You haven't
He/She/It has - He/She/It's	He/She/It has not - He/She/It hasn't
We have - We've	We have not - We haven't
You have - You've	You have not - You haven't
They have - They've	They have not - They haven't

She's studied a lot = She has studied a lot. (Ela tem estudado muito/Ela estuda muito)

She's a good student = She is a good student. (Ela é uma boa aluna.)

Assim como o verbo *to have* no presente pode gerar confusão em relação à abreviação do verbo *to be* quando é apóstrofo e a letra s, o verbo *to have* no passado também gera dúvidas em relação a um auxiliar que já estudamos.

Vejamos agora para deixar claras as diferenças.



contraction: verb to have in the past

Em relação ao verbo ter (*to have*) conjugado no passado, devemos ficar atentos sobre as contrações com apóstrofo e a letra “d”, pois a estrutura ficará igual às frases em que se utilizam contrações do auxiliar *would*, apenas com a letra “d”.

Para não confundir você, primeiramente, tente substituir a contração pelo verbo ter, para ver se faz sentido (teve, tinha, tinham, tivesse, tivessem, entre outros).

Em seguida, observe se há um verbo no particípio após o apóstrofo com “d” pois, como estudamos, se, logo após o “had”, houver um verbo no particípio, é a estrutura convencional de *Past Perfect*.

E, analisando dessa forma, se o próximo verbo não estiver no particípio e sim no infinitivo (forma original), a contração é *would* (‘d).

Veja as contrações para todos os sujeitos e exemplos:

Had	Would
I had - I'd	I would - I'd
You had - You'd	You would - You'd
He/She/It had - He/She/It'd	He/She/It would - He/She/It'd
We had - We'd	We would - We'd
You had - You'd	You would - You'd
They had - They'd	They would - They'd

She'd studied a lot = She had studied a lot. (Ela tinha estudado muito/Ela estudou muito)

She'd study if she had time = She would study if she had time. (Ela estudaria se tivesse tempo.)

Agora, vejamos contrações com os verbos modais



contraction: Modal verbs

Os verbos modais, quando usados com as contrações, em suas formas negativas, ficam conforme o quadro abaixo.

MODAL CAN	MODAL COULD	MODAL SHOULD
I can not - I can't	I could not - I couldn't	I should not - I shouldn't
You can not - You can't	You could not - You couldn't	You should not - You shouldn't
He/She/It can not - He/She/It can't	He/She/It could not - He/She/It couldn't	He/She/It should not - He/She/It shouldn't
We can not - We can't	We could not - We couldn't	We should not - we shouldn't
You can not - You can't	You could not - You couldn't	You should not - You shouldn't
They can not - They can't	They could not - They couldn't	They should not - They shouldn't

Geralmente, não há confusões em relação às contrações no que diz respeito aos verbos modais e sim, são fáceis de serem identificadas no dia da prova, pois, muitas vezes, ao invés de aparecer as formas abreviadas, é mais comum, em textos, aparecer o “not” junto ao verbo modal.

E, no caso do “can”, o not vem “colado” palavra com palavra, veja exemplos de alguns modais mais comuns em textos:

She cannot go = She can't go. (Ela não pode/não consegue ir)

She should not go = She can't go. (Ela não deveria ir)

She must not go = She can't go. (Ela não deve ir)

Agora, vejamos um exemplo de *contraction* que não é muito comum mas pode aparecer em diálogos informais ou charges ou como demonstração de frases informais.



Contraction: ain't

A contração “ain't” pode significar muitas palavras negativas.

É um termo que pode substituir e representar as contrações am not, is not, are not, don't, doesn't, didn't, there isn't, there aren't, has not e have not. *Veja exemplos:*

I ain't working now = I'm not working now. (Eu não estou trabalhando agora).

He ain't worried about it = He isn't worried about it. (Ele não está preocupado com isso).

She ain't good at Geography = She isn't good at Geography. (Ela não é boa em Geografia).

They ain't the best students = They aren't the best students. (Eles não são os melhores alunos).

I ain't got a car = I don't have a car. (Eu não tenho um carro).

I ain't know that = I didn't know that. (Eu não sabia disso).

You ain't seen everything! = You have not seen everything! (Você não viu tudo!)

Ain't no one like you = There isn't no one like you. (Não há ninguém como você).

Ain't no friends like you, guys. = There aren't friends like you, guys. (Eu não tenho um carro).

He ain't heard anything = He hasn't heard anything. (Ele não ouviu nada).

They ain't written the emails = They haven't written the emails. (Eles não escreveram os emails).

Essa forma “ain't” de negação não é comum nos textos das provas mas, como eu disse sobre todas as abreviações e contrações que usamos, podem aparecer palavras em tirinhas, charges ou no meio de um texto, para fazer algum tipo de referência.

Agora, vamos estudar as IF CLAUSES, frases condicionais.

Let's go!!!!



If Clauses

As if clauses são formadas por duas partes: a **if clause** (que é a oração que expressa uma condição e por isso, é chamada de condicional) e a **main clause** (que é a oração principal).

Ou seja, a estrutura é uma oração subordinada e outra principal.

Elas são classificadas de quatro formas:

Zero conditional

First conditional

Second conditional

Third conditional

Na verdade, são, consecutivamente chamadas de zero, primeira, segunda e terceira condicional, porque o grau de complexidade aumenta a cada número que elas têm.

Vejamos cada uma delas e a forma como se apresentam:

Zero Conditionals

As frases classificadas como **Zero Conditionals** indicam fatos verdadeiros, que, devido a alguma coisa, acontecerá outra com certeza.

Geralmente também expressam fatos que ocorrem com frequência, e algumas vezes, são empregadas para dar ordens.

A composição da zero conditional é seguinte:

Frase 1: If + simple present/ Frase 2: simple present

Exemplos:



If I study a lot, I am approved. (Se eu estudar muito, sou aprovado.)

If you feel bad, talk to the doctor. (Se você se sentir mal, fale com o médico.)

If I win the lottery, I get rich.

(Se eu ganhar na loteria, eu fico rico.)



First Conditionals

As frases classificadas como **First conditionals** indicam possibilidades ou prováveis ações futuras. É como afirmar algo e, em seguida, dizer o que vai acontecer em decorrência do que você afirmou, por exemplo se você comer muito, logo, ficará satisfeito.

O verbo comer no presente e o verbo ficar (ficará) no futuro, vejamos o esquema da estrutura:

Frase 1: If + simple present / Frase 2: simple future

Exemplos:



If you buy one of the book now, I will give you a discount.

(Se você comprar o livro agora, eu te darei um desconto).

futuro

If I go to Europe, I can visit many places. (Se eu for para a Europa, eu posso visitar muitos lugares).

possibilidade

Poderíamos, por exemplo, usar a mesma figura que foi utilizada para falar da *zero conditional* sobre ganhar na loteria para aqui, ao invés de mostrar possibilidade, como ganhar na loteria e ficar rico, a *first conditional* apresenta algo que vai acontecer caso você ganhe na loteria, como por exemplo você vai comprar muitas coisas, certo?

If I win the lottery, I will buy a lot of things.

(Se eu ganhar na loteria, eu comprarei muitas coisas – pode acontecer um dia.)



Second Conditionals

As frases classificadas como **Second Conditionals** indicam situações pouco prováveis e, na maioria das vezes, irreais no futuro, já que expressa que se tivesse acontecido algo, outra coisa também teria acontecido e isso é muito hipotético, veja a estrutura e o exemplo:

Frase 1: If+ simple past/ Frase 2: auxiliaries would, could, might, should + verb

If I had lots of money, I could buy a big house and a boat.

(Se eu tivesse muito dinheiro, eu poderia comprar uma casa grande e um barco).

(não tenho o dinheiro)

(poderia comprar se a situação fosse diferente, é quase irreal)

Se dessa vez, usássemos aquela figura utilizada anteriormente para *zero conditional* (fato, coisas possíveis) e *first conditional* (possibilidade grande), desta vez na *second conditional*, seria dizer que, se eu tivesse ganhado na loteria, compraria muitas coisas, veja:

If I won the lottery, I would buy a lot of things.

(Se eu ganhasse na loteria, eu compraria muitas coisas – dificilmente vai acontecer, já que a 1ª situação não aconteceu)



Third Conditional

As frases classificadas como **Third Conditionals**, por sua vez, indicam algo que não ocorreu no passado e, assim, expressa o sentimento de arrependimento:

Frase 1: If+ past perfect/ Frase 2: auxiliaries would have or any conditional+ verb in the participle

If I had saved money, I would have bought lots of things in the past.

(Se eu tivesse economizado dinheiro, eu teria comprado muitas coisas no passado).

(não economizei)

(poderia ter comprado e demonstra arrependimento)

If I had won the lottery, I would have traveled around the world.

(Se eu tivesse ganhado na loteria, eu teria viajado pelo mundo).



Agora, vamos resolver exercícios de anos anteriores para você treinar, como sempre fazemos em nossas aulas. Vamos lá!



Questões de anos anteriores

Você agora vai resolver questões de anos anteriores, de muitas Carreiras Militares, incluindo o Colégio Naval. E, em seguida, terá acesso às respostas comentadas. Vamos lá!

QUESTÃO AFA/2014 - Texto para responder a questão 01

TEXT

FOOD SHORTAGE CAUSES, EFFECTS AND SOLUTIONS

Food shortage is a serious problem facing the world and is prevalent in sub-Saharan Africa. The scarcity of food is caused by economic, environmental and social factors such as crop failure, overpopulation and poor government policies are the main cause of food scarcity in most countries. Environmental factors determine the kind of crops to be produced in a given place, economic factors determine the buying and production capacity and socio-political factors determine distribution of food to the masses. Food shortage has far reaching long and short term negative impacts which include starvation, malnutrition, increased mortality and political unrest¹. There is need to collectively address the issue of food insecurity using both emergency and long term measures.

Causes of food shortages

There are a number of social factors causing food shortages. The rate of population increase is higher than increase in food production. The world is consuming more than it is producing, leading to decline in food stock and storage level and increased food prices due to soaring² demand. Increased population has led to clearing of agricultural land for human settlement reducing agricultural production (Kamdor, 2007). Overcrowding of population in a given place results in urbanization of previously rich agricultural fields. Destruction of forests for human settlement, particularly tropical rain forest has led to climatic changes, such as prolonged droughts and desertification. Population increase means more pollution as people use more fuel in cars, industry, domestic cooking. The resultant effect is increased air and water pollution which affect the climate and food production.

Environmental factors have greatly contributed to food shortage. Climatic change has reduced agricultural production. The change in climate is majorly caused by human activities and to some small extent natural activities. Increased combustion of fossil fuels due to increasing population through power plant, motor transport and mining of coal and oil emits green house gases which have continued to affect world climate. Deforestation of tropical forest due to human pressure has changed climatic patterns and rainfall seasons, and led to desertification which cannot support a crop production. Land degradation due to increased human activities has impacted negatively on agricultural production (Kamdor, 2007). Natural disasters such as floods, tropical storms and prolonged droughts are on the increase and have devastating impacts on food security particularly in developing countries. There are several economic factors that contribute to food shortage. Economic factors affect the ability of farmers to engage in agricultural production. Poverty situation in developing nations have reduced their capacity to produce food, as most farmers cannot afford seed and fertilizers. They use poor farming methods that cannot yield³ enough, even substantial use. Investments in agricultural research and developing are very low in developing nations. Recent global financial crisis have led to increase in food prices and reduced investments in agriculture by individuals and governments in developed nations resulting in reduced food production.

Effects of food shortage

There are a number of short term effects of food shortage. The impact on children, mothers and elderly are very evident as seen in malnutrition and hunger related deaths. Children succumb to hunger within short

70 assistance.

There are also long term effects of food shortage. These include increase in the price of food as a result demand and supply forces. Increasing cost of food production due to the increase in fuel prices coupled with persistent drought in grain producing regions has contributed to the increase in the price of food in the world. Increase in oil price led to increase in the price of fertilizers, transportation of food and also industrial agriculture. Increasing food prices culminated in political instability and social unrest in several nations across the globe in 2007, in countries of Mexico, Cameroon, Brazil, Burkina Faso, Pakistan, Egypt and Bangladesh among other nations (Kamdor, 2007).

Solution to problem of food shortage

There are some solutions to the problem of food shortage. There is need to reduce production of carbon emissions and pollution to reduce the resultant climatic change through concerted and individual efforts. There is need to invest in clean energy such as solar, nuclear, and geothermal power in homes and industries, because they don't have adverse effects on the environment (Kamdor, 2007). Rich nations should help poor nations to develop and use clean and renewable energy in order to stabilize green house emissions into the atmosphere (Watson, nd). Government need to work in consultation with climatic bodies, World Bank and the UN to engage in projects aimed at promoting green environment.

Conclusion

Causes of food shortage are well known and can be solved if appropriate measures to solve the problem are taken and effectively implemented. Environmental causes of food shortages are changes in climatic and pollution due to human activities such as overgrazing⁴ and deforestation which can be controlled through legislation.

(Adapted from <http://www.paypervids.com/food-shortage-causes-effects-solutions/> Acesso em: 14 fev 2017)

QUESTÃO 01 - "Overcrowding of population"

in the text means a

- (A) short number of inhabitants
- (B) place for human beings
- (C) great amount of people
- (D) lack of populational area



QUESTÃO 02 (Colégio Naval/2018) – Texto para responder a questão 02

TRAVEL TIPS

How to Plan a Movie-Themed Vacation

It's easier than you may expect to find, visit, and enjoy the places where your favorite movies were made.

Lars Leetaru
By Shivani Vora
March 8, 2018

Whether it's the "Lord of the Rings" trilogy in New Zealand or "Roman Holiday" in Rome, many noteworthy movies are filmed in appealing locales all over the world that travelers may want to visit and enjoy.

According to Angela Tillson, a film location manager in Kauai who has worked on the set of films including "Jurassic Park: The Lost World" and "The Descendants," exploring a beloved movie set destination through the eyes of the film makes for an enjoyable vacation. "Seeing a place with a focus on a movie you love will give you a perspective that the average tourist doesn't usually get. You'll certainly have a better impression of the place," she said. Here are her tips to get started.

Choose Your Destination

If there's a movie you love, you can find out where it was filmed by looking at the credits at the end of the film or by going online to *The Internet Movie Database*, also known as *IMDB*, which often lists filming locations. Once you know the locale, you can start planning your trip. Or, consider doing what Ms. Tillson often does when deciding on where to vacation: pick a spot you're interested in visiting, and find out what movies have been filmed there. "It's fun to sometimes let a destination determine the movie you're going to live rather than the other way around," Ms. Tillson said.

Get in the Mood

Before you head to your destination, be sure to rewatch the movie. A rewatch not only reminds you of identifiable spots to look out for during your trip, but it also adds to the excitement of your upcoming exploration.

If the movie is based on a book, consider reading the book, too. It may have details about the locale that the movie doesn't touch on. Also, books often have scenes that don't make it into the movie adaptations, which gives you a deeper view of the destination. Ms. Tillson also recommended downloading the movie's soundtrack or score, and listening to it throughout your trip.

Book a Themed Trip

Some travel companies sell set itineraries focused on popular movies. Luxury tour operator *Zicasso*, for example, has an eight-day trip, all inclusive, to Ireland inspired by "Star Wars: The Last Jedi" and *Wild Frontiers* has an eleven-day trip to India inspired by "The Best Exotic Marigold Hotel." Ms. Tillson suggested doing a web search or checking with a travel agent to find out about such trips.

Also, in some destinations, local tour operators and hotels sell movie-themed tours. For instance, The St. Regis Priceville Resort offers a tour that includes a private

helicopter ride to Manawaiopuna Falls, made famous in "Jurassic Park," and an ATV tour of filming locations of movies such as "Raiders of the Lost Ark" and "Pirates of the Caribbean." Lunch is even included. The cost is \$5,674 for two adults.

A more affordable option, in Rome, is the four-hour "Roman Holiday" themed excursion from *HR Tours*, where travelers ride a Vespa with a driver and see all the sites from the movie; the cost is 170 euros per person.

Hang Where the Movie Crew Did

When they're not working, movie crews enjoy hitting local bars and casual restaurants that serve tasty local cuisine, Ms. Tillson said.

Find out where the behind-the-scenes staff of your film spent their time by asking your destination's tourist board or your hotel's concierge, and check out a few of the spots. "It's another way to get involved in the film and spend time in bars and restaurants that you wouldn't normally think to hit," she said.



QUESTÃO 02 (CN/2018) - Mark the correct question for the following answer.

Angela Tillson is a film location manager in Kauai who has worked on the set of films including "Jurassic Park: The Lost World" and "The Descendants".

- (A) Who is Ms. Tilson?
- (B) Where is Ms. Tilson?
- (C) What is Ms. Tilson like?
- (D) Why is Ms. Tilson working?
- (E) When does Ms. Tilson work?

QUESTÃO 03

(Escola Naval/2018)

What does the pronoun "it" refer to in the excerpt "Violence is everywhere they turn - home, school, neighborhood, police," Gore said. "You want to make sure they can learn how to process, deal with it [...]" (7th paragraph)?

- (A) Process.
- (B) Police.
- (C) Violence.
- (D) Home.
- (E) Everywhere.

Doctor works to save youth from violence before they reach his ER

As an emergency physician at Kings County Hospital Center [in Brooklyn], Dr. Rob Gore has faced many traumatic situations that he'd rather forget. But some moments stick with him. "Probably the worst thing that I've ever had to do is tell a 15-year-old's mother that her son was killed," Gore said. "If I can't keep somebody alive, I've failed." [...]

"Conflict's not avoidable. But violent conflict is," Gore said. "Seeing a lot of the traumas that take place at work, or in the neighborhood, you realize, 'I don't want this to happen anymore. What do we do about it?'"

For Gore, one answer is the "Kings Against Violence Initiative" - known as KAVI - which he started in 2009. Today, the nonprofit has anti-violence programs in the hospital, schools and broader community, serving more than 250 young people.

Victims of violence are more likely to be reinjured, so the first place Gore wanted to work was in the hospital, with an intervention program in which "hospital responders" assist victims of violence and their family - a model pioneered at other hospitals. The idea is that reaching out right after someone has been injured reduces the likelihood of violent retaliation and provides a chance for the victim to address some of the circumstances that may have led to their injury.

Gore started this program at his hospital with a handful of volunteers from KAVI. Today, the effort is a partnership between KAVI and a few other nonprofits, with teams on call 24/7.

Yet Gore wanted to prevent people from being violently injured in the first place. So, in 2011, he and his group began working with a handful of at-risk students at a nearby high school. By the end of the year, more than 50 students were involved. Today, KAVI holds weekly workshops for male and female students in three schools, teaching mediation and conflict resolution. The group also provides free mental health counseling for students who need one-on-one support.

"Violence is everywhere they turn - home, school, neighborhood, police," Gore said. "You want to make sure they can learn how to process, deal with it and overcome it."

While Gore still regularly attends workshops, most are now led by peer facilitators - recent graduates and college students, some of whom are former KAVI members - who serve as mentors to the students. School administrators say the program has been a success: lowering violence, raising grades and sending many graduates on to college.

"This is really about the community in which we live" he said. "This is my home. And I'm going to do whatever is possible to make sure people can actually thrive."

(Adapted and abridged from <http://www.cnn.com>)



QUESTÃO 04 (EPCAR/2015)

TEXT II

- 5 "When I studied Interior Design, I took several drawing classes. I was terrified when the instructor used my drawings as an example in front of the class. Most of my drawings were marked with dirty and greasy because of my sweaty hands. Nowadays, any art work I do is in a digital method, and I am happy I don't have to worry about my sweaty palms marking the paper anymore."
(Julia)
- 10 "In the future, digital art and real art will never be different. I use both, and digital art is completely related to the real drawing talent because they are connected and take the art style. This digital method has no limits. Paint is limited but we can fix our mistakes and it takes much more time. If you are good at creating
- 15 digital art, you can use your ability in photoshop, for example, to make your art look real painting or any other traditional art type. Also, in digital art you can easily click a button to cancel it. It's not an option in traditional art as the mistakes are there for all to see." (Yuuki)

(Adapted from www.graphicssoft.about.com)

QUESTÃO 04 (EPCAR/2015)

Read the sentence.

"This digital method has no limits." (line 12 and 13)

All the sentences below express a similar idea, **EXCEPT**

- a) There aren't limits to this digital method.
- b) This digital method doesn't have limits.
- c) This digital method is unlimited.
- d) The limits of this digital method are real.



QUESTÃO 05 (EAM/2020 inédita)

THE FOODOO ECONOMICS OF MEAL DELIVERY – The Economist/Agosto 2019



Even those who recoil at eating supper out of a soggy box, fear being mowed down by curry-bearing cyclists or think the death of home cooking is a cultural abomination should admire Jitse Groen. The 41-year-old Dutchman, who cooked up the online food-delivery business by founding Takeaway.com in his university bedroom in 2000, is not your usual tech billionaire. He keeps a low profile, views venture capital with distaste, earns a relatively unflashy six-figure salary and sometimes hops on the firm's delivery bikes to help out.

His main extravagance is a sharp Italian suit. So why did he, on July 29th, propose shelling out £8.2bn (\$10.1bn) on shares for Just Eat, a large but struggling meals-on-wheels firm based in Britain?

The answer says a lot about the voodoo economics of the food-delivery industry. It is a hotly competitive business, attracting the world's biggest moneybags such as Amazon, Alibaba and SoftBank. Balancing the needs of diners, cooks and couriers is fiendishly complicated. Most startups lose platefuls of money.

QUESTÃO 05 (EAM/2020 inédita) – No trecho do primeiro parágrafo, “propose shelling out £8.2bn (\$10.1bn)”, o termo sublinhado tem o sentido de:

- a) guardando ações no valor de 8,2 bilhões de libras.
- b) dividindo 8,2 bilhões de libras.
- c) propondo ações de 8,2 bilhões de libras.
- d) oferecendo 8,2 bilhões de libras em ações de libras.
- e) desembolsando 8,2 bilhões de libras a pagar.



QUESTÃO 06 (EEAR/2017) - Texto para questões 06, 07 e 08

Olympic Sports

The first modern Olympic Games took place in Athens, Greece, in the year 1896. Athletes from only 13 countries participated in the Games that year. They competed in 43 different events in just 9 sports (track and field, swimming cycling, fencing, gymnastics, shooting, tennis, weight lifting, and wrestling). In 2004, the Olympic Games took place once again in Athens. This time athletes from 202 countries competed in 300 events in 28 sports. Only five sports have been in every Olympic Games.

Fonte: adapted from Thoughts and Notions.

QUESTÃO 06 – The underlined words “took place”, (line 01), in the text, is closest in meaning to

- a) showed
- b) happened
- c) presented
- d) participated

QUESTÃO 07 – According to the text,

- a) the Olympic Games took place twice in Greece.
- b) tennis is one of the sports competed in all Olympic Games.
- c) shooting is the most dangerous sport in the Olympic Games.
- d) more than thirteen countries participated in the first Olympic Games.

QUESTÃO 08 – The words, in bold type, in the text are

- a) verbs
- b) nouns
- c) pronouns
- d) adjectives



QUESTÕES ITA/2014

Texto para responder as questões 09 a 11

A HISTORY OF PI

1 The history of Pi, says the author, though a small part of the history of mathematics, is nevertheless a mirror of the history of man. Petr Beckmann holds up this mirror, giving the background of the times when Pi made progress — and also when it did not, because science was being stifled by militarism or religious fanaticism. The mathematical level of this book is flexible, and there is plenty for readers of all ages and interests.

5 ABOUT THE AUTHOR

Petr Beckmann was born in Prague, Czechoslovakia, in 1924. Until 1963, he worked as a research scientist for the Czechoslovak Academy of Sciences, when he was invited as a Visiting Professor to the University of Colorado, where he decided to stay permanently as professor of electrical engineering.

10 Dr. Beckmann has authored 11 books and more than 50 scientific papers, mostly on probability theory and electromagnetic wave propagation. History is one of his side interests; another is linguistics (he is fluent in five languages and he has worked out a new generative grammar which enables a computer to construct trillions of grammatical sentences from a dictionary of less than 100 unprocessed words).

15 He also publishes a monthly pro-science, pro-technology, pro-free enterprise newsletter *Access to Energy*, in which he promotes the viewpoint that clean energy can be made plentiful, but that access to it is blocked by government interference and environmental paranoia.

BECKMANN, Petr. *A History of Pi*. New York: Barnes & Noble Books, 1983.

Questão 09 - O livro *A History of Pi*

- A () descreve grande parte da história da matemática e da humanidade.
- B () é direcionado apenas para iniciantes em matemática.
- C () conta a história de Petr Beckmann em tempos de repressão ao conhecimento.
- D () associa conceitos matemáticos a fatos da vida cotidiana.
- E () é acessível a um público diversificado.

Questão 10 - No contexto deste texto, o item lexical “*stifled*” (linha 3) pode ser traduzido por

- A () sufocada.
- B () desmascarada.
- C () organizada.
- D () promulgada.
- E () institucionalizada. ()

Questão 11 – Dentre os interesses de Petr Beckmann, NÃO se encontra(m)

- A () a divulgação científica.
- B () a Geografia.
- C () a História.
- D () a pesquisa científica.
- E () as línguas estrangeiras.



QUESTÕES IME/2018

Texto para responder as questões 12 a 14

HYPATIA OF ALEXANDRIA

1 Hypatia of Alexandria (c. 370 CE – March 415 CE) was a female philosopher and mathematician, born in Alexandria, Egypt possibly in 370 CE (although some scholars cite her birth as c. 350 CE). She was the daughter of the mathematician Theon, the last Professor at the University of Alexandria, who tutored her in math, astronomy, and the philosophy of the day
5 which, in modern times, would be considered science. Nothing is known of her mother and there is little information about her life. As the historian Deakin writes, "The most detailed accounts we have of Hypatia's life are the records of her death. We learn more about her death from the primary sources than we do about any other aspect of her life". She was murdered in 415 CE by a Christian mob who attacked her on the streets of Alexandria. The primary
10 sources, even those Christian writers who were hostile to her and claimed she was a witch, portray her as a woman who was widely known for her generosity, love of learning, and expertise in teaching in the subjects of Neo-Platonism, mathematics, science, and philosophy in general.

15 In a city which was becoming increasingly diverse religiously (and had always been so culturally) Hypatia was a close friend of the pagan prefect Orestes and was blamed by Cyril, the Christian Archbishop of Alexandria, for keeping Orestes from accepting the 'true faith'. She was also seen as a 'stumbling block' to those who would have accepted the 'truth' of Christianity were it not for her charisma, charm, and excellence in making difficult mathematical and philosophical concepts understandable to her students; concepts which
20 contradicted the teachings of the relatively new church. Alexandria was a great seat of learning in the early days of Christianity but, as the faith grew in adherents and power, steadily became divided by fighting among religious factions. It is by no means an exaggeration to state that Alexandria was destroyed as a centre of culture and learning by religious intolerance, and Hypatia has come to symbolize this tragedy to the extent that her death has been cited as the

25 end of the classical world.

By all accounts, Hypatia was an extraordinary woman _____ (36) _____. Theon refused to impose upon his daughter the traditional role assigned to women and raised her as one would have raised a son in the Greek tradition; by teaching her his own trade. The historian Slatkin writes, "Greek women of all classes were occupied with the same type of work, mostly
30 centered around the domestic needs of the family. Women cared for young children, nursed the sick, and prepared food". Hypatia, on the other hand, led the life of a respected academic at Alexandria's university; a position to which, as far as the evidence suggests, only males were entitled previously. She never married and remained celibate throughout her life, devoting herself to learning and teaching. The ancient writers are in agreement that she was a woman
35 of enormous intellectual power. Deakin writes:

"The breadth of her interests is most impressive. Within mathematics, she wrote or lectured on astronomy (including its observational aspects - the astrolabe), geometry (and for its day advanced geometry at that) and algebra (again, for its time, difficult algebra), and made an advance in computational technique - all this as well as engaging in religious philosophy and
40 aspiring to a good writing style. Her writings were, as best we can judge, an outgrowth of her teaching in the technical areas of mathematics. In effect, she was continuing a program initiated by her father: a conscious effort to preserve and to elucidate the great mathematical works of the Alexandrian heritage."

CE = Common Era, the same as AD, Anno Domini.

MARK, Joshua J. **Hypatia of Alexandria**. In: Ancient History Encyclopedia, 2017. Disponível em: <http://www.ancient.eu/Hypatia_of_Alexandria/>. Acesso em: 20/06/2017.



Questão 12 – Choose the correct option

- (A) Hypatia's father taught her some subjects.
- (B) Hypatia's father was the first philosopher at the University of Alexandria.
- (C) Since Hypatia and her mother didn't live together, not much is know about them.
- (D) Hypatia died when she was about 80 years old.
- (E) Hypatia and her father had different interests.

Questão 13 – Choose the correct option

- (A) Hypatia was considered a witch because of her knowledge in math.
- (B) Deakin disagreed with some sources of information.
- (C) To one of the historians, there is more specific information about Hypatia's death than about her life.
- (D) All the ones who disliked Hypatia didn't make positive comments about her character.
- (E) Hypatia was cherished by a Christian throng for her love of learning.

Questão 14 – Choose the correct option

- (A) Never had so many diverse cultural groups been observed in Alexandria at the same time.
- (B) In Cyril's opinion, if it were not for Hypatia, Orestes would have accepted the real religion.
- (C) Orestes thought Hypatia favoured Cyril in some aspects, and she was blamed for that.
- (D) The number of different religions was decreasing at that time in Alexandria.
- (E) Alexandria's culture and learning was built from religious precept.



QUESTÕES ESA/2020 inéditas

Texto para responder a questão 15

FIVE WAYS TO GET MORE FIBRE IN YOUR DIET – The Guardian (Abril/2019)

Roughage helps reduce the risk of heart disease and bowel cancer, yet few of us eat enough of it. Here's how to up your intake.



Fibre, or roughage, refers to indigestible carbohydrates. A fibre-rich diet is linked to health benefits including a reduced risk of heart disease and bowel cancer. While UK guidelines say adults should get 30g a day, fewer than one in 10 meet this goal. Popular low-carb diets may be a reason why. Understanding what is in your food can help: a typical apple contains 2-3g of fibre, a sesame bagel about 4g. Jo Greening, a spokesperson for the British Dietetic Association (BDA), says it is worth checking the labels, as different brands have different levels of fibre

QUESTÃO 15 (ESA/2020 inédita) – According to the second paragraph

- a) The British Dietetic Association checks all the products labels.
- b) The British Dietetic Association checks brands to judge the different types of fibre.
- c) Fibre is described for the British Dietetic Association in order to help people on their diet.
- d) The British Dietetic Association has checked labels recently.
- e) The British Dietetic Association believes it is helpful to check out labels.

QUESTÃO 16 (EsPCEX/2019) – Texto para questão 06

Lego wants to replace plastic blocks with sustainable materials

The Lego Group wants to replace the plastic in their products with a "sustainable material" by 2030, the company announced.

The world's largest toy company will invest \$1 billion in their new LEGO Sustainable Materials Centre in Denmark, which _____ **(1)** devoted to finding and implementing new sustainable alternatives for their current building materials. Lego plans on hiring 100 specialists for the center. There is no official definition of a sustainable material.

Legos _____ **(2)** made with a strong plastic known as acrylonitrile butadiene styrene since 1963. The company uses more than 6,000 tons of plastic annually to manufacture its products, according to NBC News.

Changing the raw material could have a large effect on Lego's carbon footprint, especially considering that only 10% of the carbon emissions from Lego products come from its factories. The other 90% is produced from the extraction and refinement of raw materials, as well as distribution from factories to toy stores.

The company _____ **(3)** already taken steps to lower its carbon footprint, including a reduction of packaging size and an investment in an offshore wind farm.

Adapted from <http://time.com/3931946/lego-sustainable-materials/>



QUESTÃO 16 (EsPCEEx/2019) – Texto para questão 06

Choose the alternative containing the correct verb forms to complete gaps (1), (2) and (3) in paragraphs 2, 3 and 5 respectively.

- [A] have, will be, have
- [B] are, have been, have
- [C] will be, has been, hasn't
- [D] will be, have been, has
- [E] will be, haven't been, has

QUESTÃO 17 (EFOMM/2016)

Texto para
questão 17

The seven-decade journey to an expanded Panama Canal is coming to a close, despite one last obstacle.
(by David Z. Morris / April 17, 2015)

The Panama Canal is getting a major overhaul, and despite an unresolved lawsuit that has delayed the project, it's poised to transform global trade dramatically.

5 The original Panama Canal remains of the most ambitious public works projects of all time. But it wasn't quite ambitious enough: within a few years of its opening in 1914, it was too small for many military and cargo ships. The U.S. authorities
10 then in control began excavation for larger locks in 1939—but that work came to a standstill as America entered World War II, and no effective progress was made on the project for the remainder of the 20th century.

15 That changed swiftly when the canal transitioned to full Panamanian control in 1999. By 2006, a detailed expansion plan had been drafted and approved by Panamanian voters in a 77% landslide. With a total budget of \$5.2 billion,
20 completion was initially projected for 2014. Last year, the canal netted \$2.6 billion, roughly half of Panama's national revenue. The Panama Canal Authority has projected that the expansion will increase that revenue eightfold by 2025.

25 There's been a hitch in the expansion effort, however. A group of mostly European contractors known as the Grupo Unidos por el Canal has filed claims totaling more than a half billion dollars
30 against the Panama Canal Authority, alleging that misinformation led to cost overruns.

But according to Dr. J. David Rogers, a professor of geological engineering at Missouri University of Science and Technology, who has worked closely with the Panamanians for more
35 than a quarter-century, the real problem is that contractors knowingly underbid the job.

The canal expansion is about more than money to the Panamanians, according to Dr. Rogers. "It's a national pride project for them. It's
40 their lifeblood," he says of the Panamanians' feelings about the canal. "It's what makes them go."

45 The same seriousness didn't characterize Americans' approach to canal expansion. Of a series of false starts and fizzled plans, the most amazing came as part of Operation Plowshare, the "Atoms for Peace" program of the U.S. Atomic Energy Agency (now the Department of Energy).

Intended to highlight the peacetime usefulness of
50 atomic warheads, Plowshare spent more than a decade exploring the possibility of widening the canal by detonating a string of nuclear warheads. Rising awareness of environmental risks in the 1960s scuttled the idea.

55 Under the current, nuke-free plan, new approach channels and locks are being excavated alongside the existing entrances, allowing operations to continue normally during construction. The new locks and channels will be
60 about three times bigger, allowing the passage of more of today's huge container ships. The maximum load will increase from about 5,000 containers to 12,000—though the very largest ships, which currently balloon up to 19,000
65 containers and primarily work routes between Europe and Asia through the Suez Canal, still won't fit.

The expansion will provide cheaper shipping between Asia and the American Gulf Coast. Traffic
70 that currently flows through West Coast ports such as Los Angeles and Long Beach—including huge amounts of Midwestern grain and coal—will soon move more directly through ports including Houston and Savannah. Ports along the U.S. Gulf
75 and East coasts have been expanding to accommodate increased ship size and traffic.

The ongoing court battle means that even the Panama Canal Authority's recently-updated 2016 target for completion may be missed. But a bigger
80 canal is finally coming—and with it, a host of new possibilities.

(fortune.com/2015/04/17/panama-canal/)



QUESTÃO 17 (EFOMM/2016)

Say if the sentences below are C (correct) or I (incorrect).

- () He's used to run 5 kilometers every day.
- () Last year, I use to study harder than I do now.
- () Sam used to sleeping 12 hours a day when he was a teenager.
- () I'm sorry. I'm not used to staying up so late.

The correct sequence is:

- (a) (I) (I) (I) (C)
- (b) (C) (C) (I) (C)
- (c) (I) (C) (C) (I)
- (d) (C) (I) (I) (C)
- (e) (I) (C) (I) (I)



11. Gabarito

01 – C	02 – A	03 – C
04 – A	05 – E	06 – B
07 – A		08 – B
09 – E	10 – A	11 – B
12 – A	13 – A	14 – B
15 – E	16 – D	17 – A



12. Questões comentadas

QUESTÃO AFA/2014 - Texto para responder a questão 01

TEXT

FOOD SHORTAGE CAUSES, EFFECTS AND SOLUTIONS

Food shortage is a serious problem facing the world and is prevalent in sub-Saharan Africa. The scarcity of food is caused by economic, environmental and social factors such as crop failure, overpopulation and poor government policies are the main cause of food scarcity in most countries. Environmental factors determine the kind of crops to be produced in a given place, economic factors determine the buying and production capacity and socio-political factors determine distribution of food to the masses. Food shortage has far reaching long and short term negative impacts which include starvation, malnutrition, increased mortality and political unrest¹. There is need to collectively address the issue of food insecurity using both emergency and long term measures.

Causes of food shortages

There are a number of social factors causing food shortages. The rate of population increase is higher than increase in food production. The world is consuming more than it is producing, leading to decline in food stock and storage level and increased food prices due to soaring² demand. Increased population has led to clearing of agricultural land for human settlement reducing agricultural production (Kamdor, 2007). Overcrowding of population in a given place results in urbanization of previously rich agricultural fields. Destruction of forests for human settlement, particularly tropical rain forest has led to climatic changes, such as prolonged droughts and desertification. Population increase means more pollution as people use more fuel in cars, industry, domestic cooking. The resultant effect is increased air and water pollution which affect the climate and food production.

Environmental factors have greatly contributed to food shortage. Climatic change has reduced agricultural production. The change in climate is majorly caused by human activities and to some small extent natural activities. Increased combustion of fossil fuels due to increasing population through power plant, motor transport and mining of coal and oil emits green house gases which have continued to affect world climate. Deforestation of tropical forest due to human pressure has changed climatic patterns and rainfall seasons, and led to desertification which cannot support a crop production. Land degradation due to increased human activities has impacted negatively on agricultural production (Kamdor, 2007). Natural disasters such as floods, tropical storms and prolonged droughts are on the increase and have devastating impacts on food security particularly in developing countries. There are several economic factors that contribute to food shortage. Economic factors affect the ability of farmers to engage in agricultural production. Poverty situation in developing nations have reduced their capacity to produce food, as most farmers cannot afford seed and fertilizers. They use poor farming methods that cannot yield³ enough, even substantial use. Investments in agricultural research and developing are very low in developing nations. Recent global financial crisis have led to increase in food prices and reduced investments in agriculture by individuals and governments in developed nations resulting in reduced food production.

Effects of food shortage

There are a number of short term effects of food shortage. The impact on children, mothers and elderly are very evident as seen in malnutrition and hunger related deaths. Children succumb to hunger within short

70 assistance.

There are also long term effects of food shortage. These include increase in the price of food as a result demand and supply forces. Increasing cost of food production due to the increase in fuel prices coupled with persistent drought in grain producing regions has contributed to the increase in the price of food in the world. Increase in oil price led to increase in the price of fertilizers, transportation of food and also industrial agriculture. Increasing food prices culminated in political instability and social unrest in several nations across the globe in 2007, in countries of Mexico, Cameroon, Brazil, Burkina Faso, Pakistan, Egypt and Bangladesh among other nations (Kamdor, 2007).

Solution to problem of food shortage

There are some solutions to the problem of food shortage. There is need to reduce production of carbon emissions and pollution to reduce the resultant climatic change through concerted and individual efforts. There is need to invest in clean energy such as solar, nuclear, and geothermal power in homes and industries, because they don't have adverse effects on the environment (Kamdor, 2007). Rich nations should help poor nations to develop and use clean and renewable energy in order to stabilize green house emissions into the atmosphere (Watson, nd). Government need to work in consultation with climatic bodies, World Bank and the UN to engage in projects aimed at promoting green environment.

Conclusion

Causes of food shortage are well known and can be solved if appropriate measures to solve the problem are taken and effectively implemented. Environmental causes of food shortages are changes in climatic and pollution due to human activities such as overgrazing⁴ and deforestation which can be controlled through legislation.

(Adapted from <http://www.paypervids.com/food-shortage-causes-effects-solutions/Acesso em:14 fev 2017>)



(AFA/2018)

QUESTÃO 01 - “Overcrowding of population” in the text means a

- (A) short number of inhabitants
- (B) place for human beings
- (C) great amount of people
- (D) lack of populational area

Comentários:

Alternative A is incorrect, pois a preposição “over” geralmente significa “excesso”, o que é o contrário de “short number”.

Alternative B is incorrect, pois a expressão não se relaciona a uma lugar (“place”).

Alternative C is correct, pois “over” significa uma quantidade (“amount”) excessiva, isto é, uma “great” quantidade.

Alternative D is incorrect, pois “lack” significa “ausência”, o que é o oposto da expressão. Além disso, a expressão não se relaciona a espaço físico, “area”.



QUESTÃO 02 (Colégio Naval/2018) – Texto para responder a questão 02

TRAVEL TIPS

How to Plan a Movie-Themed Vacation

It's easier than you may expect to find, visit, and enjoy the places where your favorite movies were made.

Lars Leetaru
By Shivani Vora
March 8, 2018

Whether it's the "Lord of the Rings" trilogy in New Zealand or "Roman Holiday" in Rome, many noteworthy movies are filmed in appealing locales all over the world that travelers may want to visit and enjoy.

According to Angela Tillson, a film location manager in Kauai who has worked on the set of films including "Jurassic Park: The Lost World" and "The Descendants," exploring a beloved movie set destination through the eyes of the film makes for an enjoyable vacation. "Seeing a place with a focus on a movie you love will give you a perspective that the average tourist doesn't usually get. You'll certainly have a better impression of the place," she said. Here are her tips to get started.

Choose Your Destination

If there's a movie you love, you can find out where it was filmed by looking at the credits at the end of the film or by going online to *The Internet Movie Database*, also known as *IMDB*, which often lists filming locations. Once you know the locale, you can start planning your trip. Or, consider doing what Ms. Tillson often does when deciding on where to vacation: pick a spot you're interested in visiting, and find out what movies have been filmed there. "It's fun to sometimes let a destination determine the movie you're going to live rather than the other way around," Ms. Tillson said.

Get in the Mood

Before you head to your destination, be sure to rewatch the movie. A rewatch not only reminds you of identifiable spots to look out for during your trip, but it also adds to the excitement of your upcoming exploration.

If the movie is based on a book, consider reading the book, too. It may have details about the locale that the movie doesn't touch on. Also, books often have scenes that don't make it into the movie adaptations, which gives you a deeper view of the destination. Ms. Tillson also recommended downloading the movie's soundtrack or score, and listening to it throughout your trip.

Book a Themed Trip

Some travel companies sell set itineraries focused on popular movies. Luxury tour operator *Zicasso*, for example, has an eight-day trip, all inclusive, to Ireland inspired by "Star Wars: The Last Jedi" and *Wild Frontiers* has an eleven-day trip to India inspired by "The Best Exotic Marigold Hotel." Ms. Tillson suggested doing a web search or checking with a travel agent to find out about such trips.

Also, in some destinations, local tour operators and hotels sell movie-themed tours. For instance, The St. Regis Priceville Resort offers a tour that includes a private

helicopter ride to Manawaiopuna Falls, made famous in "Jurassic Park," and an ATV tour of filming locations of movies such as "Raiders of the Lost Ark" and "Pirates of the Caribbean." Lunch is even included. The cost is \$5,674 for two adults.

A more affordable option, in Rome, is the four-hour "Roman Holiday" themed excursion from *HR Tours*, where travelers ride a Vespa with a driver and see all the sites from the movie; the cost is 170 euros per person.

Hang Where the Movie Crew Did

When they're not working, movie crews enjoy hitting local bars and casual restaurants that serve tasty local cuisine, Ms. Tillson said.

Find out where the behind-the-scenes staff of your film spent their time by asking your destination's tourist board or your hotel's concierge, and check out a few of the spots. "It's another way to get involved in the film and spend time in bars and restaurants that you wouldn't normally think to hit," she said.



QUESTÃO 02 (CN/2018) - Mark the correct question for the following answer.

Angela Tillson is a film location manager in Kauai who has worked on the set of films including "Jurassic Park: The Lost World" and "The Descendants".

- (A) Who is Ms. Tilson?
- (B) Where is Ms. Tilson?
- (C) What is Ms. Tilson like?
- (D) Why is Ms. Tilson working?
- (E) When does Ms. Tilson work?

Comentários:

Essa questão traz um trecho e pede que encontremos a pergunta cuja resposta seja o trecho mostrado. Para isso, precisamos identificar que o trecho relata quem é a pessoa "Angela Tillson".

Alternative A is correct, pois a WH-question "who" refere-se a quem seria alguém.

Alternative B is incorrect, pois a WH-question "where" pede uma resposta que contenha um local.

Alternative C is incorrect, pois a WH question "what...like" que pede como uma resposta uma descrição - física ou não - de algo ou de alguém.

Alternative D is incorrect, pois a WH-question "why" questiona a razão de algum ato, que nesse caso é a ação de "working". Contudo, o trecho não afirma que Angela Tillson "is working" no momento da fala.

Alternative E is incorrect, pois a WH-question "when" pede uma resposta que seja uma referência temporal.

QUESTÃO 03

(Escola Naval/2018)

What does the pronoun "it" refer to in the excerpt "Violence is everywhere they turn - home, school, neighborhood, police," Gore said. "You want to make sure they can learn how to process, deal with it [...]" (7th paragraph)?

- (A) Process.
- (B) Police.
- (C) Violence.
- (D) Home.
- (E) Everywhere.



Texto para responder a questão 03 (EN/2018)

Doctor works to save youth from violence before they reach his ER

As an emergency physician at Kings County Hospital Center (in Brooklyn), Dr. Rob Gore has faced many traumatic situations that he'd rather forget. But some moments stick with him. "Probably the worst thing that I've ever had to do is tell a 15-year-old's mother that her son was killed," Gore said. "If I can't keep somebody alive, I've failed." [...]

"Conflict's not avoidable. But violent conflict is," Gore said. "Seeing a lot of the traumas that take place at work, or in the neighborhood, you realize, 'I don't want this to happen anymore. What do we do about it?'"

For Gore, one answer is the "Kings Against Violence Initiative" - known as KAVI - which he started in 2009. Today, the nonprofit has anti-violence programs in the hospital, schools and broader community, serving more than 250 young people.

Victims of violence are more likely to be reinjured, so the first place Gore wanted to work was in the hospital, with an intervention program in which "hospital responders" assist victims of violence and their family - a model pioneered at other hospitals. The idea is that reaching out right after someone has been injured reduces the likelihood of violent retaliation and provides a chance for the victim to address some of the circumstances that may have led to their injury.

Gore started this program at his hospital with a handful of volunteers from KAVI. Today, the effort is a partnership between KAVI and a few other nonprofits, with teams on call 24/7.

Yet Gore wanted to prevent people from being violently injured in the first place. So, in 2011, he and his group began working with a handful of at-risk students at a nearby high school. By the end of the year, more than 50 students were involved. Today, KAVI holds weekly workshops for male and female students in three schools, teaching mediation and conflict resolution. The group also provides free mental health counseling for students who need one-on-one support.

"Violence is everywhere they turn - home, school, neighborhood, police," Gore said. "You want to make sure they can learn how to process, deal with it and overcome it."

While Gore still regularly attends workshops, most are now led by peer facilitators - recent graduates and college students, some of whom are former KAVI members - who serve as mentors to the students. School administrators say the program has been a success: lowering violence, raising grades and sending many graduates on to college.

"This is really about the community in which we live" he said. "This is my home. And I'm going to do whatever is possible to make sure people can actually thrive."

(Adapted and abridged from <http://www.cnn.com>)

Comentários: Os verbos "process" e "deal" referem-se às atitudes de assimilar a violência, já que a primeira frase afirma que ela está em todos os lugares ("everywhere"). **Assim, correct alternative is C.**



QUESTÃO 04 (EPCAR/2015)

TEXT II

5 "When I studied Interior Design, I took several drawing classes. I was terrified when the instructor used my drawings as an example in front of the class. Most of my drawings were marked with dirty and greasy because of my sweaty hands. Nowadays, any art work I do is in a digital method, and I am happy I don't have to worry about my sweaty palms marking the paper anymore."
(Julia)

10 "In the future, digital art and real art will never be different. I use both, and digital art is completely related to the real drawing talent because they are connected and take the art style. This digital method has no limits. Paint is limited but we can fix our mistakes and it takes much more time. If you are good at creating
15 digital art, you can use your ability in photoshop, for example, to make your art look real painting or any other traditional art type. Also, in digital art you can easily click a button to cancel it. It's not an option in traditional art as the mistakes are there for all to see." (Yuuki)

(Adapted from www.graphicssoft.about.com)

QUESTÃO 04 (EPCAR/2015)

Read the sentence.

"This digital method has no limits." (line 12 and 13)

All the sentences below express a similar idea, **EXCEPT**

- a) There aren't limits to this digital method.
- b) This digital method doesn't have limits.
- c) This digital method is unlimited.
- d) The limits of this digital method are real.

Comentários:

Alternative A is correct, pois a frase original usa a construção afirmativa e a palavra de ideia negativa "no", o que é equivalente à construção negativa apresentada, porém na voz passiva.

Alternative B is correct, pois, tal qual alternative A, traz uma construção negativa equivalente à frase original, dessa vez na voz ativa.

Alternative C is correct, pois "no limits" é equivalente ao adjective "unlimited".

Alternative D is incorrect, pois o adjective "limited" não é equivalente ao adjective "real", o que causa mudança de sentido.



QUESTÃO 05 (EAM/2020 inédita)

THE FOODOO ECONOMICS OF MEAL DELIVERY – The Economist/Agosto 2019



Even those who recoil at eating supper out of a soggy box, fear being mowed down by curry-bearing cyclists or think the death of home cooking is a cultural abomination should admire Jitse Groen. The 41-year-old Dutchman, who cooked up the online food-delivery business by founding Takeaway.com in his university bedroom in 2000, is not your usual tech billionaire. He keeps a low profile, views venture capital with distaste, earns a relatively unflashy six-figure salary and sometimes hops on the firm's delivery bikes to help out.

His main extravagance is a sharp Italian suit. So why did he, on July 29th, propose shelling out £8.2bn (\$10.1bn) on shares for Just Eat, a large but struggling meals-on-wheels firm based in Britain?

The answer says a lot about the voodoo economics of the food-delivery industry. It is a hotly competitive business, attracting the world's biggest moneybags such as Amazon, Alibaba and SoftBank. Balancing the needs of diners, cooks and couriers is fiendishly complicated. Most startups lose platefuls of money.

QUESTÃO 05 (EAM/2020 inédita) – No trecho do primeiro parágrafo, “propose shelling out £8.2bn (\$10.1bn)”, o termo sublinhado tem o sentido de:

- a) guardando ações no valor de 8,2 bilhões de libras.
- b) dividindo 8,2 bilhões de libras.
- c) propondo ações de 8,2 bilhões de libras.
- d) oferecendo 8,2 bilhões de libras em ações de libras.
- e) desembolsando 8,2 bilhões de libras a pagar.

Comentários:

Aqui se trata de uma questão apenas de vocabulário. A expressão “shell out” é sinônima de “pay, expend”. Isso significa, no contexto do texto, que ele propôs comprar 8,2 bilhões de libras em ações da empresa Just Eat. **Assim, a alternativa correta é E.**

A alternativa A está incorreta, pois o verbo “guardar”, no que se refere a dinheiro, seria representado por “save”, “saving” no gerúndio.

A alternativa B está incorreta, pois o verbo “dividir”, no campo do dinheiro, seria representado por “share” (cuidado aqui para não confundir o verb “share” com o noun “shares”, que representa a ideia de “ações”), “sharing” no gerúndio.

A alternativa C tenta confundir a gente com o verbo “propose” interpretado como “propondo”. A primeira percepção aqui é de que “propose” não está no gerúndio.



Além disso, a percepção verbal não fica completa em “propose”, pois se trata de uma expressão verbal “propose shelling out”. Assim sendo, a ideia verbal mais adequada seria, usando synonyms, “propose expending”.

A alternativa D também está incorreta, pois o verbo “oferecer” seria representado por “offer”, “offering” no gerúndio.

QUESTÃO 06 (EEAR/2017) - Texto para questões 06, 07 e 08

Olympic Sports

The first modern Olympic Games took place in Athens, Greece, in the year 1896. Athletes from only 13 countries participated in the Games that year. They competed in 43 different events in just 9 sports (track and field, swimming cycling, fencing, gymnastics, shooting, tennis, weigh lifting, and wrestling). In 2004, the Olympic Games too place once again in Athens. This time athletes from 202 countries competed in 300 events in 28 sports. Only five sports have been in every Olympic Games.

Fonte: adapted from Thoughts and Notions.

QUESTÃO 06 – The underlined words “took place”, (line 01), in the text, is closest in meaning to

- a) showed
- b) happened
- c) presented
- d) participated

Comentários:

Alternative A is incorrect, pois “take place” que um determinado evento aconteceu em um determinado lugar, não que foi exibido (“show”).

Alternative B is correct, pois “took place” é synonym de “happen” (acontecer).

Alternative C is incorrect, pois “present” significa “apresentar”, não “acontecer”.

Alternative D is incorrect, pois “participate” significa “participar”, não “acontecer”.



QUESTÃO 07 – According to the text,

- a) the Olympic Games took place twice in Greece.
- b) tennis is one of the sports competed in all Olympic Games.
- c) shooting is the most dangerous sport in the Olympic Games.
- d) more than thirteen countries participated in the first Olympic Games.

Comentários:

Alternative A is correct, pois o texto fala que os jogos olímpicos aconteceram em Athens em 1896 e em 2004.

Alternative B is incorrect, pois no texto afirma-se que 5 esportes apenas competiram em todas as edições dos jogos olímpicos, mas não fala quais foram esse 5 esportes.

Alternative C is incorrect, pois não se fala nada sobre shooting no texto, apenas se menciona o nome como uma das modalidades presentes na primeira edição das olimpíadas.

Alternative D is incorrect, pois o texto afirma que apenas 13 países participaram da primeira edição das olimpíadas.

QUESTÃO 08 – The words, in bold type, in the text are

- a) verbs
- b) nouns
- c) pronouns
- d) adjectives

Comentários:

Alternative A is incorrect, pois não é possível mudar o tempo verbal das palavras em negrito (do passado para o presente, por exemplo), como seria para verbs.

Alternative B is correct, pois trata-se dos nomes dos esportes presentes na primeira edição das olimpíadas, sendo, portanto, substantivos.

Alternative C is incorrect, pois pronouns ocupam o lugar de algum noun a fim de evitar a repetição e essas palavras ainda não haviam sido citadas.

Alternative D is incorrect, pois adjectives acompanha nouns, trazem qualidades, características e, nesse caso, há somente o nome dos esportes mesmo.



QUESTÕES ITA/2014

Texto para responder as questões 09 a 11

A HISTORY OF PI

1 The history of Pi, says the author, though a small part of the history of mathematics, is nevertheless a mirror of the history of man. Petr Beckmann holds up this mirror, giving the background of the times when Pi made progress — and also when it did not, because science was being stifled by militarism or religious fanaticism. The mathematical level of this book is flexible, and there is plenty for readers of all ages and interests.

5 ABOUT THE AUTHOR

10 Petr Beckmann was born in Prague, Czechoslovakia, in 1924. Until 1963, he worked as a research scientist for the Czechoslovak Academy of Sciences, when he was invited as a Visiting Professor to the University of Colorado, where he decided to stay permanently as professor of electrical engineering.

15 Dr. Beckmann has authored 11 books and more than 50 scientific papers, mostly on probability theory and electromagnetic wave propagation. History is one of his side interests; another is linguistics (he is fluent in five languages and he has worked out a new generative grammar which enables a computer to construct trillions of grammatical sentences from a dictionary of less than 100 unprocessed words).

He also publishes a monthly pro-science, pro-technology, pro-free enterprise newsletter *Access to Energy*, in which he promotes the viewpoint that clean energy can be made plentiful, but that access to it is blocked by government interference and environmental paranoia.

BECKMANN, Petr. *A History of Pi*. New York: Barnes & Noble Books, 1983.

Questão 09 - O livro *A History of Pi*

- A () descreve grande parte da história da matemática e da humanidade.
B () é direcionado apenas para iniciantes em matemática.
C () conta a história de Petr Beckmann em tempos de repressão ao conhecimento.
D () associa conceitos matemáticos a fatos da vida cotidiana.
E () é acessível a um público diversificado.

Comentários:

Devemos observar que, por se tratar de um livro, o auxiliar did, na linha 3, na forma negativa, não usou a contraction nem abbreviation, é linguagem formal. Outro exemplo é “*he is*”, na linha 12, não se usou “*he’s*” e na linha 16, não se usou *it’s* e sim “*it is*”.

Descreve grande parte da história da humanidade, mas não da matemática. Na primeira linha, “*The history of Pi, says the author, though a small part of the history of mathematics*”, ou seja, “A história de Pi, diz o autor, apesar de uma pequena parte da história da matemática”. Portanto, a letra **A** é incorreta.

Segundo o texto (últimas linhas), “*The mathematical level of this book is flexible, and there is plenty for readers of all ages and interests*”(o nível matemático deste livro é flexível, e há muito para leitores de todas as idades e interesses). Portanto, o livro é direcionado para todo o tipo de pessoa, o que torna a letra **B** incorreta.



Não conta a história do autor (Petr Beckmann), mas de Pi em tempos de repressão ao conhecimento – que, segundo o texto, foi causado pelo militarismo ou fanatismo religioso (l. 3). Portanto, a letra **C** é incorreta.

O livro não associa conceitos matemáticos à vida cotidiana, mas tempos de progresso e fracasso de Pi. Portanto, a letra **D** é incorreta.

Segundo o texto (última linha), “The mathematical level of this book is flexible, and there is plenty for readers of all ages and interests” (O nível matemático deste livro é flexível, e há muito para leitores de todas as idades e interesses). **Portanto, a letra E é a alternativa correta.**

Questão 10 - No contexto deste texto, o item lexical “*stifled*” (linha 3) pode ser traduzido por

- A () sufocada.
- B () desmascarada.
- C () organizada.
- D () promulgada.
- E () institucionalizada.

Comentários:

No texto, “*stifled*” é apresentado em “*Petr Beckmann holds up this mirror, giving the background of the times when Pi made progress – and also when it did not, because science was being stifled by militarism or religious fanaticism*” (l. 2-3). Ou seja, podemos entender que o autor apresenta o contexto em que Pi fez progresso, mas também quando ele não fez, porque a ciência era reprimida pelo militarismo e do fanatismo religioso – o que reconhecemos como atividades normalmente contrárias ao progresso e favoráveis à censura e à repressão.

Devemos observar aqui também que, o auxiliar *did*, na linha 3, na forma negativa, não usou a contraction nem abbreviation, é linguagem formal.

Na letra **A**, “sufocada” corresponde ao significado correto de “*stifled*”, que pode ser tanto “reprimida(o)” quanto “sufocado(a)” nesse contexto. **Portanto, a alternativa A está correta.**

Na letra **B**, “desmascarada” não corresponde ao significado de “*stifled*”, pois a ciência não apresenta um caráter ruim para que seja desmascarada por algum tipo de opressão. Portanto, a alternativa é incorreta.



Na letra **C**, “organizada” também não corresponde ao significado do termo em inglês, já que a repressão não teve como objetivo organizar a ciência. Portanto, a alternativa é incorreta.

Na letra **D**, “promulgada” é exatamente o contrário do que foi feito com a ciência em tempos de repressão. A ciência não foi instaurada para o conhecimento público, mas reprimida pelo poder. Portanto, a alternativa D é incorreta.

Na letra **E**, “institucionalizada” também apresenta um sentido contrário ao verdadeiro de “stifled”. A ciência, em tempos de repressão, não é institucionalizada, mas oprimida. Portanto, a alternativa é incorreta.

Questão 11 – Dentre os interesses de Petr Beckmann, NÃO se encontra(m)

A () a divulgação científica.

B () a Geografia.

C () a História.

D () a pesquisa científica.

E () as línguas estrangeiras.

Comentários:

Na letra **A**, diz que a divulgação científica é interesse do autor, mas, na frase “Dr. Beckman has authored 11 books and more than 50 scientific papers...”, linha 11, com *books* e *papers* comprovando que, divulgação científica é, um dos interesses dele.

Na letra **B**, diz que a Geografia é interesse do autor. Os substantivos *Science*, *History*, *Linguistics*, e *Languages* foram citados nas outras alternativas, mas não há o substantivo geografia, que seria *Geography*.

Por isso, **a letra B está correta**, mostrando algo que não é de interesse do autor.

Na letra **C**, afirma-se que História é um dos interesses dele. Na linha 12, encontramos os as palavras História e Linguística, como interesses do autor: *History is one of his interests; another is linguistics*. Logo, História é algo que o interessa.

Na letra **D**, afirma-se que a pesquisa científica é um dos interesses de Beckman. Assim como na alternativa “A”, vimos que, na linha 11, Dr. Beckman é autor textos envolvendo ciência – “Dr. Beckman has authored 11 books and more than 50 scientific papers...”. Então, pesquisa científica é outro interesse dele.

Na letra **E**, afirma-se que línguas estrangeiras são do interesse de Beckman. E, podemos encontrar essa informação com a palavra línguas – *languages* em Inglês: *...to construct trillions of Languages...*” Logo, também é algo que o interessa.



QUESTÕES IME/2018 comentadas



Texto para responder as questões 12 a 14

HYPATIA OF ALEXANDRIA

1 Hypatia of Alexandria (c. 370 CE – March 415 CE) was a female philosopher and mathematician, born in Alexandria, Egypt possibly in 370 CE (although some scholars cite her birth as c. 350 CE). She was the daughter of the mathematician Theon, the last Professor at the University of Alexandria, who tutored her in math, astronomy, and the philosophy of the day
5 which, in modern times, would be considered science. Nothing is known of her mother and there is little information about her life. As the historian Deakin writes, "The most detailed accounts we have of Hypatia's life are the records of her death. We learn more about her death from the primary sources than we do about any other aspect of her life". She was murdered in 415 CE by a Christian mob who attacked her on the streets of Alexandria. The primary
10 sources, even those Christian writers who were hostile to her and claimed she was a witch, portray her as a woman who was widely known for her generosity, love of learning, and expertise in teaching in the subjects of Neo-Platonism, mathematics, science, and philosophy in general.

15 In a city which was becoming increasingly diverse religiously (and had always been so culturally) Hypatia was a close friend of the pagan prefect Orestes and was blamed by Cyril, the Christian Archbishop of Alexandria, for keeping Orestes from accepting the 'true faith'. She was also seen as a 'stumbling block' to those who would have accepted the 'truth' of Christianity were it not for her charisma, charm, and excellence in making difficult mathematical and philosophical concepts understandable to her students; concepts which
20 contradicted the teachings of the relatively new church. Alexandria was a great seat of learning in the early days of Christianity but, as the faith grew in adherents and power, steadily became divided by fighting among religious factions. It is by no means an exaggeration to state that Alexandria was destroyed as a centre of culture and learning by religious intolerance, and Hypatia has come to symbolize this tragedy to the extent that her death has been cited as the

25 end of the classical world.

By all accounts, Hypatia was an extraordinary woman _____ (36). Theon refused to impose upon his daughter the traditional role assigned to women and raised her as one would have raised a son in the Greek tradition; by teaching her his own trade. The historian Slatkin writes, "Greek women of all classes were occupied with the same type of work, mostly
30 centered around the domestic needs of the family. Women cared for young children, nursed the sick, and prepared food". Hypatia, on the other hand, led the life of a respected academic at Alexandria's university; a position to which, as far as the evidence suggests, only males were entitled previously. She never married and remained celibate throughout her life, devoting herself to learning and teaching. The ancient writers are in agreement that she was a woman
35 of enormous intellectual power. Deakin writes:

"The breadth of her interests is most impressive. Within mathematics, she wrote or lectured on astronomy (including its observational aspects - the astrolabe), geometry (and for its day advanced geometry at that) and algebra (again, for its time, difficult algebra), and made an advance in computational technique - all this as well as engaging in religious philosophy and
40 aspiring to a good writing style. Her writings were, as best we can judge, an outgrowth of her teaching in the technical areas of mathematics. In effect, she was continuing a program initiated by her father: a conscious effort to preserve and to elucidate the great mathematical works of the Alexandrian heritage."

CE = Common Era, the same as AD, Anno Domini.

MARK, Joshua J. **Hypatia of Alexandria**. In: Ancient History Encyclopedia, 2017. Disponível em: <http://www.ancient.eu/Hypatia_of_Alexandria/>. Acesso em: 20/06/2017.

Questão 12 – Choose the correct option



- (A) Hypatia's father taught her some subjects.
- (B) Hypatia's father was the first philosopher at the University of Alexandria.
- (C) Since Hypatia and her mother didn't live together, not much is know about them.
- (D) Hypatia died when she was about 80 years old.
- (E) Hypatia and her father had different interests.

Comentários:

Segundo o texto (primeiro par., linhas 3-4), “She was the daughter of the mathematician Theon, the last Professor at the University of Alexandria, who tutored her in math, astronomy, and the philosphy of the day”, ou seja, “Ela era a filha do matemático Téon, o último Professor na Universidade de Alexandria, que a ensinou matemática, astronomia e a filosofia da época”. Portanto, o pai de Hipátia de fato a ensinou algumas matérias. **Portanto, a letra A está correta.**

Segundo o texto (primeiro par., linhas 3-4), “the mathematician Theon, the last Professor at the University of Alexandria”; portanto, Téon foi o último professor da Universidade de Alexandria, não o primeiro filósofo dela, o que torna a letra B incorreta.

Não se sabe sobre a mãe de Hipátia, portanto, não se pode afirmar que não se sabe sobre mãe e filha por elas não terem morado juntas. Segundo o texto (primeiro par., linhas 5-6), “Nothing is known of her mother and there is little information about her life”, ou seja, “Nada se sabe sobre a sua mãe, e há pouca informação sobre a sua vida”. Portanto, a letra C é incorreta.

Se a data de nascimento é citada como 370 d.C. e sua morte como 415 d.C., ela teria 35 anos quando morreu. Portanto, a letra D é incorreta.

No final do primeiro parágrafo (últimas duas linhas), o autor afirma que Hipática lecionava sobre Neo-Platonismo, matemática, ciência e filosofia; como pudemos ver, o pai dela a havia ensinado matemática, astronomia e filosofia, logo, seus interesses não eram distintos. Portanto, a letra E é incorreta.

Questão 13 – Choose the correct option

- (A) Hypatia was considered a witch because of her knowledge in math.
- (B) Deakin disagreed with some sources of information.
- (C) To one of the historians, there is more specific information about Hypatia's death than about her life.
- (D) All the ones who disliked Hypatia didn't make positive comments about her character.
- (E) Hypatia was cherished by a Christian throng for her love of learning.

Comentários:



Segundo o texto (primeiro parágrafo, linhas 3-4), “She was the daughter of the mathematician Theon, the last Professor at the University of Alexandria, who tutored her in math, astronomy, and the philosophy of the day”, ou seja, “Ela era a filha do matemático Téon, o último Professor na Universidade de Alexandria, que a ensinou matemática, astronomia e a filosofia da época”. Portanto, o pai de Hipátia de fato a ensinou algumas matérias. **Portanto, a letra A está correta.**

Segundo o texto (primeiro par., linhas 3-4), “the mathematician Theon, the last Professor at the University of Alexandria”; portanto, Téon foi o último professor da Universidade de Alexandria, não o primeiro filósofo dela, o que torna a letra **B** incorreta.

Não se sabe sobre a mãe de Hipátia, portanto, não se pode afirmar que não se sabe sobre mãe e filha por elas não terem morado juntas. Segundo o texto (primeiro par., linhas 5-6), “Nothing is known of her mother and there is little information about her life”, ou seja, “Nada se sabe sobre a sua mãe, e há pouca informação sobre a sua vida”. Portanto, a letra **C** é incorreta.

Se a data de nascimento é citada como 370 d.C. e sua morte como 415 d.C., ela teria 35 anos quando morreu. Portanto, a letra **D** é incorreta.

No final do primeiro parágrafo (últimas duas linhas), o autor afirma que Hipátia lecionava sobre Neo-Platonismo, matemática, ciência e filosofia; como pudemos ver, o pai dela a havia ensinado matemática, astronomia e filosofia, logo, seus interesses não eram distintos. Portanto, a letra **E** é incorreta.

Questão 14 – Choose the correct option

- (A) Never had so many diverse cultural groups been observed in Alexandria at the same time.
- (B) In Cyril's opinion, if it were not for Hypatia, Orestes would have accepted the real religion.
- (C) Orestes thought Hypatia favoured Cyril in some aspects, and she was blamed for that.
- (D) The number of different religions was decreasing at that time in Alexandria.
- (E) Alexandria's culture and learning was built from religious precept.

Comentários:

O texto afirma, no segundo parágrafo (linha 14), “Em uma cidade que estava se tornando cada vez mais diversa religiosamente (e sempre foi culturalmente)”, vemos que Alexandria sempre teve uma diversidade de grupos culturais, o que contradiz a letra **A**. **Portanto, a alternativa A é incorreta.**

Sobre a letra **B**, “Hypatia was a close friend of the pagan prefect Orestes and was blamed by Cyril, the Christian Archbishop of Alexandria, for keeping Orestes from accepting the ‘true faith’” (linhas 15-16). Ou seja, “Hipátia era uma amiga próxima do prefeito pagão Orestes, e foi acusada por Cyril, o Arcebispo Cristão de Alexandria, de impedir Orestes de aceitar a ‘verdadeira fé’”. Portanto, Cyril acreditava que, se não fosse por Hipátia, Orestes teria aceitado a religião. **Isso torna a letra B correta.**



Na verdade, Hipátia foi considerada culpada por Cyril de impedir que Orestes aceitasse a “verdadeira fé”. Portanto, a letra C é incorreta.

No segundo parágrafo (linha 14), “Em uma cidade que estava se tornando cada vez mais diversa religiosamente (e sempre foi culturalmente)”; isso torna a letra D incorreta.

Segundo o texto (linha 23), “Alexandria was destroyed as a centre of culture and learning by religious intolerance”, ou seja, “Alexandria foi destruída como centro cultural e saber pela intolerância religiosa”. Portanto, a cultura da cidade não foi construída a partir de preceitos religiosos. Isso torna a letra E incorreta.

QUESTÕES ESA/2020 inéditas

Texto para responder a questão 15

FIVE WAYS TO GET MORE FIBRE IN YOUR DIET – The Guardian (Abril/2019)

Roughage helps reduce the risk of heart disease and bowel cancer, yet few of us eat enough of it. Here’s how to up your intake.



Fibre, or roughage, refers to indigestible carbohydrates. A fibre-rich diet is linked to health benefits including a reduced risk of heart disease and bowel cancer. While UK guidelines say adults should get 30g a day, fewer than one in 10 meet this goal. Popular low-carb diets may be a reason why. Understanding what is in your food can help: a typical apple contains 2-3g of fibre, a sesame bagel about 4g. Jo Greening, a spokesperson for the British Dietetic Association (BDA), says it is worth checking the labels, as different brands have different levels of fibre

QUESTÃO 15 (ESA/2020 inédita) – According to the second paragraph

- a) The British Dietetic Association checks all the products labels.
- b) The British Dietetic Association checks brands to judge the different types of fibre.
- c) Fibre is described for the British Dietetic Association in order to help people on their diet.
- d) The British Dietetic Association has checked labels recently.
- e) The British Dietetic Association believes it is helpful to check out labels.

Lendo as alternativas, percebe-se que a questão questiona sobre o entendimento da parte final do segundo parágrafo, sobre qual seria a função da British Dietetic Association.

Comentários:

“Jo Greening, a spokesperson for the British Dietetic Association (BDA), says it is worth checking the labels, as different brands have different levels of fibre”.

Aqui, a palavra chave é “worth”. Se ainda não a conhece, adicione-a ao seu vocabulário! Nesse contexto, “worth” funciona como sinônimo da expressão “deserving of”, isto é, traz uma ideia



de mérito, merecimento. Assim, "worth checking the labels" seria uma ideia de que vale a pena verificar (check out) labels. **Alternativa correta é E.**

As demais alternativas, é importante frisar, trazer informações similares, porém inexistentes no texto. Em geral, informações inventadas aparecem em alternativas falsas. A alternativa A traz que BDA checks all labels; alternativa B diz que a finalidade da verificação de labels é avaliar diferentes tipos de fibras; alternativa C traz que BDA visa auxiliar as pessoas em suas escolhas alimentares e alternativa D diz que BDA verificou labels recentemente. Nenhuma dessas informações aparece no texto.

QUESTÃO 16 (EsPCEEx/2019) – Texto para questão 06

Lego wants to replace plastic blocks with sustainable materials

The Lego Group wants to replace the plastic in their products with a "sustainable material" by 2030, the company announced.

The world's largest toy company will invest \$1 billion in their new LEGO Sustainable Materials Centre in Denmark, which _____ **(1)** devoted to finding and implementing new sustainable alternatives for their current building materials. Lego plans on hiring 100 specialists for the center. There is no official definition of a sustainable material.

Legos _____ **(2)** made with a strong plastic known as acrylonitrile butadiene styrene since 1963. The company uses more than 6,000 tons of plastic annually to manufacture its products, according to NBC News.

Changing the raw material could have a large effect on Lego's carbon footprint, especially considering that only 10% of the carbon emissions from Lego products come from its factories. The other 90% is produced from the extraction and refinement of raw materials, as well as distribution from factories to toy stores.

The company _____ **(3)** already taken steps to lower its carbon footprint, including a reduction of packaging size and an investment in an offshore wind farm.

Adapted from <http://time.com/3931946/lego-sustainable-materials/>

QUESTÃO 16 (EsPCEEx/2019) – Texto para questão 06

Choose the alternative containing the correct verb forms to complete gaps (1), (2) and (3) in paragraphs 2, 3 and 5 respectively.

[A] have, will be, have

[B] are, have been, have

[C] will be, has been, hasn't

[D] will be, have been, has

[E] will be, haven't been, has

Comentários:

O primeiro espaço deve ser preenchido com "will be", pois no parágrafo anterior fica claro que a troca do plástico pelo "sustainable material" é um plano que irá ocorrer em continuidade de agora até 2030. Isso faz com que as alternativas A e B estejam incorretas.

O segundo espaço deve ser preenchido por "have been", pois traz a referência temporal "since 1963", construção típica do "present perfect continuous". A forma negativa é incorreta, devido à incoerência de sentido: "Legos não vêm sendo feitos de plástico duro...". Isso elimina as alternativas A, C e E.



O terceiro espaço deve trazer uma forma verbal referente à terceira pessoa do singular. Logo, "have", completando a locução "have taken" fica incorreta, visto que o núcleo do sujeito é "company". A forma negativo novamente não se adequa pela incoerência que daria ao sentido da frase, pois diria que a company não tomou medidas em prol de reduzir sua "carbon footprint", porém logo em seguida traz como exemplo uma atitude exatamente disso. Logo, o correto é "has". Alternatives A, B e C não satisfazem, portanto. **Correct alternative is D.**

QUESTÃO 17
(EFOMM/2016)

Texto para
questão 17

The seven-decade journey to an expanded Panama Canal is coming to a close, despite one last obstacle.
(by David Z. Morris / April 17, 2015)

The Panama Canal is getting a major overhaul, and despite an unresolved lawsuit that has delayed the project, it's poised to transform global trade dramatically.

5 The original Panama Canal remains of the most ambitious public works projects of all time. But it wasn't quite ambitious enough: within a few years of its opening in 1914, it was too small for many military and cargo ships. The U.S. authorities
10 then in control began excavation for larger locks in 1939—but that work came to a standstill as America entered World War II, and no effective progress was made on the project for the remainder of the 20th century.

15 That changed swiftly when the canal transitioned to full Panamanian control in 1999. By 2006, a detailed expansion plan had been drafted and approved by Panamanian voters in a 77% landslide. With a total budget of \$5.2 billion, completion was initially projected for 2014. Last
20 year, the canal netted \$2.6 billion, roughly half of Panama's national revenue. The Panama Canal Authority has projected that the expansion will increase that revenue eightfold by 2025.

25 There's been a hitch in the expansion effort, however. A group of mostly European contractors known as the Grupo Unidos por el Canal has filed claims totaling more than a half billion dollars against the Panama Canal Authority, alleging that
30 misinformation led to cost overruns.

But according to Dr. J. David Rogers, a professor of geological engineering at Missouri University of Science and Technology, who has worked closely with the Panamanians for more
35 than a quarter-century, the real problem is that contractors knowingly underbid the job.

The canal expansion is about more than money to the Panamanians, according to Dr. Rogers. "It's a national pride project for them. It's
40 their lifeblood," he says of the Panamanians' feelings about the canal. "It's what makes them go."

The same seriousness didn't characterize Americans' approach to canal expansion. Of a
45 series of false starts and fizzled plans, the most amazing came as part of Operation Plowshare, the "Atoms for Peace" program of the U.S. Atomic Energy Agency (now the Department of Energy).

50 Intended to highlight the peacetime usefulness of atomic warheads, Plowshare spent more than a decade exploring the possibility of widening the canal by detonating a string of nuclear warheads. Rising awareness of environmental risks in the 1960s scuttled the idea.

55 Under the current, nuke-free plan, new approach channels and locks are being excavated alongside the existing entrances, allowing operations to continue normally during construction. The new locks and channels will be
60 about three times bigger, allowing the passage of more of today's huge container ships. The maximum load will increase from about 5,000 containers to 12,000—though the very largest ships, which currently balloon up to 19,000
65 containers and primarily work routes between Europe and Asia through the Suez Canal, still won't fit.

The expansion will provide cheaper shipping between Asia and the American Gulf Coast. Traffic
70 that currently flows through West Coast ports such as Los Angeles and Long Beach—including huge amounts of Midwestern grain and coal—will soon move more directly through ports including Houston and Savannah. Ports along the U.S. Gulf
75 and East coasts have been expanding to accommodate increased ship size and traffic.

The ongoing court battle means that even the Panama Canal Authority's recently-updated 2016 target for completion may be missed. But a bigger
80 canal is finally coming—and with it, a host of new possibilities.

(fortune.com/2015/04/17/panama-canal/)



QUESTÃO 17 (EFOMM/2016)

Say if the sentences below are C (correct) or I (incorrect).

- () He's used to run 5 kilometers every day.
- () Last year, I use to study harder than I do now.
- () Sam used to sleeping 12 hours a day when he was a teenager.
- () I'm sorry. I'm not used to staying up so late.

The correct sequence is:

- (a) (I) (I) (I) (C)
- (b) (C) (C) (I) (C)
- (c) (I) (C) (C) (I)
- (d) (C) (I) (I) (C)
- (e) (I) (C) (I) (I)

Comentários:

Primeiro parêntesis is I, pois a expressão "is used to" indica hábito atual e deve ser seguida de verbo no gerúndio. To be used to + verb +ing.

Segundo parêntesis is I, pois a expressão para indicar hábitos passados ("last year", "ano passado") é used to + verb.

Terceiro parêntesis is I, pois a expressão que indica hábitos passados não usa o verbo no gerúndio, é used to + verb.

Quarto parêntesis é C, pois usa a expressão correta para expressar hábitos presentes e o verbo no gerúndio: to be used to + verb + ing.

Então, resposta correta é a letra A



13. Considerações finais

Levando-se em consideração todos os tópicos mencionados em nossa aula, mais uma etapa alcançada com sucesso – e, é claro, mais um passo até a sua aprovação!

Em virtude da apresentação de cada tema de nossas aulas, seus conhecimentos se tornam mais aguçados e seu conhecimento geral fica abrangente – e você – mais bem preparado para a prova.

Por mais que que você estude muito, sempre há detalhes complexos e assim, o estudo das regras gramaticais é importante – que eu explico de forma dinâmica para facilitar. Afinal, você terá que saber interpretar textos – e isso exige vocabulário e palavras sem fim..

Organize seus estudos. Acompanhe as aulas na sequência que as preparei para você. Crie o hábito de ler. Ler é fundamental para ampliar o vocabulário, compreender ideias enquanto lê e, claro, desenvolver boas respostas.

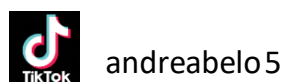
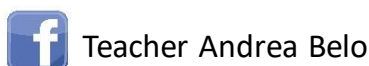
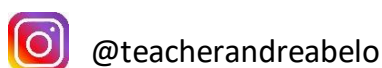
Faça os exercícios que aparecem durante a teoria, os exercícios da lista de questões para fixar os conteúdos estudados em sua mente. Leia as traduções que ofereço no fim do material. Fique atento às palavras novas. Estude sempre, cada dia mais. Estudar e dedicar-se é o segredo da aprovação, acredite!

Além da prática de exercícios, comece a usar seus conhecimentos para falar de forma correta, assim você fixará mais a maneira adequada do uso da gramática.

É importante lembrar também do nosso **Fórum de dúvidas**, exclusivo do **Estratégia Militares**. Será minha forma de responder você, esclarecer o que mais você precise saber para que os conteúdos fiquem ainda mais claros em seus estudos, certo?



E, caso queira, acesse minhas redes sociais para aprender mais palavras e contar com dicas importantes, que colaboram diretamente com seus estudos dia após dia.



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15. Traduções

A HISTORY OF PI

1 The history of Pi, says the author, though a small part of the history of mathematics, is nevertheless a mirror of the history of man. Petr Beckmann holds up this mirror, giving the background of the times when Pi made progress — and also when it did not, because science was being stifled by militarism or religious fanaticism. The mathematical level of this book is flexible, and there is plenty for readers of all ages and interests.

5 ABOUT THE AUTHOR

Petr Beckmann was born in Prague, Czechoslovakia, in 1924. Until 1963, he worked as a research scientist for the Czechoslovak Academy of Sciences, when he was invited as a Visiting Professor to the University of Colorado, where he decided to stay permanently as professor of electrical engineering.

10 Dr. Beckmann has authored 11 books and more than 50 scientific papers, mostly on probability theory and electromagnetic wave propagation. History is one of his side interests; another is linguistics (he is fluent in five languages and he has worked out a new generative grammar which enables a computer to construct trillions of grammatical sentences from a dictionary of less than 100 unprocessed words).

15 He also publishes a monthly pro-science, pro-technology, pro-free enterprise newsletter *Access to Energy*, in which he promotes the viewpoint that clean energy can be made plentiful, but that access to it is blocked by government interference and environmental paranoia.

BECKMANN, Petr. *A History of Pi*. New York: Barnes & Noble Books, 1983.

A história do Pi, diz o autor, embora um pequeno parte da história da matemática, é, no entanto, um espelho da história do homem. Petr Beckmann detém esse espelho, dando o pano de fundo dos tempo quando Pi fez progresso - e também quando não fez porque a ciência estava sendo sufocada pelo militarismo o fanatismo religioso. O nível matemático desse livro é flexível e há muito para os leitores de todas as idades e interesses.

SOBRE O AUTOR

Petr Beckmann nasceu em Praga, Checoslováquia, em 1924. Até 1963, ele trabalhou como cientista pesquisador da Academia Checoslovaca de Ciências, quando foi convidado como professor visitante para a Universidade do Colorado, onde ele decidiu permanecer permanentemente como professor de elétrica Engenharia.

Dr. Beckmann é autor de 11 livros e mais de 50 artigos científicos, principalmente sobre probabilidade teoria e propagação de ondas eletromagnéticas. A história é um dos seus interesses colaterais; outro é linguística (ele é fluente em cinco idiomas e possui elaborou uma nova gramática generativa que permite um computador para construir trilhões de frases de um dicionário com menos de 100 palavras não processadas).

Ele também publica um boletim informativo mensal pró-ciência, pro tecnologia e pró-empresa. “Acesso à Energia”, na qual ele promove o ponto de vista de que energia limpa pode ser abundante, mas esse acesso é bloqueado pela interferência do governo e paranoia ambiental.



- 1 Harvard conducted one of the longest and most comprehensive studies of human development — the 75 year old Grant Study — that's reached some fascinating conclusions regarding the recipe for leading a happy life. The sample group was comprised of healthy male Harvard college students who, over the course of their lifetime, agreed to meet with an array of scientists and researchers who measured their psychological, physical and anthropological traits. Though all identities are confidential, it was recently discovered that John F. Kennedy was a sample participant.
- 5 Following these men through times of war, their careers, parenthood and old age, the Grant Study has amassed an exorbitant amount of data that deeply reflects the human condition. What can be concluded from seven decades of data? It is quite simple actually; warm relationships between parents, spouses, children and friends have the greatest impact on your health and happiness in old age. The study found that 93 percent of the sample group who were thriving at age 65, had a close relationship with a sibling when they were younger. As George Vaillant, the lead director of the study states, it can all be boiled down into five simple words: "Happiness is love. Full stop." (*Business Insider*.)
- 10

<http://www.goodnet.org/articles/1055> (acesso em 10/06/2013).

Harvard conduziu um dos estudos mais longos e abrangentes sobre desenvolvimento humano - o Grant Study, de 75 anos - que chegou a algumas conclusões fascinantes sobre a receita para se ter uma vida feliz. O grupo da amostra era composto por estudantes universitários saudáveis de Harvard que, ao longo de sua vida, concordaram em se reunir com uma série de cientistas e pesquisadores que mediram suas características psicológicas, físicas e antropológicas. Embora todas as identidades sejam confidenciais, foi recentemente descoberto que John F. Kennedy era um participante da amostra. Após esses homens em tempos de guerra, suas carreiras, paternidade e velhice, o Grant Study acumulou uma quantidade exorbitante de dados que refletem profundamente a condição humana. O que se pode concluir de sete décadas de dados? Na verdade, é bastante simples; relacionamentos calorosos entre pais, cônjuges, filhos e amigos têm o maior impacto em sua saúde e felicidade na velhice. O estudo constatou que 93% do grupo da amostra que prosperava aos 65 anos de idade tinham um relacionamento próximo com um irmão quando eram mais jovens. Como afirma George Vaillant, diretor principal do estudo, tudo pode ser resumido em cinco palavras simples: "Felicidade é amor. Ponto final."



HYPATIA OF ALEXANDRIA

1 Hypatia of Alexandria (c. 370 CE – March 415 CE) was a female philosopher and
mathematician, born in Alexandria, Egypt possibly in 370 CE (although some scholars cite her
5 birth as c. 350 CE). She was the daughter of the mathematician Theon, the last Professor at
the University of Alexandria, who tutored her in math, astronomy, and the philosophy of the day
which, in modern times, would be considered science. Nothing is known of her mother and
there is little information about her life. As the historian Deakin writes, "The most detailed
accounts we have of Hypatia's life are the records of her death. We learn more about her death
from the primary sources than we do about any other aspect of her life". She was murdered in
10 415 CE by a Christian mob who attacked her on the streets of Alexandria. The primary
sources, even those Christian writers who were hostile to her and claimed she was a witch,
portray her as a woman who was widely known for her generosity, love of learning, and
expertise in teaching in the subjects of Neo-Platonism, mathematics, science, and philosophy
in general.

15 In a city which was becoming increasingly diverse religiously (and had always been so
culturally) Hypatia was a close friend of the pagan prefect Orestes and was blamed by Cyril,
the Christian Archbishop of Alexandria, for keeping Orestes from accepting the 'true faith'. She
was also seen as a 'stumbling block' to those who would have accepted the 'truth'
of Christianity were it not for her charisma, charm, and excellence in making difficult
mathematical and philosophical concepts understandable to her students; concepts which
20 contradicted the teachings of the relatively new church. Alexandria was a great seat of learning
in the early days of Christianity but, as the faith grew in adherents and power, steadily became
divided by fighting among religious factions. It is by no means an exaggeration to state that
Alexandria was destroyed as a centre of culture and learning by religious intolerance, and
Hypatia has come to symbolize this tragedy to the extent that her death has been cited as the

25 end of the classical world.

By all accounts, Hypatia was an extraordinary woman _____ (36) _____. Theon refused
to impose upon his daughter the traditional role assigned to women and raised her as one
would have raised a son in the Greek tradition; by teaching her his own trade. The historian
Slatkin writes, "Greek women of all classes were occupied with the same type of work, mostly
30 centered around the domestic needs of the family. Women cared for young children, nursed
the sick, and prepared food". Hypatia, on the other hand, led the life of a respected academic
at Alexandria's university; a position to which, as far as the evidence suggests, only males
were entitled previously. She never married and remained celibate throughout her life, devoting
herself to learning and teaching. The ancient writers are in agreement that she was a woman
35 of enormous intellectual power. Deakin writes:

"The breadth of her interests is most impressive. Within mathematics, she wrote or lectured
on astronomy (including its observational aspects - the astrolabe), geometry (and for its day
advanced geometry at that) and algebra (again, for its time, difficult algebra), and made an
advance in computational technique - all this as well as engaging in religious philosophy and
40 aspiring to a good writing style. Her writings were, as best we can judge, an outgrowth of her
teaching in the technical areas of mathematics. In effect, she was continuing a program
initiated by her father: a conscious effort to preserve and to elucidate the great mathematical
works of the Alexandrian heritage."

CE = Common Era, the same as AD, Anno Domini.

MARK, Joshua J. **Hypatia of Alexandria**. In: Ancient History Encyclopedia, 2017. Disponível
em: <http://www.ancient.eu/Hypatia_of_Alexandria/>. Acesso em: 20/06/2017.



Hipácia de Alexandria (c. 370 dC - março de 415 dC) era uma filósofa e matemática, nascida em Alexandria, Egito, possivelmente em 370 EC (embora alguns estudiosos cite seu nascimento como C. 350 EC). Ela era a filha do matemático Theon, o último professor da Universidade de Alexandria, que a ensinou matemática, astronomia e a filosofia do dia 5 que, nos tempos modernos, seriam considerados ciência. Nada se sabe sobre sua mãe e há poucas informações sobre sua vida. Como escreve o historiador Deakin: "Os relatos mais detalhados que temos da vida de Hypatia são os registros de sua morte. Aprendemos mais sobre a morte dela pelas fontes primárias do que sobre qualquer outro aspecto de sua vida". Ela foi assassinada em 415 EC por uma multidão cristã que a atacou nas ruas de Alexandria. O primário fontes, mesmo os escritores cristãos que eram hostis a ela e alegaram que ela era uma bruxa, a retratam como uma mulher que era amplamente conhecida por sua generosidade, amor ao aprendizado e experiência no ensino das disciplinas de Neoplatonismo, matemática, ciências e filosofia em geral.

Em uma cidade que estava se tornando cada vez mais diversa religiosa (e sempre fora tão culturalmente) Hipácia era amiga íntima do prefeito pagão Orestes e foi responsabilizada por Cyril, o cristão Arcebispo de Alexandria, por impedir Orestes de aceitar a 'verdadeira fé'. Ela também era vista como uma bloqueio 'para aqueles que aceitariam a' verdade 'do cristianismo, não fosse por seu carisma, charme e excelência em tornar conceitos matemáticos e filosóficos difíceis compreensíveis para seus alunos; conceitos qual contradiz os ensinamentos da igreja relativamente nova. Alexandria foi um ótimo lugar para aprender nos primeiros dias do cristianismo, mas, à medida que a fé crescia em adeptos e poder, dividia-se constantemente lutando facções religiosas. Não é exagero afirmar que Alexandria foi destruída como um centro de cultura e aprendendo por intolerância religiosa, e Hypatia chegou a simbolizar essa tragédia na medida em que ela a morte foi citada como o fim do mundo clássico Segundo todos os relatos, Hypatia era uma mulher extraordinária (36). Theon recusou-se a impor à filha papel tradicional atribuído às mulheres e a criou como se alguém tivesse criado um filho na tradição grega; por ensinando a ela seu próprio ofício. O historiador Slatkin escreve: "mulheres gregas de todas as classes estavam ocupadas com o mesmo tipo de trabalho, principalmente centrado nas necessidades domésticas da família. As mulheres cuidavam de crianças pequenas, cuidavam dos doentes e comida preparada". Hipácia, por outro lado, levou a vida de um acadêmico respeitado na universidade de Alexandria; posição à qual, tanto quanto a evidência sugere, apenas os homens tinham direito anteriormente. Ela nunca se casou e permaneceu celibatário por toda a vida, dedicando-se ao aprendizado e ao ensino. Os escritores antigos estão em acordo de que ela era uma mulher de enorme poder intelectual. Deakin escreve: "A amplitude de seus interesses é impressionante. Em matemática, ela escreveu ou lecionou sobre astronomia (incluindo seus aspectos observacionais - o astrolábio), geometria (e por seus dias a geometria avançada) e álgebra (novamente, por seu tempo, álgebra difícil) e avançou na técnica computacional - tudo isso também como se envolver em filosofia religiosa e aspirando a um bom estilo de escrita. Seus escritos foram, da melhor maneira que podemos julgar, uma consequência de seus ensinamentos no áreas técnicas da matemática. De fato, ela continuava um programa iniciado por seu pai: um esforço consciente preservar e elucidar as grandes obras matemáticas da herança alexandrina".

CE = Era Comum, o mesmo que AD, Anno Domini.

