

TEXTO PARA A PRÓXIMA QUESTÃO:

Read the text below and answer the question(s) according to it.

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 ¹unrest. 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 ²soaring demand. Increased population has led to clearing of agricultural land for human settlement reducing agricultural production (Kamdor, 2007). ³Overcrowding 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. ⁴The 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. ⁵Deforestation of tropical forest due to human pressure has changed climatic patterns and rainfall seasons, and led to desertification which cannot support a crop production. ⁶Land 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. ⁷Poverty 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 ⁸yield enough, even substantial use. Investments in agricultural research and developing are very low in developing nations. ⁹Recent 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 period as they cannot stand long period of starvation and they die even before the arrival of emergency 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 ¹⁰they 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 ¹¹overgrazing and deforestation which can be controlled through legislation.

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

Glossary:

1. unrest – disagreement or fighting between different groups of people
2. soaring – something that increases rapidly above the usual level
8. yield – to supply or produce something such as profit or an amount of food
11. overgrazing – excessive use of land where animals feed on grass

1. (Epcar (Afa) 2018) In “*Poverty situation in developing nations have reduced their capacity to produce food, as most farmers cannot afford seed and fertilizers*” (reference 7), the underlined word means

- a) poverty situation.
- b) developing nations.
- c) seed and fertilizers.
- d) most farmers.

2. (Ear 2016) Choose the alternative that best completes the dialogue below.

Mary: Whose pencil is that? Is it yours, Paul?

Paul: No, it's not _____. I saw Susan using it. I think it's _____.

- a) mine – him
- b) mine – hers
- c) my – hers
- d) my – her

3. (Esc. Naval 2016) Which is the correct way to complete the excerpt below?

The Legacy of Hartlepool

“He thought that if he had the courage to visit the Long Gallery, the portraits of _____ ancestors would come to life in _____ frames. _____ would point _____ fingers and say: ‘We did _____ duty. We spent the money as _____ was meant to be spent [...].’”

(TORDAY, Paul. *The Legacy of Hartlepool Hall*. London: Weidenfeld & Nicolson, 2012.)

- a) him – its – We – ours – ours – he
- b) him – theirs – They – their – ours – it
- c) her – their – We – ours – our – he
- d) his – their – They – their – our – it
- e) his – its – They – theirs – our – it

TEXTO PARA A PRÓXIMA QUESTÃO:

Children experience basic training and mock deployment

The 460th Force Support Squadron (FSS) hosted the 6th Annual Operation Future Forces (OFF) Sept. 13, 2014, at Camp Rattlesnake. OFF allows children ages 8-18 to experience what military members endure from basic training to technical school to a mock deployment, ending with a homecoming party.

“The youth mock deployment was developed to alleviate many of the stresses commonly experienced by young family members when one or both parents are deployed,” said Thomas Cox, 460th FSS youth program chief. “Everything from basic training, tech schools, camp activities and accomplishing their mission as a team made the event a one of a kind opportunity for military kids.”

A few of the boys had their heads shaved before heading off to “Basic Military Training.” The training consisted of doing push-ups and sit-ups, jumping through hula-hoops and running through an inflatable castle. They were also taught how to stand at attention, salute and do an about-face.

After basic training, each child attended “technical school” and was taught a specific Air Force Specialty Code to help them in their mock deployment. Some children were taught lifesaving self-aid and buddy care skills while others learned about the importance of radio communications while on a deployment.

The tech-school graduates were then issued water pistols before heading out. During their deployment, the children encountered hostile and non-hostile citizens, a water-balloon fight and injured allies who needed help along the way.

At the end of a long day, loved ones waited outside the youth center on base with homemade signs welcoming the “troops” back home.

“This event was great,” said Senior Airman Jasmine Madison, 460th FSS Force Support Force Management technician. “It’s a way for kids to get a hands-on understanding of what their parents do when they are separated from them during deployments.”

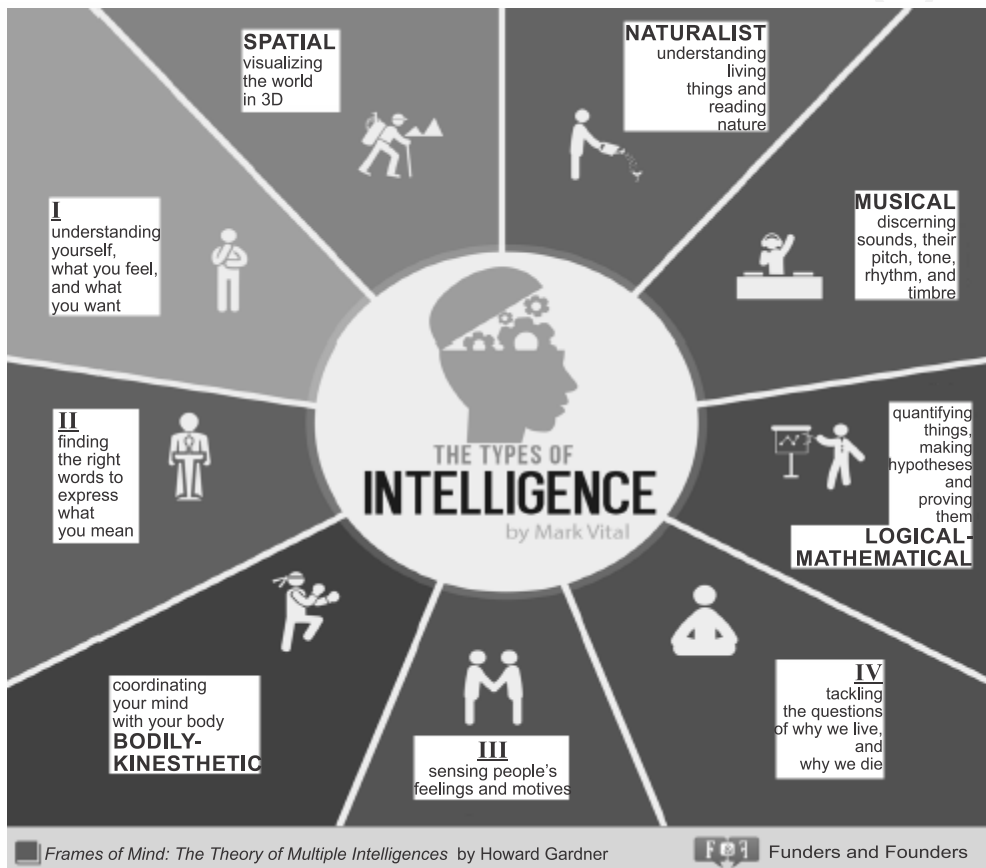
Adapted from <http://www.buckley.af.mil/news/story.asp?id=123424927>

4. (Espcex (Aman) 2016) In the sentence “During *their* deployment, the children encountered hostile and non-hostile citizens, a water-balloon fight and injured allies *who* needed help along the way.” (paragraph 5), the words *their* and *who* respectively refer to

- a) the children and citizens.
- b) water pistols and injured allies.
- c) the children and injured allies.
- d) deployment and non-hostile citizens.
- e) graduates and a water-balloon fight.

TEXTO PARA A PRÓXIMA QUESTÃO:

A(s) questão(s) a seguir refere(m)-se à figura abaixo:



Adaptado de: www.fundersandfounders.com/9.types-of-intelligence. (acesso:13/8/2015)

5. (Ita 2016) Considere as seguintes construções léxico-gramaticais da figura:

- I. O uso do *-ing* mostra que os tipos de inteligência são momentâneos.
II. O uso dos pronomes *you, we, your, yourself* possibilita identificação dos leitores com a figura.
III. Os pronomes *what* e *why* têm função interrogativa.

Está(ao) correta(s)

- a) apenas a I.
b) apenas a II.
c) apenas a III.
d) apenas a I e a II.
e) todas.

TEXTO PARA A PRÓXIMA QUESTÃO:

Based on the text below, answer the question(s).

Hard Lesson in Sleep for Teenagers

By Jane E. Brody – October 20, 2014

Few Americans these days get the hours of sleep optimal for their age, but experts agree that teenagers are more likely to fall short than anyone else.

Researchers report that the average adolescent needs eight and a half to nine and a half hours of sleep each night. However, in a poll taken in 2006 by the National Sleep Foundation, less than 20 percent reported getting that much rest on school nights. With the profusion of personal electronics, the current percentage is believed to be even worse. A study in Fairfax, Va., found that only 6 percent of children in the 10th grade and only 3 percent in the 12th grade get the recommended amount of sleep. Two in three teens were found to be severely sleep-deprived, losing two or more hours of sleep every night. The causes can be biological, behavioral or environmental. The effect on the well-being of adolescents – on their health and academic potential – can be profound.

Insufficient sleep in adolescence increases the risks of high blood pressure and heart disease, Type 2 diabetes and obesity, said Dr. Owens, pediatric sleep specialist at Children's National Health System in Washington. Sleeplessness is also linked to risk-taking behavior, depression, suicidal ideation and car accidents. Insufficient sleep also impairs judgment, decision-making skills and the ability to curb impulses, which are "in a critical stage of development in adolescence," Dr. Owens said. With the current intense concern about raising academic achievement, it is worth noting that a study by Kyla Wahlstrom of 9,000 students in eight Minnesota public high schools showed that starting school a half-hour later resulted in an hour's more sleep a night and an increase in the students' grade point averages and standardized test scores.

When children reach puberty, a shift in circadian rhythm makes it harder for them to fall asleep early enough to get the requisite number of hours and still make it to school on time. A teenager's sleep-wake cycle can shift as much as two hours, making it difficult to fall asleep before 11 p.m. If school starts at 8 or 8:30, it is not possible to get enough sleep. Based on biological sleep needs, a teenager who goes to sleep at 11 p.m. should be getting up around 8 a.m.

Adding to the adolescent shift in circadian rhythm are myriad electronic distractions that cut further into sleep time, like smartphones, iPods, computers and televisions. A stream of text messages, tweets, and postings on Facebook and Instagram keep many awake long into the night.

Parents should consider instituting an electronic curfew and perhaps even forbid sleep-distracting devices in the bedroom, Dr. Owens said. Beyond the bedroom, many teenagers lead overscheduled lives that can lead to shorts nights.

Also at risk are many teenagers from low-income and minority families, where overcrowding, excessive noise and safety concerns can make it difficult to get enough restful sleep, the academy statement said. Trying to compensate for sleep deprivation on weekends can further compromise an adolescent's sleep-wake cycle by inducing permanent jet lag. Sleeping late on weekends shifts their internal clock, making it even harder to get to sleep Sunday night and wake up on time for school Monday morning.

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

6. (Esc. Naval 2016) What does the pronoun "their" refer to in the excerpt "Sleeping late on weekends shifts their internal clock, making it even harder to get to sleep Sunday night and wake up on time for school Monday morning."?

- a) Teenagers.
b) Minority families.
c) Safety concerns.
d) Weekends.
e) Parents.

TEXTO PARA A PRÓXIMA QUESTÃO:

Leia o texto a seguir e responda à(s) questão(ões).

Welcome to Madrid: City of Protests

Madrid (CNN) — “*The people, united, will never be divided!*” yells the crowd, angrily waving banners and placards. “*To fight is the only way!*” Dog-walkers, mothers with strollers, and pensioners carrying shopping bags join the crowd. These people on the sidewalk are no curious neighbors. Indeed, many of them are complete strangers to the family living on the fifth floor, but they are all here to protect Rocio from eviction – being forced to leave her property by legal process

Rocio and her son, now 17 and in high school, moved from Ecuador in 2003, when times were good and jobs plentiful in Spain. But then the global financial crisis hit, bringing Spain’s economy down, Rocio lost her two jobs – in a shop, and as a cleaner. For a while, Rocio got by on benefits but then those stopped too. She is an example of the crisis many Spaniards face as the country deals with the highest unemployment rate since the Civil War in the 1930s, and a recession entering its second year. “I can’t stand the thought of living on the streets with my son, but I have no idea where else to go”, she says.

Rocio’s story is echoed by others all over Spain. It is this fear that took many Spanish citizens to action. Many of those people who are outside the door of Rocio’s apartment block are supporters of “Stop Desahucios” (Stop Evictions), part of the Platform of People Affected by Mortgages (PAI – Plataforma de Afectados por la Hipoteca), a group that campaigns to prevent banks and authorities from eviction because of the country’s economic crisis. They accuse the banks and authorities of “real estate terrorism”.

There are also the mass marches of the 15-M movement – also known as the “Indignados”. Activist Dante Scherma, 24, says citizens were not used to speaking out on political issues. “The 15-M movement made people talk about social issues, and about politics in normal conversations - in cafés, restaurants, bars – where before they only talked about football or fashion.”

Back in Vicalvaro, the moment of truth has arrived, but the crowd – now shouting at the police, insisting they have to stop forcing families to leave their properties – appears to have had an impact. Lawyers from the PAH explain that Rocio will be able to stay – for a while, at least. For those working to stop Spain’s eviction epidemic, today has seen a small and temporary victory. For those demonstrating about cuts, corruption and lack of cash, the protests will go on.

Adaptado de: <http://edition.cnn.com/2013/02/20/world/europe/madrid-city-of-protests/index.html>

7. (Espex (Aman) 2014) In the sentence “...insisting they have to stop forcing families to leave their properties...”, words they and their respectively refer to

- a) the crowd and families.
- b) the crowd and the police.
- c) the police and families.
- d) the families and the properties.
- e) the police and the properties.

TEXTO PARA A PRÓXIMA QUESTÃO:

Apple manufacturing plant workers complain of long hours and militant culture

Chengdu, China (CNN) — Miss Chen (we changed her name for this story), an 18-year-old student from a village outside of the southern megacity of Chongqing, is one of more than one million factory workers at a Chinese company that helps manufacture products for Apple Inc.’s lucrative global empire, which ranked in a record \$46.3 billion in sales last quarter. They work day or night shifts, eating and sleeping at company facilities, as they help build electronics products for Apple and many other global brand names, such as Amazon’s Kindle and Microsoft’s Xbox.

As a poor college student with no work experience, looking for a job in China’s competitive market is an uphill battle. So when Chen was offered a one-month position at Foxconn with promises of great benefits and little overtime, she jumped at the chance. But when she started working, she found out that only senior employees got such benefits.

“During my first day of work, an older worker said to me, ‘Why did you come to Foxconn? Think about it again and leave right now’,” said Chen, who plans to return to her studies at a Chongqing university soon.

Foxconn recently released a statement defending its corporate practices, stating its employees are entitled to numerous benefits including access to health care and opportunities for promotions and training. In response to questions from CNN, Apple also released a statement: “We care about every worker in our worldwide supply chain. We insist that our suppliers provide safe working conditions, treat workers with dignity and respect, and use environmentally responsible manufacturing processes wherever Apple products are made. Our suppliers must live up to these requirements if they want to keep doing business with Apple.”

After three weeks of applying more than 4,000 stickers a day onto iPad screens by hand and working 60 hours a week in an assembly line, Chen says she's ready to go back to school and study hard so she'll never have to return to Foxconn. "It's so boring, I can't bear it anymore. Everyday is like: I get off from work and I go to bed. I get up in the morning, and I go to work. It is my daily routine and I almost feel like an animal," said Miss Chen. When asked why humans do machine-like work at Foxconn, she responds, "Well, humans are cheaper."

Adaptado de <http://edition.cnn.com>, consulta em 06/02/2012.

8. (Espcex (Aman) 2013) In the sentence "Foxconn recently released a statement defending its corporate practices...", the word its refers to
- statement.
 - Foxconn.
 - health care.
 - practices.
 - employees.

TEXTO PARA A PRÓXIMA QUESTÃO:

The Lion King

This article is about Disney's 1994 film.

¹The Lion King is a 1994 American animated feature produced by Walt Disney Feature Animation. ²Released to theaters on June 15, 1994 by Walt Disney Pictures, it is the 32nd film in the Walt Disney Animated Classics. ³The story, which was influenced by the Bible stories of Joseph and Moses and the William Shakespeare play Hamlet, takes place in a kingdom of anthropomorphic animals in Africa. ⁴The film was the highest grossing animated film of all time until the release of Finding Nemo. ⁵The Lion King still holds the record as the highest grossing traditionally animated film in history and belongs to an era known as the Disney Renaissance. The Lion King is the highest grossing 2D animated film of all time in the United States, ⁶and received positive reviews from critics, who praised the film for ⁸its music and story. During its release in 1994, the film grossed more than \$783 million worldwide, becoming the most successful film released that year, ⁷and it is currently the twenty-eighth highest-grossing feature film.

http://en.wikipedia.org/wiki/The_Lion_King

GLOSSARY:

Feature film – a film that is 90 or more minutes long
Gross – total
Release – make public
Praise – show approval

9. (Epcar (Afa) 2011) The pronoun "its" (ref.8) refers to
- critics.
 - music and story.
 - the film.
 - reviews

10. (Ita 2001) Assinale a opção correta em relação às frases abaixo, extraídas de um calendário americano.

- "A really great talent finds its happiness in execution." - Goethe.
 - "There are many things in life that will catch your eye, but only a few will catch your heart... pursue these." - unknown.
 - "By cultivating the beautiful we scatter the seeds of heavenly flowers, as by doing good we cultivate those that belong to humanity." -V. Howard.
- Na sentença (I), "its" refere-se a "happiness".
 - Na sentença (II), "these" refere-se a "things in life that will catch your heart."
 - Na sentença (II), "those" refere-se a "flowers".

- d) Os termos "but" na sentença (II) e "as" na sentença (III) são conjunções que podem ser consideradas sinônimas no contexto em que se encontram.
- e) Os termos "beautiful" e "good", na sentença (III), exercem a função de adjetivos.

TEXTO PARA A PRÓXIMA QUESTÃO:

TV CRITIQUE

Amid the majestic sequoias of what could be a state park in Northern California, the silence is broken by a guttural bellow. An enormous beast plods across the television screen. She kicks out a shallow nest and begins to lay her eggs. Each white egg, the size of a soccer ball, slides gently down an ovipositor and comes to rest in the ground. (...)

It looks and sounds just like a wildlife documentary - so much so that, if you watch long enough, you almost forget that the animals it shows have been extinct for more than 65 million years. But this is "WALKING WITH DINOSAURS", a sometimes stunning dinoextravaganza that uses computer animation and detailed puppets to resurrect the creatures and place them in real landscapes. When the \$10 million program aired in the United Kingdom last fall, 17 million people - almost a third of the population - tuned in to the six weekly installments making it the BBC's most watched science program ever and one of its top 20 programs of all time. It also stirred up a controversy.

Some researchers were unstinting in their praise: "This is going to stand out as one of the best dinosaur shows ever done and certainly the most novel one," says Tom Hoitz, a vertebrate paleontologist at the University of Maryland, College Park, who consulted with the BBC on the project. But others cringed at the way it blurred fact and fiction. Most of the egg-laying sequence, for example, is screenwriter's fantasy: There is no scientific evidence that the giant dinosaur Diplodocus had an ovipositor or abandoned its young. "Some of the arguments were just so far-fetched, so ridiculous," says Norman MacLeod, an invertebrate paleontologist at the Natural History Museum in London. "[I] was embarrassed for the profession." The British media debated whether docudrama was a suitable way to convey science to the public. Would TV viewers be stimulated, misled, or just confused? On 16 April millions more will get the chance to make up their own minds as the Discovery Channel airs a revised 3-hour version of the show in North and South America. (...)

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11. (Ita 2001) O termo "its", na penúltima linha do segundo parágrafo, refere-se:

- à BBC.
- à programação científica da BBC.
- aos vinte melhores programas já produzidos pela BBC.
- ao Reino Unido.
- ao documentário "Caminhando com Dinossauros"

TEXTO PARA A PRÓXIMA QUESTÃO:

'Debunking' Laissez Faire

- My Atlantic Monthly essay, "The Capitalist Threat," has aroused the ire of Robert J. Samuelson ("Crackpot Prophet," JUDGMENT CALLS, March 10) for its perceived attack on the capitalist system. I wasn't attacking capitalism, only its excess and laissez faire ideology.
- I pointed out a curious affinity between laissez faire ideology and Marxism: both lay claim to scientific validity. The Marxist claim has been fully discredited. But laissez faire ideology is derived from the most respectable of social sciences, economics, and its claim to scientific validity still requires debunking. I suspect that Samuelson prefers to dismiss my ideas as jumbled, rather than to entertain the possibility that the scientific foundations of laissez faire are less than secure.
- Our understanding of the world in which we live is inherently imperfect. This creates difficulties for the social sciences from which the natural sciences are exempt. Scientific method has discovered universally valid generalizations that can explain and predict events in the natural world. To make such generalizations possible, the events must be independent of statements that relate to them.
- But in society, participants must make decisions about events that are contingent on their decisions. The separation between statements and facts, a characteristic of science, is lacking. (...)
- Since nobody is in possession of the ultimate truth, we need institutions and attitudes that allow people with different views

and interests to live together in peace. Markets are the best mechanisms for correcting individual errors, but government intervention and collective action are needed to protect common interests and correct inequities in the capitalist system. Laissez faire ideology - which holds that the common interest is best served when each individual pursues his own particular interest - is inadequate for holding our open society together.

6. My main contention in the Atlantic Monthly essay is that the concept of open society, which not only recognizes the multiplicity of cultures and traditions but actively advocates pluralism, could serve as a unifying principle for our global society.
7. The trouble is that the concept is neither recognized nor accepted.

George Soros
Chairman, Open Society Institute New York, N.Y.
NEWSWEEK APRIL 14, 1997.

12. (Ita 2000) "Its", (ref.1) do 1º parágrafo do texto, refere-se:

- a) à revista citada.
- b) à ameaça capitalista.
- c) ao artigo escrito por Soros.
- d) à crítica ao capitalismo.
- e) à interpretação de Robert J. Samuelson.

13. (Ita 1999) Leia o recado de Ho Chi Minh aos franceses, em 1946.

"You can kill 10 of my men for every one I kill of _____, yet even at those odds, you will lose and I will win".

A lacuna encontrada na frase deve ser preenchida por:

- a) yours
- b) them
- c) you
- d) theirs
- e) your

TEXTO PARA A PRÓXIMA QUESTÃO:

Leia abaixo a sinopse de um artigo publicado pelo U.S. NEWS de 4 de agosto de 1997

In Sports & Leisure:

The hair-loss Industry

Most of us laugh at those goofy late-night infomercials that promise to fix hair loss forever - with paint. But the U.S. hair-loss industry pulls in \$1.5 billion a year in revenues, and U.S. News was impressed enough by its influence to run an eight-page article about it last week. The article explained that despite the dubious success rate of most baldness treatments, the "treadmill of treatment and spending - and more treatment and more spending - is likely to be the only path for balding men and women who want their hair back" - at least until scientists come up with a medical cure for baldness. And we guarantee that the hair-loss industry does not want that to happen.

Extracted from: <http://www.offtherack.com/hype/heaven2.html>

14. (Ita 1998) Os pronomes "its" e "that", em destaque no texto, referem-se, respectivamente, a:

- a) hair loss; hair loss industry.
- b) U.S.News; dubious success of some treatments.
- c) revenues; a medical cure for baldness.
- d) American hair loss industry; a medical cure for baldness.

e) influence; dubious success of -some treatments.

TEXTO PARA A PRÓXIMA QUESTÃO:

Kasparov in \$1m computer rematch offer

By Charles Laurence in New York

The computer giant IBM has offered \$1.1 million (730.000 pounds) for a chess rematch between Garry Kasparov and ITS super-computer, Deep Blue.

The computer, capable of calculating hundreds of millions of moves per second, was beaten 4-2 last February by Kasparov, the Professional Chess Association world champion. Kasparov won by exercising subtlety and unpredictability against the pre-programming of the computer.

This time the IBM programmers say they have made the computer a better strategist and "adaptable" to Kasparov's play. The rematch is proposed for New York next May.

(Electronic Telegraph, *International News*, 21 August 96, Issue 456)

As questões a seguir referem-se ao texto cuja tradução se segue:

Kasparov numa oferta de revanche com o computador de um milhão de dólares.

Por Charles Laurence em Nova Iorque

A gigante de computadores IBM ofereceu 1.1 milhão (730,000 libras) para uma revanche de xadrez entre Garry Kasparov e seu super computador, Deep Blue.

O computador, capaz de calcular centenas de milhões de movimentos por segundo, foi derrotado por 4 a 2 no último mês de fevereiro por Kasparov, o campeão mundial da Associação Profissional de Xadrez. Kasparov venceu exercitando a sutileza e a imprevisibilidade contra o pré-programa do computador.

Desta vez, os programadores da IBM dizem que eles tornaram o computador um estrategista melhor e "adaptável" ao jogo de Kasparov. A revanche está prevista para o próximo mês de maio em Nova Iorque.

(Electronic Telegraph, *International News*, 21/8/96, edição 456)

15. (Ita 1997) O termo ITS em maiúsculo no texto refere-se:

- a) ao computador de Garry Kasparov;
- b) a Deep Blue;
- c) à IBM;
- d) ao computador gigante da IBM;
- e) a Garry Kasparov.

Gabarito:**Resposta da questão 1:**

[B]

A alternativa [B] está correta, pois afirma que o *possessive adjective their* refere-se aos *países em desenvolvimento*. "A situação de pobreza em **países em desenvolvimento** tem reduzido **sua** capacidade de produzir alimento, uma vez que a maioria dos fazendeiros não têm condições financeiras de comprar sementes e fertilizantes".

Resposta da questão 2:

[B]

A alternativa [B] está correta, pois os *possessive pronouns mine (meu)* e *hers (dela)* foram apropriadamente utilizados. Tradução do trecho: Não, não é **meu**. Eu vi Susan usando-o. Eu acho que é **dela**.

Resposta da questão 3:

[D]

A alternativa [D] está correta, pois preenche corretamente as lacunas com pronomes pessoais e possessivos. Tradução: "Ele achava que se tivesse a coragem de visitar a Galeria Long, os retratos de **seus** ancestrais ganhariam vida em **suas** molduras. **Eles** apontariam **seus** dedos e diriam: 'Nós fizemos **nossa** obrigação. Nós gastamos o dinheiro conforme **ele** foi programado para ser gasto'."

Resposta da questão 4:

[C]

A alternativa [C] está correta, pois *their* refere-se às *crianças* e *who* aos *aliados feridos*. Tradução do trecho: "Durante **sua** missão, as **crianças** se deparavam com cidadãos hostis e não hostis, uma luta de bexigas com água e **aliados feridos que** precisaram de ajuda durante a missão".

Resposta da questão 5:

[B]

[I] Incorreta: O uso do *-ing* é devido à nominalização dos verbos.

[II] Correta: Os pronomes destacados, respectivamente *you, we, he* e *you* foram utilizados para aproximar o leitor daquele que escreveu a mensagem.

[III] Incorreta: Tais pronomes não têm função interrogativa uma vez que não se encontram em perguntas.

Resposta da questão 6:

[A]

O *possessive adjective their* (seus, deles) refere-se anaforicamente aos adolescentes: "Dormir tarde nos fins de semana muda seus relógios biológicos, tornando ainda mais difícil conseguir dormir no domingo à noite e acordar na hora certa para manhã de segunda-feira na escola".

Resposta da questão 7:

[C]

A frase destacada pode ser entendida como: "insistindo que **eles [os policiais]** têm que parar de forçar as famílias a deixarem **suas [das famílias] propriedades**". Assim, a alternativa correta é a [C].

Resposta da questão 8:

[B]

A sentença possui a seguinte tradução: "a Foxconn, recentemente, fez um pronunciamento defendendo **suas** práticas corporativas". Assim, o *possessive adjective its* refere-se à empresa Foxconn.

Resposta da questão 9:

[C]

O *possessive adjective* refere-se ao filme “O Rei Leão”, pois as músicas e a história pertencem ao filme. Assim, a alternativa correta é a [C]. Apontamos para uma inconsistência no enunciado da questão: o termo “*its*” destacado é um *possessive adjective* e não um *possessive pronoun*.

Resposta da questão 10:

[B]

Resposta da questão 11:

[A]

Resposta da questão 12:

[C]

Resposta da questão 13:

[A]

Resposta da questão 14:

[D]

Resposta da questão 15:

[C]

Fábrica

