

# **Aula 09 – Relative Clauses Quantifiers**

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## Introdução

Desta vez, vamos à nossa aula sobre Relative Clauses (Orações Relativas), também presentes nos textos das provas de Carreiras Militares e que, têm suas particularidades, as quais vamos estudar a teoria e praticar com muitos exercícios no decorrer do material.

O que são *Relative Clauses*? Relative Clauses são sentenças ou frases que oferecem uma informação sobre algo ou alguém. A palavra “*relative*” deve ser entendida como “ligado a” ou “relacionado a” e, para facilitar, devemos lembrar dos relative Pronouns, que estudamos na aula destinada aos pronomes e suas classificações.

As orações relativas são construídas similares às adverbiais, que estudamos anteriormente. Então, possuem uma oração independente e outra dependente.

Assim, nos textos da maioria das provas, não seria diferente – aparecem, nos textos, as orações dos mais variados tipos, com a exploração do vocabulário, dos termos de diferentes classificações gramaticais, do sentido que cada frase tem, inseridas nos vários assuntos trabalhados.

Diante das provas, faz-se necessário conhecer muitos tipos de frases para sentir-se mais seguro na hora de analisar cada texto e responder às questões.

O estudo das orações, como fazemos dia a dia em nosso material, abrange tópicos gramaticais presentes nas entrelinhas do que se pergunta na sua prova.

E isso vai ampliar os conhecimentos que você já possui, pois a língua escrita possui prestígio maior do que a língua falada, visto que é considerada um referencial de uso correto porque segue regras e vai aparecer na sua prova para interpretação e busca de respostas do que é questionado.

Vamos estudar também os *Quantifiers* – os determinantes, são expressões usadas para indicar informações a respeito da quantidade de algo. Veremos muitos tipos deles.

Assim, meu objetivo, como sua professora e orientadora, é dar a você condições para que você aprenda os tópicos da sua prova, assim com as orações relativas e quantifiers de hoje e que você reconheça as variedades da língua em suas diversas situações de uso.

Vamos então estudar as particularidades de todas as orações relativas, 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, busque ser o melhor candidato e conte comigo!



## Relative Clauses - Introduction

As Relative Clauses são orações que exercem a função de adjetivos. Por esse motivo, em algumas gramáticas, também são chamadas de Adjectives Clauses. E são, em Português, orações subordinadas.

Elas são empregadas com o intuito de informar sobre uma pessoa ou determinada coisa e assim, funcionam como complementos de um substantivo ou um pronome.

Essas orações - relative clauses - que vamos estudar cada particularidade, para compreender bem, são construídas com a adição de partículas que têm o objetivo de adicionar informações à oração principal.

Essas partículas são os pronomes relativos.

Em Inglês, os pronomes que já estudamos em aulas anteriores e que são utilizados nas orações relativas são: who, whom, which, whose e that. Outros pronomes relativos, menos usados mas que estudaremos também são when, where e why.

Eles são responsáveis por unir uma frase à outra bem como fornecer informações adicionais à frase anterior.

Cada pronome relativo é utilizado para complementar uma oração de forma diferente. Vejamos, em suma, como é a classificação dessas orações, para depois estudar cada uma delas separadamente com exemplos.

Os pronomes relativos podem exercer diferentes funções na frase (sujeito, objeto ou posse) e, determinam qual será a relative clause.



***Defining relative clauses***

***Non-Defining relative clauses***



As Relative Clauses podem ser **Defining Relative Clauses** ou **Non-defining Relative Clauses**, veja:

***Defining relative clauses*** (orações restritivas): Essas orações são usadas para definir sobre quem ou sobre o que estamos falando. Não exigem o uso de vírgulas e os pronomes relativos utilizados nelas são: ***who, whom, which, whose, where, when, why e that***, como estudaremos adiante, um a um.

***Non-defining relative clauses*** (orações explicativas): Um pouco diferente das *defining relative clauses*, por sua vez, as *non-defining relative clauses* não fornecem informações essenciais sobre o que antecede a frase. Aqui, as informações adicionadas geralmente aparecem entre vírgulas. E os pronomes mais utilizados são: ***who, whom, whose e which***.

As defining clauses, independente do pronome relativo a ser usado, aparecem de forma mais direta nas frases, ou seja, como eu afirmei anteriormente, sem estar entre parênteses ou entre vírgulas. Elas destacam pessoas ou coisas à qual se referem.

As non-defining clauses são orações que trazem informações extras sobre o sujeito ou objeto das frases. Geralmente, são colocadas entre vírgulas ou parênteses.

Se tentarmos retirá-las da oração principal, ela dá a impressão de que está incompleta, apesar de manter o sentido.



Resumidamente, eis as características principais das Defining e Non-defining clauses:



DEFINING RELATIVE CLAUSE	NON-DEFINING RELATIVE CLAUSE
O seu antecedente é indefinido.	O seu antecedente é definido.
Traz informação essencial para restringir o significado do seu antecedente.	Traz informação adicional mas não essencial ao seu antecedente.
Nunca é colocada entre vírgulas.	É sempre colocada entre vírgulas.
Começa normalmente por um pronome relativo, ex. who(m), which, whose	Começa sempre por um pronome relativo, ex. who(m), which, whose
O pronome relativo that pode ser empregue em vez de who(m) e which.	O pronome relativo that não pode ser empregue em caso nenhum.
Como complemento do verbo, o pronome relativo pode ser omitido: who(m), which e that.	O pronome relativo não pode ser omitido

Veremos cada pronome para saber qual dos dois tipos podem ser usadas com cada um deles.



## Relative pronoun THAT

O pronome relativo **that** é o que mais parece em frases de forma geral, em diálogos informais, em filmes, em séries, em textos variados, entre outros, já que pode ser usado quando se trata de pessoas ou de objetos. **Atenção: é usado apenas em Defining Relative Clauses.**

Vou introduzir oferecendo dois exemplos para você compreender melhor, desde o início da explicação. É como se fôssemos dizer: “Eu tenho um amigo **que** eu admiro muito.” ou “Eu tenho um cachorro **que** sabe nadar”, em que se fala de coisas/animais referentes à pessoa ou se fala da própria pessoa, usando o mesmo pronome: *that*.

As frases acima seriam: “*I have a friend **that** I admire a lot.*” E “*I have a dog **that** knows how to swim*”. No caso de *THAT*, foi escolhido para ser o primeiro da lista de todos que explicarei nessa aula, justamente porque serve para todas as orações relativas.

Eu costumo chamar esse pronome de pronome *carta coringa*, que pode ser utilizado em qualquer oração, quando se há alguma dúvida em relação a qual usar para desenvolver as frases desejadas.

É importante observar que, se vier um sujeito após o pronome *that*, ele pode ser omitido sem prejudicar o sentido da frase. E às vezes pergunta-se isso em questões da sua prova.

Vejamos outros exemplos:

*These are the flowers **that** I bought for you.*  
(Esses são as flores **que** eu comprei para você.)



Aqui, por causa do sujeito “I”, após o pronome *that*, ele poderia ser omitido:

*These are the flowers I bought for you.*



*These are the boys **that** I was talking about.*  
(Esses são os garotos **que** eu estava falando.)

Aqui também, por causa do sujeito “I”, após o pronome *that*, ele poderia ser omitido:

*These are the boys I was talking about*



*He spoke so well **that** everybody was surprised.*  
(Ele falou tão bem **que** todos ficaram surpresos.)

Aqui também, por causa do sujeito “everybody”, após *that*, ele poderia ser omitido:  
(*He spoke so well everybody was surprised.*)

Agora vejamos exemplos em que o pronome *that* não pode ser omitido, já que, não há sujeitos após os mesmos e sim verbos, que “pedem” que o pronome esteja presente:



*The cat **that** was hidden is mine.*  
(O gato **que** estava escondido é meu).

Aqui, por causa do verbo “*was hidden*” e não um sujeito, após *that*, ele não poderia ser omitido: *The cat **that** was hidden is mine.*

Veja outro exemplo:



*The girl **that** won the competition is the best.*  
(A garota **que** ganhou a competição é a melhor.)






Aqui, também por causa do verbo “won” (Past Simple) e não um sujeito, após *that*, ele não poderia ser omitido: *The girl **that** won the game is the best.*

Vejamos o pronome **that** em um dos textos da Newsweek, fonte usada em algumas provas das Carreiras Militares, para exemplificar:

**Texto para as questões de 81 a 84**

**C**hristoph Oswald has no problem approaching women. As he makes his way through the crowd at his favorite Frankfurt club, his cell phone scans a 10-meter radius for “his type”:



**MAKING A CONNECTION:** Phones are a way of getting together

tall, slim, sporty, in her 30s—and, most important, looking for him, a handsome 36-year-old software consultant who loves ski holidays. Before he reaches the bar, his phone starts vibrating and an attractive blonde appears on its screen. “Hi, I’m Susan,” she says. “Come find me!” Christoph picks her out of the crowd, and soon they’re laughing over a drink.

Both Christoph and Susan have phones equipped with Symbian Dater, a program **that** promises to turn the cell phone into a matchmaker. By downloading Symbian, they installed a 20-character encrypted code that includes details of who they are and what they’re looking for in a mate. Whenever they go out, their matchmaking phones sniff out other Symbian Daters over the unlicensed, and therefore free, Bluetooth radio frequency. If profiles match up, the phones beep wildly and send out short video messages.

(NEWSWEEK, JUNE 7 / JUNE 14, 2004)

O texto está falando de Christoph Oswald e suas aventuras com as mulheres e, no segundo parágrafo, foi usado o pronome **that**, se referindo a um programa de celular que promete algo: “... *Symbian Dater, a program **that** promises to turn the cell phone into ...*”.

Assim como estudamos, o **that** pode se referir a pessoas ou coisas e oferecer informações sobre elas. No caso, foi informado que é um programa **que** promete algo.

Vamos ao estudo do pronome which.



## Relative pronoun WHICH

O pronome relativo **which** é usado quando se trata de coisas/objetos e animais e nunca usado para pessoas. Pode ser também traduzido como que.

Diferente de that, é usado em defining ou non-defining relative clauses.

No caso de **WHICH**, é válido observar que, muitas vezes, pergunta-se em questões da sua prova se **which** pode ser substituído por **that** ou vice-versa e, devemos analisar cuidadosamente se tais pronomes, nessas frases, referem-se ao sujeito ou ao objeto.

Como uma observação, lembre-se de que, se vier um sujeito após o pronome **which**, assim como acontece com o pronome **that**, ele também pode ser omitido sem prejudicar o sentido da frase, que pode ser uma provável pergunta da sua prova.

Vejamos exemplos:



*Orca whale, **which** is big, is very dangerous.*  
(A baleia orca, **que** é grande, é muito perigosa.)

Aqui, por causa do verbo “is”, após o pronome **which**, ele não pode ser omitido.



Outro exemplo:



This is the document **which** you need to sign.  
(Este é o documento **que** você precisa assinar.)

Aqui também, por causa do sujeito “you”, após o pronome **which**, ele pode ser omitido:

*This is the document you need to sign.*

Vamos aos pronomes **who** e **whom**.

### Relative pronouns **WHO** and **WHOM**

Os pronomes relativos **who** e **whom** se referem apenas à pessoas e nunca objetos ou animais.

A diferença entre who e whom é bastante sutil e deve-se prestar atenção à explicação e aos exemplos para não gerar confusão na hora de sua prova.

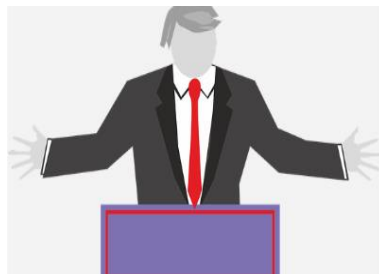
Observe: enquanto **who** se refere à uma pessoa que executa a ação da oração, **whom** é, por sua vez, utilizado quando se trata de alguém que recebe uma ação. Exemplos:



*The charming guy **who** works with me has asked me out.*  
(O homem charmoso **que** trabalha comigo me chamou para sair.)



Aqui, você pode perceber que o pronome **who** faz referência ao homem charmoso, ou seja, *the charming guy*, que foi quem chamou a pessoa para sair, executou a ação. Outro exemplo:



*George Lee, **who** was the school's president, discoursed yesterday.*  
(George Lee, **que** era o presidente da escola, discursou ontem.)

No exemplo anterior, você pode perceber mais uma vez que o pronome **who** faz referência a George Lee, ou seja, o presidente da escola, que foi quem discursou, executou também a ação.

Você percebeu que, usei exemplos com frases entre vírgulas ou não. Ambos casos se usa o pronome relativo **who**.

Agora, vejamos exemplos com o pronome relativo **whom**, para que a diferença entre o uso de **who** e **whom** fique clara a você.





*I don't know the name of the boy **whom** she is going out with.*  
(Eu não sei o nome do garoto **quem/ com quem** ela está saindo).

Aqui, você pode perceber que o pronome **whom** faz referência a quem recebeu a ação: ela. O sujeito da oração é "I" e o garoto de que trata a frase é aquele com quem ela está saindo, como um adjetivo para a pessoa com quem alguém está saindo. Veja outro exemplo:

*The boy to **whom** you gave the present is my brother.*  
(O garoto para **quem** você deu o presente é meu irmão).



Aqui também, você pode perceber que o pronome **whom** faz referência a quem recebeu a ação: meu irmão.

Vejamos o pronome **who** em um dos textos do New York Times, fonte também usada para preparar provas, para exemplificar:



**L**OS ANGELES – Come summer 2006, Warner Brothers Pictures hopes to usher “Superman” into thousands of theaters after a 19-year absence. But given the tortured history surrounding that studio’s attempts to revive “Superman,” the forerunner of Hollywood’s now-ubiquitous comic-book blockbusters, the Man of Steel’s arrival would be nothing short of a miracle.

Since Warner began developing a remake of the successful comic-book franchise in 1993, it has spent nearly \$10 million in development, employed no fewer than 10 writers, hired four directors and met with scores of Clark Kent hopefuls without settling on one. The latest director — Bryan Singer, who directed “X-Men” and its sequel, was named on July 18 to replace Joseph McGinty Nichol, known as McG, who left the project after refusing to board a plane to Australia, where the studio was determined to make the film.

(THE NEW YORK TIMES, JULY 22, 2004)

O texto está falando da Warner Bros Pictures, de cinema, de filmes e, no segundo parágrafo, foi usado o pronome **who**, duas vezes.

Conforme estudamos, o pronome **who**, sempre se refere a pessoas, certo?

Na primeira vez que **who** aparece, ele está se referindo a Bryan Singer:

*“... The last director – Bryan Singer, who directed X-Men and its sequel, was named...”*

corretamente como estudamos.

Na segunda vez que **who** está na frase, está também se referindo a pessoas – desta vez, a Joseph McGinty Nichol:

*“... replace Joseph McGinty Nichol, known as McG, who left the project after refusing to board...”*

explicando algo sobre Joseph, como estudamos.

Agora, vamos ao pronome **whose**. Come on!



## Relative pronoun WHOSE

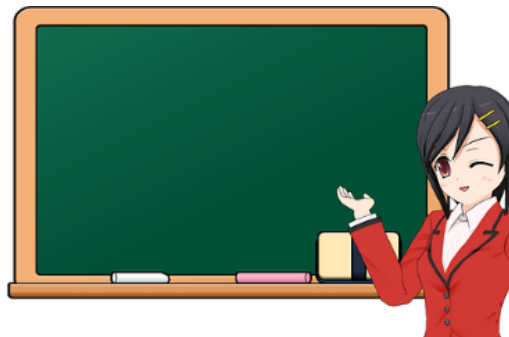
O pronome relativo **whose** é usado para indicar posse, para indicar que algo pertence a alguém. A tradução que melhor representa o **whose** seria o cujo/cuja em Português.

Vejamos exemplos:



*That bag, **whose** owner is unknown, is in the lost and found department.*

(Aquele mala, **cujo** dono é desconhecido, está no departamento de achados e perdidos.)



*That teacher, **whose** class is attractive, is preparing a speech for tomorrow.*

(Aquele professora, **cuja** aula é atrativa, está preparando um discurso para amanhã.)

Vamos ao pronome relativo where.



## Relative pronoun WHERE

O pronome relativo **where** é usado para indicar o lugar que a frase está fazendo referência, o local do que se trata a informação principal da oração com esse pronome relativo.

É um dos pronomes relativos mais simples, pois tem o mesmo significado de quando é pronome interrogativo: onde e se encaixa de forma prática nas frases.

Vejamos exemplos:



*The house **where** I live is big, beautiful and comfortable.*  
(A casa **onde/em que** eu moro é grande, bonita e confortável.)



*The college **where** she studies is modern.*  
(A faculdade **onde/em que** ela estuda é moderna.)

Vamos ao pronome relativo when.





## Relative pronoun WHEN

O pronome relativo **when** é usado para indicar tempo: o dia, a semana, o mês, enfim, o período do que se trata a informação principal da oração com esse pronome relativo.

É um pronome relativo simples também, pois, assim como o where, tem o mesmo significado como pronome interrogativo: quando.

Vejamos exemplos:



*That was the day **when** I started working in this company.*

(Aquele foi o dia **quando/em que** eu comecei a trabalhar nessa empresa.)



*January is the month **when** I graduate.*

(Janeiro é o mês **quando/em que** eu me formo.)



Vejam os textos, que usaremos em nossa lista de exercícios adiante, do jornal *The Economist*, explorado em muitas provas, com o pronome **when** para ilustrar e exemplificar:

The role of women in Spanish society has changed fast since the country became a democracy after General Franco died in 1975. He had swept away liberal reforms introduced in the 1930s, **when** Spain was a republic. For women specifically, these included a benevolent divorce law and certain property rights. In the 1930s many women played a big part on the left, often fighting side by side with men in the pro-Republic militias during the 1936-39 civil war. But after it the new regime, for the most part applauded by the church, put them back in the home as wives and mothers, with divorce forbidden and working outside frowned on.

Change began in the 1960s **when** Spain opened up to tourists. Faced with competition from sexually liberated north Europeans, Spanish women “declared war on them, on men and on their elders”, in the words of Lucia Graves, author of “A Woman Unknown”, which recounts her life as an Englishwoman married to a Spaniard at the time. That aggressive self-assertion continues.

Not wholly successfully. At universities, women students now outnumber men. A typical couple has one or two children these days, a far cry from the days **when** families of eight or ten were common. But Spanish women still face the problems of their sisters in northern Europe. Their progress at work is often blocked, their pay often lower than men’s.

**The Economist August 11th 2001**

Percebemos que, nas três vezes em que o pronome *when* aparece no texto, refere-se a um período de tempo, contextualiza o momento, veja: “... *when Spain was a republic*” (quando a Espanha era república) , “... *when Spain opened up to tourists*” (quando a Espanha abriu-se aos turistas) e “... *when families of eight or ten were common*” (quando famílias com oito ou dez filhos era comum). Todos períodos do que se trata o assunto do texto.

Vamos ao último pronome relativo: *why*.



## Relative pronoun WHY

O pronome relativo **why** é usado para indicar a razão, o motivo do que se trata a informação principal da oração.

É um pronome relativo que também significa porque, como na hora de fazer perguntas, em que está na função de pronome interrogativo. Podemos também traduzir como “por causa de”.

Vejamos exemplos:



*There are three different ways to go. That's the reason **why** I got confused.*

(Há três diferentes caminhos para ir lá. Essa é a razão **por quê/pela qual** eu fiquei confuso.)



*I don't know the reason **why** she is angry.*

(Eu não sei a razão **por quê/pela qual** ela está nervosa.)

Vamos ao estudo dos quantifiers. Let's go!



## Quantifiers

Os determinantes – **quantifiers**, são expressões usadas para indicar informações a respeito da quantidade de alguma coisa. Para estudar e entender bem os tipos de **quantifiers**, é importante lembrar de quando estudamos os substantivos.

Você se lembra que havia substantivos classificados com contáveis – **countable** – aqueles que podemos contar, não necessitando de nenhuma unidade de medida, permitindo a forma singular e plural. E os substantivos incontáveis – **uncountable** – que não podemos contar, tornando-se necessária uma unidade de medida. Esses substantivos só apresentam a forma singular.

Agora vejamos os **quantifiers** que mais aparecem na sua prova:

“Much”, “Many” e “A Lot of”

As três palavras indicam a mesma coisa: uma grande quantidade. No entanto, o uso de cada um depende exatamente do tipo de substantivo que há na frase:

“**Much**” é usado nos casos de substantivos não-contáveis.

Example: *How much sugar do you need? A few.* Quanto de açúcar você precisa? Um pouco.

“**Many**” é usado nos casos de substantivos contáveis.

Example: *How many students are there? Six.* Quantos estudantes estão lá? Seis.

“**A lot of**” é usado em ambos os casos.

Example: *I have a lot of things to do.* Eu tenho muitas coisas pra fazer.



## “Too” e “So”

Esses dois pronomes são usados para intensificar algo. A diferença é que **“too”** dá a impressão de exagero, às vezes com uma ideia negativa, enquanto **“so”** indica uma grande quantidade, sempre com ideia positiva.

Examples: There is **too** much traffic jam in SP. = Há congestionamento demais em SP.  
I love you **so** much. = Eu te amo muito.

## “Little”, “Few” e “Enough”

Os quantifiers **“little”** e **“few”** significam ambos uma pequena quantidade de alguma coisa. A diferença entre os dois é que enquanto **“little”** se refere aos substantivos não-contáveis, **“few”** se refere aos contáveis.

Examples: There are **a few** people in the classroom. = Há poucas pessoas na sala de aula.  
Add **a little** sugar, please. = Adicione um pouco de açúcar, por favor.

Por sua vez, **“enough”** se refere a algo suficiente, podendo ser usado tanto para substantivos contáveis como incontáveis.

Examples: There isn't **enough** food. = Essa comida não é suficiente/ não é o bastante.  
I drove fast **enough** to get there in time.  
Eu dirigi rápido o suficiente/ o bastante para chegar lá na hora.



Então, “*enough*” significa suficiente ou bastante, certo? Mas não basta saber a tradução. preciso saber como usar *enough* em Inglês de forma correta. Afinal, *enough* pode ser usado em várias classes gramaticais em inglês.

Mas, o que importa mesmo é aprender como identificar *enough* nos textos da sua prova. Em geral, podemos dizer que o uso mais frequente de *enough* é como vimos acima, antes ou depois de substantivos.

Ainda podemos usar *enough* em algumas expressões fixas, veja:

- ✓ Enough is enough! I don't want to argue anymore. (Já chega! Não quero mais discutir.)
- ✓ I'm just annoyed with her because she's behaved so badly. Fair enough! ( Eu só estou chateada com ela porque ela se comportou muito mal. Nada mais justo!)
- ✓ I can't eat anymore. I've had enough. (Não aguento mais comer. Estou satisfeito/cheio.)
- ✓ I've had enough of your excuses (Já estou cheio de suas desculpas/cansado de suas desculpas.)
- ✓ The doctors tried everything they could, but it was not enough to save him. (Os médicos tentaram tudo que podiam, mas não foi suficiente para salvá-lo.)
- ✓ You've been practicing the flute all afternoon. Enough! (Você tocou flauta a tarde inteira. Basta! Chega!)

Vamos aos exercícios para praticar os pronomes relativos inseridos nos textos da sua prova de anos anteriores.

Let's go!



## Diferentes exercícios na área da Carreira Militar

Vamos resolver exercícios de diferentes Carreiras Militares e, entre eles, claro, questões da EEAR.

### 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 unrest<sup>1</sup>. 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 soaring<sup>2</sup> 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 yield<sup>3</sup> 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 overgrazing<sup>4</sup> 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 (AFA/2014)

The sentence "*the change in climate is majorly caused by human activities*" (lines 36 and 37) means that

- a) human activities are majorly responsible for the climate change.
- b) the change in climate is responsible for several human activities.
- c) human changes have caused lots of climate problems.
- d) changes in climate are leading to the current human behaviors.



## 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) - What's the main purpose of text II?

- (A) Teach students how to plan where to go on vacation.
- (B) Inspire the fans of "Lord of the Rings" to visit New Zealand.
- (C) Make people feel interested in watching famous movies.
- (D) Give some suggestions on traveling to a movie set destination.
- (E) Advertise travel companies that sell movie-themed vacations.

## QUESTÃO 03

(Escola Naval/2018)

Which of the options completes the excerpt below correctly?

You're dehydrated - and \_\_\_\_\_ your skin

Most of us tend to think of dehydration as a short term problem solved by a glass of water, but board-certified dermatologist Dr. Janet Prystowsky encourages viewing skin dehydration as a long-term problem, as consistently failing to get your skin the water it needs can have lasting results.

(Abridged from <https://www.goodhousekeeping.com/beauty/anti-aging/a36993/dull-skin-causes/>)

- (A) so is
- (B) so are
- (C) nor is
- (D) neither is
- (E) neither are

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)

In the 2<sup>nd</sup> paragraph, the word it (line 18) refers to

- |            |              |
|------------|--------------|
| a) button. | c) mistakes. |
| b) art.    | d) ability.  |



### QUESTÃO 05 (EAM/2020 inédita)

A solicitor engaged by former members of the Supreme Horse Racing Club said on Thursday evening he was “very optimistic” the 29 horses it has hitherto owned, including the top-class chaser Kemboy, will be able to race this season.

The Thurles-based Patrick Kennedy was speaking after the ruling body of Irish horse racing in effect kicked SHRC out of the sport by declaring it was no longer “permitted to be owners or part-owners of racehorses”.

The announcement from Horse Racing Ireland represents the moment when its patience expired over the club’s repeated failure to provide answers to its questions.

Following complaints from club members about alleged irregularities in the way SHRC was run, HRI got involved this summer and its concerns have not been allayed. (The Guardian/November 2019)

**Questão 05** – In the third paragraph “... Following complaints from club members about alleged irregularities in the way SHRC was run, ...” The verb “run” refers to:

- a) in a hurry irregularity
- b) in a hurry action
- c) something urgent
- d) a kind of function
- e) the behave of something



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

#### April

There was a nice little girl which name was April. One day, she asked her parents why she was called April. They answered that it was because she was born in April. The little girl liked her name and the month April too. Her parents made her a party, all her friends celebrated with her, and she received a lot of presents. One day her mother became pregnant and April had a little brother. Her brother was born in February and everybody came and suggested names for the new baby. April didn't understand what the problem was. If the baby was born in February, the correct name should be February.

*Fonte: adapted from Thoughts and Notions.*

**QUESTÃO 06** – According to the text all the alternatives are correct, except:

- a) April liked the fourth month of the year.
- b) Her father and mother made her a party.
- c) April was her mother's favorite month.
- d) April received a lot of gifts.

**QUESTÃO 07** – The underlined word in the text is

- a) an adjective
- b) a pronoun
- c) a noun
- d) a verb



## QUESTÕES ITA/2014

Texto para responder as questões **08 a 10**

- 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. 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*.)

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

**Questão 08 – A Grant Study**, pesquisa realizada pela Universidade de Harvard,

- A ( ) teve por objetivo investigar o comportamento de pessoas idosas e felizes.
- B ( ) possibilitou o levantamento gigantesco de dados sobre pesquisadores de Harvard.
- C ( ) comprovou que John F. Kennedy foi um homem extremamente feliz.
- D ( ) chama-se the 75 year old Grant Study por ser homenagem à faixa etária analisada.
- E ( ) comprovou que felicidade na vida adulta está atrelada às relações afetivas ao longo da vida.



**Questão 09** – Assinale a opção cuja reescrita não altera o sentido de: “*Though all identities are confidential, it was recently discovered that John F. Kennedy was a sample participant*”

- A ( ) John F. Kennedy was a sample participant, although nobody knew that.
- B ( ) In spite of being a sample participant, John F. Kennedy’s identity was never discovered.
- C ( ) The study was confidential; thus the participation of John F. Kennedy was never discovered.
- D ( ) Besides being a confidential study, John F. Kennedy said he used to be a participant.
- E ( ) In spite of the fact that all identities are kept confidential, it was recently found out that John F. Kennedy was a sample participant.

**Questão 10** – Substituindo os adjetivos long e comprehensive, respectivamente, por *easy* e *rich* na oração “*Harvard conducted one of the longest and most comprehensive studies of human development*” (linha 1), teremos:

- A ( ) the most easy - the richest
- B ( ) the easiest - the most rich
- C ( ) the more easy - the richer
- D ( ) the easiest - the richest
- E ( ) the most easy - the most rich

### QUESTÕES IME/2018

Texto para responder as questões **11 a 13**



IME/2018

### 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  
10 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  
sources, even those Christian writers who were hostile to her and claimed she was a witch,  
15 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.

In a city which was becoming increasingly diverse religiously (and had always been so  
15 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  
30 Slatkin writes, "Greek women of all classes were occupied with the same type of work, mostly  
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/](http://www.ancient.eu/Hypatia_of_Alexandria/)>. Acesso em: 20/06/2017.



**Questão 11** – Choose the correct option.

- (A) Hypatia did not marry so she could study; consequently, she followed the role model of the time.
- (B) Although Hypatia remained celibate, her father had been doubtful she would ever do so because of the activities society expected her to perform.
- (C) Professions were chosen according to the social class a woman occupied, centered around family tradition and faith.
- (D) Not many gaps have to be filled about Hypatia's academic life now; we know almost everything because she continued her father's work.
- (E) Some people didn't seem to understand science regardless of religion, and this might explain why scientific concepts were seen as an obstacle.

**Questão 12** – Choose a synonym for the expression to the extent that in the sentence “ (...) Hypatia has come to symbolize this tragedy to the extent that her death has been cited as the end of the classical world.” in lines 24 and 25.

- (A) as well as
- (B) in contempt of
- (C) by easy stages
- (D) for the record that
- (E) to the degree that

**Questão 13** – Choose the appropriate continuation for the sentence “By all accounts, Hypatia was an extraordinary woman \_\_\_\_\_” in line 26.

- (A) since she was assigned a profession different from her father's.
- (B) not only for her time, but for any time.
- (C) as she lived for the Gods.
- (D) devoted to teaching, which was a common activity for women at that time.
- (E) of slight intellectual power.





## QUESTÃO ESA/2020 inédita

Texto para responder a questão 14

### THE FODOO ECONOMICS OF MEAL DELIVERY – The Economist/Agosto 2019



Do you have an iPad, iPod, iPhone, a smartwatch or a Mac computer? If you don't, you probably know someone who has one (or wants one)!

Steve Jobs made the company – Apple – that created these things that are now such an important part of the lives of millions of people.

He was born on February 24, 1955, in San Francisco, California. When he was a boy, he had a special hobby: he liked to take apart televisions and put them back together again. He was a very good student in school and even skipped a grade. After he finished grade four, he went into grade six, and in 1972, when he was seventeen, he graduated from high school. He then began his studies in Reed College, in Portland, Oregon, but dropped out after six months. Deciding to quit was not at all easy (...)

After Steve Jobs returned to the United States, he found a job as a video game designer at a company called Atari, and two years after that, in 1976, when he was only twenty-one years old, he created his own company – Apple Computer – with his friend, Steve Wozniak. Steve Jobs later got married in 1991 and had four children. Unfortunately, doctors discovered that he had cancer in 2003 and in 2011 he died at the age of only 56. [https://www.allthingstopics.com/uploads/2/3/2/9/23290220/7300865\\_orig.png](https://www.allthingstopics.com/uploads/2/3/2/9/23290220/7300865_orig.png)

**QUESTÃO 14 (ESA/2020 inédita)** – Read the extract from the text

*“He liked to take apart televisions and put them back together again”*

The pronoun “them” refers to:

- a) equipment in general
- b) Apple equipment
- c) Steve Jobs' hobbies
- d) televisions
- e) things to take apart



## QUESTÃO 15 (EsPCEEx/2019) – Texto para questão 15

### **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 15 (EsPCEEx/2019) – Texto para questão 15

According to the text, choose the correct statement.

- [A] A new sustainable material has already been chosen.
- [B] Lego has already reduced the size of their packaging.
- [C] Lego is planning to reduce the size of their products.
- [D] Lego's raw material will continue to be the same.
- [E] They are going to hire 100 specialists in 2030.



## QUESTÃO 16

(EFOMM/2016)

Texto para  
questão 16

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 then in control began excavation for larger locks in 10 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 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 than a quarter-century, the real problem is that 35 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 atomic warheads, Plowshare spent more than a 50 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 16 (EFOMM/2016)



**QUESTÃO 16 (EFOMM/2016)** - Complete the sentences with the correct verb tenses.

1. Little \_\_\_\_\_ how inconvenient he can be. 2. Not until she received the call \_\_\_\_\_ relieved. 3. Not for one moment \_\_\_\_\_ your honesty. 4. Under no circumstances \_\_\_\_\_ class.

( a ) does he realize/ she had breathed/would I doubt/ should you miss.

( b ) does he realize/ did she breathe/would I doubt/ should you miss

( c ) he realizes/ did she breath/ I would doubt/ you should miss

( d ) he will realize/ she breathed/ I would doubt/ should you miss

( e ) he realized/ she would breathe/would I doubt/ you should miss.



## Gabarito



1 – A	2 – D	3 – A	4 – B	5 – E	
6 – C	7 – A	8 – E	9 – D	10 – D	
11 – E	12 – E	13 – B	14 – D	15 – B	16 – B



## Exercícios respondidos com comentários

### 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 unrest<sup>1</sup>. 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 soaring<sup>2</sup> 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 yield<sup>3</sup> 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 overgrazing<sup>4</sup> 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 (AFA/2014)

The sentence *“the change in climate is majorly caused by human activities”* (lines 36 and 37) means that

- a) human activities are majorly responsible for the climate change.
- b) the change in climate is responsible for several human activities.
- c) human changes have caused lots of climate problems.
- d) changes in climate are leading to the current human behaviors.

#### Comentários:

**Alternative A is correct**, pois a expressão diz que “climate changes” são causadas por “human activities” e a alternativa diz que “human activities” são responsáveis por “climate changes”, o que é equivalente.

Alternative B is incorrect, pois a informação ficou trocada. Mudanças climáticas são causadas por atividades humanas, porém a alternativa afirma que as mudanças climáticas são responsáveis por várias atividades humanas.

Alternative C is incorrect, pois o noun “changes” recebeu o adjective “human”, o que está trocado, pois o noun “changes” está acompanhado da ideia do adjective “climate”.

Alternative D is incorrect, pois afirma que “climate changes” são as responsáveis pelo atual comportamento (“behavior”) humano.



## 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) -** What's the main purpose of text II?

- (A) Teach students how to plan where to go on vacation.
- (B) Inspire the fans of "Lord of the Rings" to visit New Zealand.
- (C) Make people feel interested in watching famous movies.
- (D) Give some suggestions on traveling to a movie set destination.
- (E) Advertise travel companies that sell movie-themed vacations.

**Comentários:**

Essa questão pergunta qual o objetivo central do texto II.

Alternative A is incorrect, pois o texto não se destina especificamente a "students".

Alternative B is incorrect, pois o texto não foca principalmente no filme "Lord of rings" e na visita ao seu cenário na Nova Zelândia.

Alternative C is incorrect, pois o texto foca que as pessoas viagem ("travel") para cenários usados em filmagens de filmes famosos, não que esses filmes sejam assistidos ("watch").

**Alternative D is correct**, pois o texto foca em discutir diversos aspectos das viagens com temáticas em filmes.

Alternative E is incorrect, pois o texto não foca nas agências de viagens ("travel companies").

**QUESTÃO 03**

**(Escola Naval/2018)**



### QUESTÃO 03

(Escola Naval/2018)

Which of the options completes the excerpt below correctly?

You're dehydrated - and \_\_\_\_\_ your skin

Most of us tend to think of dehydration as a short term problem solved by a glass of water, but board-certified dermatologist Dr. Janet Prystowsky encourages viewing skin dehydration as a long-term problem, as consistently failing to get your skin the water it needs can have lasting results.

(Abridged from <https://www.goodhousekeeping.com/beauty/anti-aging/a36993/dull-skin-causes/>)

- (A) so is
- (B) so are
- (C) nor is
- (D) neither is
- (E) neither are

#### Comentários:

Alternatives B and E are incorrect, pois usam o verb to be no plural “are” quando o sujeito é singular “skin” e pede, portanto, a forma “is”.

Alternatives C and D are incorrect, pois a leitura

do texto nos permite perceber que a ideia central é a de que não devemos tratar a dehydration como um problema de curto prazo e rapidamente resolvido quando tomamos um copo de água, visto que as consequências para a pele, a longo prazo, se ela não receber a quantidade de água de que necessita podem ser sérias. **Portanto, correct alternative is A.**

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)

In the 2<sup>nd</sup> paragraph, the word it (line 18) refers to

- a) button.
- b) art.
- c) mistakes.
- d) ability.

### Comentários:

A frase analisada é "Also, in digital art you can easily click a button to cancel it".

Percebemos que "it" se refere a "digital art", como "digital" é adjective e "art" é noun, o núcleo do sintagma é "art" e **alternative B is correct.**



## QUESTÃO 05 (EAM/2020 inédita)

A solicitor engaged by former members of the Supreme Horse Racing Club said on Thursday evening he was “very optimistic” the 29 horses it has hitherto owned, including the top-class chaser Kemboy, will be able to race this season.

The Thurles-based Patrick Kennedy was speaking after the ruling body of Irish horse racing in effect kicked SHRC out of the sport by declaring it was no longer “permitted to be owners or part-owners of racehorses”.

The announcement from Horse Racing Ireland represents the moment when its patience expired over the club’s repeated failure to provide answers to its questions.

Following complaints from club members about alleged irregularities in the way SHRC was run, HRI got involved this summer and its concerns have not been allayed. (The Guardian/November 2019)

**Questão 05** – In the third paragraph “... Following complaints from club members about alleged irregularities in the way SHRC was run, ...” The verb “run” **refers to**:

- a) in a hurry irregularity
- b) in a hurry action
- c) something urgent
- d) a kind of function
- e) the behave of something

### Comentários:

Aqui temos uma questão que busca interpretar a aplicação de um vocábulo em um contexto. Geralmente, “run” significa “correr”, porém, aqui, temos o sentido de “gerenciar”.

“... in the way SHRC was run...” = a forma que SHRC era gerenciado.

**Assim, a alternativa correta é E.**

As alternativas A e B estão incorretas, pois “run” não se refere aos nouns “irregularities” e “action”.

A alternativa C está incorreta, pois, nesse caso, o sentido de “run” não tem a ver com urgência.

A alternativa D está incorreta, pois o noun function remete à ideia do “gerente”, mas não do verb “run”, nesse caso. Importante não cair nesse detalhe!



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

### April

There was a nice little girl which name was April. One day, she asked her parents why she was called April. They answered that it was because she was born in April. The little girl liked her name and the month April too. Her parents made her a party, all her friends celebrated with her, and she received a lot of presents. One day her mother became pregnant and April had a little brother. Her brother was born in February and everybody came and suggested names for the new baby. April didn't understand what the problem was. If the baby was born in February, the correct name should be February. *Fonte: adapted from Thoughts and Notions.*

**QUESTÃO 06** – According to the text all the alternatives are correct, except:

- a) April liked the fourth month of the year.
- b) Her father and mother made her a party.
- c) April was her mother's favorite month.
- d) April received a lot of gifts.

### Comentários:

Alternative A is correct, de acordo com o trecho "The little girl liked her name and the month April too". O mês April é o quarto mês ("fourth month").

Alternative B is correct, pois o trecho "her parents made her a party" é equivalente a dizer "her father and her mother made her a party".

**Alternative C is incorrect**, pois o texto não fala qual o mês favorito da mãe de April.

Alternative D is correct, pois "gifts" e "presents" são sinônimos e o text afirma que "she received a lot of presents".



**QUESTÃO 07** – The underlined word in the text is

- a) an adjective
- b) a pronoun
- c) a noun
- d) a verb

**Comentários:**

**Alternative A is correct**, pois “little” acompanha o noun “girl” dando a ele uma característica, logo, trata-se de um adjective.

Alternative B is incorrect, pois “pronouns” substituem nouns e, nesse caso, “little” acompanha o noun “girl”.

Alternative C is incorrect, pois “little” acompanha um noun, não é um noun.

Alternative D is incorrect, pois verbs indicam ações e podem ser conjugados em diferentes tempos verbais, o que não é o caso de “little”.

## QUESTÕES ITA/2014

Texto para responder as questões **08 a 10**

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. 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*.)

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



- Questão 08** – A **Grant Study**, pesquisa realizada pela Universidade de Harvard,
- A ( ) teve por objetivo investigar o comportamento de pessoas idosas e felizes.
- B ( ) possibilitou o levantamento gigantesco de dados sobre pesquisadores de Harvard.
- C ( ) comprovou que John F. Kennedy foi um homem extremamente feliz.
- D ( ) chama-se the 75 year old Grant Study por ser homenagem à faixa etária analisada.
- E ( ) comprovou que felicidade na vida adulta está atrelada às relações afetivas ao longo da vida.

**Comentários:**

Na letra **A**, segundo o texto (l. 3), a pesquisa investigou “healthy male Harvard college students who... of their lifetime...” (estudantes masculinos saudáveis de Harvard que, ao longo de suas vidas...). Portanto, não se referiu a pessoas idosas e felizes, o que torna a letra **A** incorreta.

Sobre a letra **B**, pesquisa possibilitou o levantamento de “an exorbitant amount of data that deeply reflects the human condition” (l. 7), ou seja, “uma quantidade exorbitante de dados que refletem profundamente a condição humana” – portanto, não sobre pesquisadores de Harvard. Isso torna a letra **B** incorreta.

O texto aponta que John F. Kennedy, na verdade, foi um dos participantes da pesquisa, mas isso só foi descoberto recentemente (l. 5). No entanto, não é apontado que ele foi um homem extremamente feliz, o que torna a letra **C** incorreta.

A pesquisa não é uma homenagem a essa faixa etária, mas um estudo extenso sobre o desenvolvimento humano, que levou, de fato, cerca de 75 anos. Portanto, a letra **D** é incorreta.

Segundo o texto (l. 8-9), “warm relationships between parents, spouses, children and friends have the greatest impact on your health and happiness in old age”, ou seja, “relacionamentos afetuosos entre pais, esposas, filhos e amigos têm o maior impacto na sua saúde e felicidade na idade avançada”. Portanto, a pesquisa comprovou que a felicidade na vida adulta está atrelada a relações afetivas ao longo da vida, **o que torna a alternativa E correta.**



**Questão 09** – Assinale a opção cuja reescrita não altera o sentido de: “*Though all identities are confidential, it was recently discovered that John F. Kennedy was a sample participant*”

A ( ) John F. Kennedy was a sample participant, although nobody knew that.

B ( ) In spite of being a sample participant, John F. Kennedy’s identity was never discovered.

C ( ) The study was confidential; thus the participation of John F. Kennedy was never discovered.

D ( ) Besides being a confidential study, John F. Kennedy said he used to be a participant.

E ( ) In spite of the fact that all identities are kept confidential, it was recently found out that John F. Kennedy was a sample participant.

**Comentários:**

“Apesar de todas as identidades serem confidenciais, foi descoberto recentemente que John F. Kennedy foi um dos participantes”.

Na letra **A**, a informação de “it was recently discovered” (foi descoberto recentemente) foi descartada, o que altera o sentido da frase do trecho original. Tem-se apenas “John F. Kennedy foi um participante, apesar de ninguém saber disso”. Portanto, a alternativa é incorreta.

Na letra **B**, “John F. Kennedy’s identity was never discovered” (a identidade de John F. Kennedy nunca foi descoberta) contradiz a informação original de que “foi descoberto recentemente que John F. Kennedy foi um dos participantes”. Portanto, a alternativa é incorreta.

Na letra **C**, a informação de que a identidade de John F. Kennedy nunca foi descoberta contradiz o trecho original de que foi descoberto recentemente que John F. Kennedy foi um dos participantes”. Portanto, a alternativa é incorreta.

Na letra **D**, “Além de ser um estudo confidencial, John F. Kennedy disse que ele costumava ser um participante” adiciona e contradiz informações que não existem no trecho original, alterando, assim, completamente o seu sentido. **Portanto, a alternativa D é incorreta.**

Na letra **E**, “Apesar do fato de que todas as identidades são mantidas confidenciais, foi descoberto recentemente que John F. Kennedy foi um participante”. Aqui, “found out” corresponde ao mesmo sentido de “discovered”; além disso, podemos ver que o sentido permaneceu o mesmo em relação ao trecho original. Portanto, a alternativa está correta





**Questão 10** – Substituindo os adjetivos long e comprehensive, respectivamente, por *easy* e *rich* na oração “*Harvard conducted one of the longest and most comprehensive studies of human development*” (linha 1), teremos:

- A ( ) the most easy - the richest
- B ( ) the easiest - the most rich
- C ( ) the more easy - the richer
- D ( ) the easiest - the richest
- E ( ) the most easy - the most rich

**Comentários:**

No trecho em questão, “long” e “comprehensive” estão na forma de superlativo, portanto, “the longest” (maior/mais extenso) e “the most comprehensive” (mais abrangente).

No caso de “easy” e “rich”, as formas de superlativo corretas são “the easiest” e “the richest”. É importante lembrar que, no inglês, adiciona-se “-est” para adjetivos de até duas sílabas, além de acrescentar o artigo “the” – assim, tem-se “o mais fácil” e “o mais rico”.

O uso de “-er” serve apenas para o comparativo (“easier than”, por exemplo). Além disso, “most” (ou “more”, no comparativo), como em “the most comprehensive” só é utilizado se o adjetivo tiver três ou mais sílabas.

Portanto, as letras **A, B, C** e **E** são incorretas. Boa questão para relembrar o conteúdo de comparativos e superlativos já aprendidos. **A alternativa correta, então, é a letra D.**

**QUESTÕES IME/2018**

Texto para responder as questões **11 a 13**



IME/2018

### 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/](http://www.ancient.eu/Hypatia_of_Alexandria/)>. Acesso em: 20/06/2017.



**Questão 11** – Choose the correct option.

(A) Hypatia did not marry so she could study; consequently, she followed the role model of the time.

(B) Although Hypatia remained celibate, her father had been doubtful she would ever do so because of the activities society expected her to perform.

(C) Professions were chosen according to the social class a woman occupied, centered around family tradition and faith.

(D) Not many gaps have to be filled about Hypatia's academic life now; we know almost everything because she continued her father's work.

(E) Some people didn't seem to understand science regardless of religion, and this might explain why scientific concepts were seen as an obstacle.

**Comentários:**

No terceiro parágrafo (linhas 31-34), “Hypatia, por outro lado, levou a vida de um respeitado acadêmico na universidade de Alexandria. Ela nunca se casou e permaneceu celibatária durante a sua vida, devotando-se ao saber e ao ensino”. Portanto, o texto não afirma que ela deixou de se casar para poder estudar – não se casar acabou sendo uma consequência natural da vida que ela escolheu levar. Além disso, ela não seguiu o modelo da época, já que foi contra o papel da mulher da sociedade daquele tempo. Isso torna a letra **A** incorreta.

Segundo o texto (linhas 26-28), “Téon se recusou a impor a sua filha o papel tradicional designado às mulheres, e a criou como alguém criaria um filho segundo a tradição grega: ensinando-a seu próprio negócio”. Então, o pai de Hypatia não ficou em dúvida sobre a filha permanecer celibatária já que a sociedade esperava que ela exercesse, já que ele mesmo procurou criá-la fora dos padrões daquela civilização. Isso torna a letra **B** incorreta.

No segundo parágrafo (29-30), “As mulheres gregas de todas as classes se ocupavam com o mesmo tipo de trabalho, a maioria centrado nas necessidades domésticas da família”. Portanto, as profissões não eram escolhidas de acordo com a classe social que a mulher ocupava, nem tinham o foco da tradição ou fé da família. Isso torna a letra **C** incorreta.

Ela estava prosseguindo com um programa iniciado pelo seu pai, mas isso não significa que se sabe quase tudo sobre sua vida acadêmica; afinal, o início do texto afirma que mais se sabe sobre sua morte do que sobre a sua vida. Portanto, a letra **D** é incorreta.

No segundo parágrafo (linha 17), o autor afirma que Hypatia era vista como um “obstáculo” (*stumbling block*) para aqueles que haviam aceitado a “verdade” do Cristianismo, não fosse pelo seu carisma, charme e excelência em tornar conceitos filosóficos e matemáticos complexos compreensível para os seus alunos; conceitos esses que iam contra os ensinamentos da nova igreja. Portanto, conceitos científicos eram vistos como obstáculos porque muitas pessoas não aceitavam que a ciência independia da religião; **isso torna a letra E correta.**



**Questão 12** – Choose a synonym for the expression *to the extent that* in the sentence “ (...) Hypatia has come to symbolize this tragedy to the extent that her death has been cited as the end of the classical world.” in lines 24 and 25.

- (A) as well as
- (B) in contempt of
- (C) by easy stages
- (D) for the record that
- (E) to the degree that

**Comentários:**

A expressão *“to the extent that”* indica *“ao ponto que”*. Portanto, *“Hypatia simbolizou essa tragédia ao ponto que sua morte foi citada como o fim do mundo clássico”*. Portanto, carrega um sentido de causa.

Na letra **A**, *“as well as”* expressa *“assim como”*, portanto, marca uma comparação, o que não cabe como sinônimo para a expressão em questão. Isso torna a alternativa incorreta.

Na letra **B**, *“in contempt of”* expressa *“em desprezo a”*, o que contradiz o contexto do trecho, já que a morte de Hypatia foi o símbolo da tragédia. Isso torna a alternativa incorreta.

Na letra **C**, *“by easy stages”* expressa *“aos poucos”*. *“Ao ponto que”* não tem o mesmo sentido de *“aos poucos”*, então, não podem ser considerados sinônimos. Isso torna a alternativa incorreta.

Na letra **D**, *“for the record that”* expressa *“para que se conste que”*. *“Ao ponto que”* não impõe uma constatação como a primeira expressão, logo, não podem ser considerados sinônimos. Isso torna a alternativa incorreta.

Na letra **E**, *“to the degree that”* expressa *“ao grau que”*. Se compararmos *“ao ponto que”* e *“ao grau que”* temos, praticamente, o mesmo significado. **Portanto, a alternativa E está correta.**



**Questão 13** – Choose the appropriate continuation for the sentence “By all accounts, Hypatia was an extraordinary woman \_\_\_\_\_” in line 26.

- (A) since she was assigned a profession different from her father's.
- (B) not only for her time, but for any time.
- (C) as she lived for the Gods.
- (D) devoted to teaching, which was a common activity for women at that time.
- (E) of slight intellectual power.

**Comentários:**

Depois de citar a sua vida de ensinamentos e a sua trágica morte como o fim do mundo clássico, o autor afirma que “Em todo caso, Hypatia foi uma mulher extraordinária ...”.

Na letra **A**, “já que ela foi designada para uma profissão diferente da do seu pai” não se encaixa no contexto, pois sabemos que Hypatia seguiu os ensinamentos do pai: “Téon se recusou a impor a sua filha o papel tradicional designado às mulheres, e a criou como alguém criaria um filho segundo a tradição grega: ensinando-a seu próprio negócio” (linhas 26-28). Isso torna a alternativa incorreta.

Na letra **B**, “não apenas para a sua época, mas para qualquer uma” corresponde adequadamente ao contexto, já que o autor descreve a grande influência de Hypatia para o saber daquela época, o que permanece até os dias de hoje. **Portanto, a alternativa B está correta.**

Na letra **C**, “já que ela vivia pelos deuses” não se adequa ao contexto. No texto, nada é citado acerca das suas crenças; além disso, ela era considerada uma bruxa por supostamente impedir seu grande amigo Orestes – que era pagão – a aceitar a “verdadeira fé”. Portanto, a alternativa é incorreta.

Na letra **D**, “devota ao ensinamento, que era uma atividade comum para as mulheres naquela época” não se adequa ao contexto, já que “As mulheres gregas de todas as classes se ocupavam com o mesmo tipo de trabalho, a maioria centrado nas necessidades domésticas da família” (l. 29-30). Portanto, a alternativa é incorreta.

Na letra **E**, “de pouco poder intelectual” contradiz o contexto, uma vez que o texto afirma adiante que “Os antigos escritores concordam que ela foi uma mulher de enorme poder intelectual” (l. 34-35). Portanto, a alternativa é incorreta.



## QUESTÕES ESA/2020 inédita

Texto para responder a questão 14

### THE FODOO ECONOMICS OF MEAL DELIVERY – The Economist/Agosto 2019



Do you have an iPad, iPod, iPhone, a smartwatch or a Mac computer? If you don't, you probably know someone who has one (or wants one)!

Steve Jobs made the company – Apple – that created these things that are now such an important part of the lives of millions of people.

He was born on February 24, 1955, in San Francisco, California. When he was a boy, he had a special hobby: he liked to take apart televisions and put them back together again. He was a very good student in school and even skipped a grade. After he finished grade four, he went into grade six, and in 1972, when he was seventeen, he graduated from high school. He then began his studies in Reed College, in Portland, Oregon, but dropped out after six months. Deciding to quit was not at all easy (...)

After Steve Jobs returned to the United States, he found a job as a video game designer at a company called Atari, and two years after that, in 1976, when he was only twenty-one years old, he created his own company – Apple Computer – with his friend, Steve Wozniak. Steve Jobs later got married in 1991 and had four children. Unfortunately, doctors discovered that he had cancer in 2003 and in 2011 he died at the age of only 56. [https://www.allthingstopics.com/uploads/2/3/2/9/23290220/7300865\\_orig.png](https://www.allthingstopics.com/uploads/2/3/2/9/23290220/7300865_orig.png)

**QUESTÃO 14** (ESA/2020 inédita) – Read the extract from the text

*“He liked to take apart televisions and put them back together again”*

The pronoun “them” refers to:

- a) equipment in general
- b) Apple equipment
- c) Steve Jobs' hobbies
- d) televisions
- e) things to take apart



### Comentários:

Aqui temos uma questão que requer o entendimento da função dos pronouns. Pronouns nos ajudam a evitar a repetição de palavras e à construção de frases curtas e desconfortáveis de ler.

Para encontrarmos a quem o pronome se refere, vamos fazer o processo reverso e desacoplar as duas frases. Assim, teremos:

“he liked to take apart televisions. And he liked to put televisions back together again”.

Assim, percebemos que “them” substitui “televisions” e que a **alternativa correta é D**.

Outra alternativa rapidamente é descartada ao entendermos os sentidos dos verbos das frases. “take apart” significa desmontar e “put together” significa remontar. Portanto, a alternativa correta precisaria trazer um objeto que pudesse ser desmontado e remontado, o que não é o caso da alternativa C.

As alternativas A, B e E são descartadas ao percebermos que nenhum dos nouns mencionados nelas já apareceram no texto anteriormente e, por isso, não poderiam estar sendo retomados por um pronoun com o objetivo de substituir e evitar a repetição desse noun.

## QUESTÃO 15 (EsPCEEx/2019) – Texto para questão 15

### Legos 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 15 (EsPCEx/2019) – Texto para questão 16**

According to the text, choose the correct statement.

- [A] A new sustainable material has already been chosen.
- [B] Lego has already reduced the size of their packaging.
- [C] Lego is planning to reduce the size of their products.
- [D] Lego's raw material will continue to be the same.
- [E] They are going to hire 100 specialists in 2030.

**Comentários:**

Alternative A is incorrect, de acordo com o trecho "there is no official definition of a sustainable material". Ou seja, the new material ainda não foi escolhido ("hasn't already been chosen").

**Alternative B is correct**, pois o texto afirma no último parágrafo que uma das medidas já tomadas para reduzir a "carbon footprint" foi justamente a redução "of packaging size".

Alternative C is incorrect, pois Lego já fez essa redução.

Alternative D is incorrect, visto que a ideia central do texto é justamente o objetivo da Lego de substituir o plástico usado por um "sustainable material".

Alternative E is incorrect, pois 2030 é o prazo final para a substituição proposta. No segundo parágrafo se afirma que 100 especialistas serão chamados para realizar esses estudos e escolher um novo material, a fim de que em 2030 esse objetivo tenha sido atingido. Assim, eles não podem ser contratados em 2030.





## QUESTÃO 16 (EFOMM/2016) - Texto para questão 16

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."

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).

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 16 (EFOMM/2016)** - Complete the sentences with the correct verb tenses.

1. Little \_\_\_\_\_ how inconvenient he can be. 2. Not until she received the call \_\_\_\_\_ relieved. 3. Not for one moment \_\_\_\_\_ your honesty. 4. Under no circumstances \_\_\_\_\_ class.

( a ) does he realize/ she had breathed/would I doubt/ should you miss.

( b ) does he realize/ did she breathe/would I doubt/ should you miss

( c ) he realizes/ did she breath/ I would doubt/ you should miss

( d ) he will realize/ she breathed/ I would doubt/ should you miss

( e ) he realized/ she would breathe/would I doubt/ you should miss.

**Comentários:**

Item 1 deve ser preenchido com “does he realize”, pois a construção correta é “little do/does + personal pronoun + verb”. Alternative C, D e E are incorrect por isso.

Item 2 deve ser preenchido com “did she breathe”, pois a construção é “did + personal pronoun + verb”. Alternative A, D e E are incorrect por não usarem essa construção. Perceba que alternativa C usa “did she breath” ao invés de “breathe”, o que faz dela incorrect, pois “breath” (“respiração”) é noun e “breathe” (“respirar”) é verb.

Item 3 deve ser preenchido com “would I doubt”, pois a construção é “would + personal pronoun + verb”. Alternatives C e D are incorrect por não usarem essa construção.

Item 4 deve ser preenchido com “should you miss”, pois a construção é “should + personal pronoun + verb”. Alternatives C e E are incorrect por não usarem essa construção.

**Logo, correct alternative is B.**



## Considerações finais

Outra etapa vencida em sua caminhada das aulas de Inglês rumo à 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.

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.

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 do Estratégia Militares** e outras redes sociais complementares para que seus estudos avancem cada vez mais.



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Aula 09 – Relative Clauses/Quantifiers

[www.estrategiamilitar.com.br](http://www.estrategiamilitar.com.br)

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## 15. Traduções

The role of women in Spanish society has changed fast since the country became a democracy after General Franco died in 1975. He had swept away liberal reforms introduced in the 1930s, when Spain was a republic. For women specifically, these included a benevolent divorce law and certain property rights. In the 1930s many women played a big part on the left, often fighting side by side with men in the pro-Republic militias during the 1936-39 civil war. But after it the new regime, for the most part applauded by the church, put them back in the home as wives and mothers, with divorce forbidden and working outside frowned on.

Change began in the 1960s when Spain opened up to tourists. Faced with competition from sexually liberated north Europeans, Spanish women “declared war on them, on men and on their elders”, in the words of Lucia Graves, author of “A Woman Unknown”, which recounts her life as an Englishwoman married to a Spaniard at the time. That aggressive self-assertion continues.

Not wholly successfully. At universities, women students now outnumber men. A typical couple has one or two children these days, a far cry from the days when families of eight or ten were common. But Spanish women still face the problems of their sisters in northern Europe. Their progress at work is often blocked, their pay often lower than men’s.

**The Economist August 11th 2001**



O papel das mulheres na sociedade espanhola tem mudado rapidamente desde que o país se tornou uma democracia após a morte do general Franco em 1975. Ele havia eliminado reformas liberais introduzidas na década de 1930, quando a Espanha era uma república. Para as mulheres especificamente, esses incluíram uma lei de divórcio benevolente e direitos de propriedade. Na década de 1930, muitas mulheres desempenharam um papel importante. Grande parte à esquerda, muitas vezes lutando lado a lado com homens nas milícias pró-República durante o período de 1936-39 na guerra civil. Mas depois disso, o novo regime, para a maior parte aplaudida pela igreja, era de recolocá-las em casa como esposas e mães, com divórcio proibido e trabalhar fora era algo de se franzir a testa.

A mudança começou na década de 1960, quando a Espanha abriu-se para os turistas. Diante da concorrência de norte europeus com ideias “sexualmente liberadas”, as mulheres espanholas “declararam guerra a eles, aos homens e aos mais velhos”, nas palavras de Lucia Graves, autora de “A Mulher desconhecida”, que narra sua vida como uma Inglesa casada com um espanhol na época. Essa autoafirmação agressiva continua. Não totalmente com sucesso. Nas universidades, as alunas agora superam os homens. Um típico casal tem um ou dois filhos nos dias de hoje, muito longe desde os dias em que famílias de oito ou dez eram comum. Mas as mulheres espanholas ainda enfrentam os problemas de suas irmãs no norte da Europa. O progresso delas no trabalho muitas vezes é bloqueado, seu salário geralmente é menor do que o dos homens.





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 unrest<sup>1</sup>. 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 soaring<sup>2</sup> 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 yield<sup>3</sup> 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 overgrazing<sup>4</sup> and deforestation which can be controlled through legislation.

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



A escassez de alimentos é um problema sério para o mundo e é predominante na África Subsaariana. A escassez de alimentos é causada por fatores econômicos, ambientais e fatores sociais, como falha na colheita, superpopulação e políticas governamentais pobres são a principal causa de alimentos escassez na maioria dos países. Fatores Ambientais determinar o tipo de culturas a serem produzidas em um determinado lugar, fatores econômicos determinam a compra e capacidade de produção e fatores sócio-políticos determinam distribuição de alimentos para as massas. A escassez de alimentos atingindo impactos negativos de longo e curto prazo que incluem fome, desnutrição, aumento da mortalidade e agitação política

É necessário abordar coletivamente os questão da insegurança alimentar, tanto de emergência quanto medidas de prazo.

#### Causas da escassez de alimentos

Existem vários fatores sociais que causam escassez de alimentos. A taxa de aumento populacional é maior do que o aumento na produção de alimentos. O mundo está consumindo mais do que produz, levando ao declínio no estoque de alimentos armazenamento e aumento dos preços dos alimentos.

O aumento da população levou ao desmatamento de terras agrícolas para assentamentos humanos redução da produção agrícola (Kamdor, 2007).

A superlotação da população em um determinado local resulta em urbanização de campos agrícolas anteriormente ricos.

#### Destruição de florestas para assentamentos humanos, particularmente

floresta tropical tropical levou a mudanças climáticas, como secas prolongadas e desertificação. População aumento significa mais poluição, pois as pessoas consomem mais combustível em carros, indústria, cozinha doméstica. O efeito resultante aumenta a poluição do ar e da água, o que afeta a clima e produção de alimentos.

Fatores ambientais contribuíram muito à escassez de alimentos. A mudança climática reduziu a produção agrícola. A mudança no clima é majoritariamente causados por atividades humanas e, em certa medida, atividades naturais. Maior combustão de combustíveis fósseis devido ao aumento da população através de usinas, motores transporte e mineração de carvão e petróleo emite estufa gases que continuaram afetando o clima mundial.

Desmatamento de florestas tropicais devido à pressão humana mudou os padrões climáticos e as estações das chuvas, e levou à desertificação que não pode suportar uma colheita



Produção. Degradação da terra devido ao aumento da população humana atividades impactou negativamente a agricultura produção (Kamdor, 2007). Desastres naturais como inundações, tempestades tropicais e secas prolongadas estão aumentar e ter impactos devastadores na segurança alimentar particularmente nos países em desenvolvimento. Existem vários fatores econômicos que contribuem para a escassez de alimentos.

Fatores econômicos afetam a capacidade dos agricultores de se envolverem na produção agrícola. Há também efeitos a longo prazo dos alimentos escassez. Isso inclui aumento no preço dos alimentos

Como resultado, procura e forças de fornecimento. Aumento do custo de produção de alimentos devido ao aumento dos preços dos combustíveis com seca persistente nas regiões produtoras de grãos contribuiu para o aumento do preço dos alimentos no mundo. O aumento do preço do petróleo levou ao aumento do preço de fertilizantes, transporte de alimentos e também industrial agricultura. O aumento dos preços dos alimentos culminou em instabilidade e agitação social em várias nações do mundo em 2007, nos países do México, Camarões, Brasil, Burkina Faso, Paquistão, Egito e Bangladesh entre outras nações (Kamdor, 2007).

Solução para problema de escassez de alimentos

Existem algumas soluções para o problema da alimentação escassez. É necessário reduzir a produção de carbono emissões e poluição para reduzir as consequências climáticas mudar através de esforços concertados e individuais. Lá é necessário investir em energia limpa, como energia solar, nuclear, energia geotérmica em residências e indústrias, porque eles não têm efeitos adversos no meio ambiente (Kamdor, 2007).

As nações ricas devem ajudar as nações pobres a desenvolver e usar energia limpa e renovável, a fim de estabilizar as emissões de efeito estufa na atmosfera (Watson, sd). O governo precisa trabalhar em consulta com órgãos climáticos, o Banco Mundial e as Nações Unidas em projetos que visam promover o meio ambiente verde.

Conclusão

As causas da escassez de alimentos são bem conhecidas e pode ser resolvido se medidas apropriadas para resolver o problema é levado e efetivamente implementado.

As causas ambientais da escassez de alimentos são mudanças na clima e poluição devido a atividades humanas como excesso de pasto e desmatamento que pode ser controlado através da legislação.



## 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)*

Quando estudei Design de Interiores, participei de várias aulas de desenho. Fiquei aterrorizada quando o instrutor usou meus desenhos como exemplo na frente da classe. A maioria dos meus desenhos estava marcada com sujeira e oleosidade por causa das minhas mãos suadas. Hoje em dia, qualquer trabalho de arte que faço é digital, e estou feliz por não precisar mais me preocupar com as palmas das mãos suadas marcando o papel. " (Julia)

"No futuro, arte digital e arte real nunca serão diferentes. Eu uso os dois, e a arte digital está completamente relacionada ao verdadeiro talento do desenho, porque eles estão conectados e adotam o estilo artístico. Este método digital não tem limites. A pintura é limitada, mas podemos corrigir nossos erros e leva muito mais tempo. Se você é bom em criar arte digital, pode usar sua habilidade no photoshop, por exemplo, para fazer com que sua arte pareça uma pintura real ou qualquer outro tipo de arte tradicional. Além disso, na arte digital, você pode clicar facilmente em um botão para cancelá-lo. Não é uma opção na arte tradicional, pois os erros existem para todos verem. " (Yuuki)

