

Aula 07 – Linking words Question words

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Introdução

Desta vez, vamos à nossa aula sobre os tópicos que proporcionam ligação de ideias: *linking words* ou *connectors* (termos de ligação/conectivos) e também palavras especiais que levam à possibilidade de fazer perguntas: *questions words*, que também são chamados de *Wh questions*.

Sobre *linking words*, é muito importante lembrar que, na aula 05, quando foram explicadas as conjunções inseridas nas *compound sentences*, foram apresentadas a você inúmeras conjunções com a função de *linking words*.

Em se tratando dos *question words*, muitos textos das provas trazem questionamentos sobre temas polêmicos, descobertas, assuntos para reflexão, entre outros, utilizando esses termos nos textos propriamente ditos e, são essenciais à compreensão do que se pergunta – se refere a um lugar, ao tempo, a uma pessoa, ao motivo ou a qualquer tipo de informação que se pergunta.

Vamos estudar cada um deles e a situação em que são inseridos nas leituras que você vai fazer e precisa conhecê-los.

Os tópicos que vamos estudar hoje são palavras necessárias para o vocabulário de quem busca acertar o máximo possível de questões das Carreiras Militares.

Elas têm a função de unir, explicar, contrastar ou exemplificar frases e, são muito importantes porque, com o uso de variados termos como os que estudaremos, as ideias são expressas com mais exatidão nos textos, do jeito que a prova exige de você.

Como eu sempre digo, o seu objetivo é ser aprovado e para conseguir a sua aprovação, os estudos e aprimoramento de conteúdo e assuntos se faz necessário e válido, sempre.

Vamos então estudar, praticar exercícios, tanto durante a teoria como também no fim do material, treinando tudo o que aprendeu, em junção ao aprendizado de cada aula.

Vamos lá e conte comigo!



Linking Words

Os conectivos – *linking words* – são aquelas palavras ou expressões que servem para estabelecer uma conexão lógica entre frases e elementos de um texto.

Muitas delas são conjunções ou locuções conjuntivas, mas há também muitos advérbios, preposições, entre outros, que estão presentes nos textos no dia da sua prova. Veja um exemplo com “*according to*”:

“I am not sure but, according to Peter, everybody is going to the party”.

“Não tenho certeza mas, de acordo com Peter, todos vão para a festa”

Esses termos podem ser identificados por diversos nomes: *linking words*, *words of transition*, *connectives*, *words of connection*, *logical connectors*, *transition devices*, *cohesive devices*, *discourse markers* ou até *connective adjuncts*.

São também conhecidos como articuladores, já que ligam ideias dentro de textos e, na sua prova, conectam aquilo que as questões exigem que você descubra, através das análises que sempre fazemos nas aulas e o conhecimento necessário que você precisa e estou proporcionando mais para o seu sucesso.

O papel dos famosos *linking words* é estabelecer relações entre contextos – uma ideia anterior e uma ideia posterior. Essas relações podem ser de muitos tipos, tais como exclusão, concessão, adição, condição etc. O uso delas confere ao texto coerência e coesão.

É um assunto muito importante pois, uma vez que *linking words* são fundamentais para a construção de sentenças, é, conseqüentemente, essencial na produção dos textos de jornais e revistas, que são usados nas provas de Carreiras Militares, já que são termos que colaboram diretamente com uma boa comunicação.

Lembrando que as *linking words* não sofre flexão de grau (aumentativo ou diminutivo), número (singular ou plural) ou gênero (feminino ou masculino). Ou seja, são palavras invariáveis.

Linking words são fundamentais na língua inglesa, porque são como peças-chave na hora da leitura dos textos para colaborar com o raciocínio da mensagem que as frases querem proporcionar.

Para identificar os *linking words* nos textos que você vai ler, você precisa ter muito claro qual é a ideia que o narrador quer expressar.

Como eu disse antes, a maioria desses termos ligam duas ideias numa sequência, como também pode ligar duas ideias diferentes ou tentar dizer que uma coisa depende de outra.

Vejamos alguns exemplos com o que desejam expressar dentro do texto. Contudo, é preciso entender que a lista de *linking words* é extensa e você deve, aula após aula, adicionar as que aparecerem em uma lista de estudos e assim, aprender cada dia mais.



Exemplificação

Para exemplificar, uma expressão muito comum é o tão usado “*for example*” (por exemplo), que também pode ser substituído por “*for instance*” e aparece em muitos textos da sua prova.







There are many topics to study, for example, countable and uncountable nouns.

Há muitos tópicos para estudar, por exemplo, substantivos contáveis e incontáveis, que já estudamos.

Ou então, poderíamos dizer:

There are many topics to study, for instance, countable and uncountable nouns.

Há muitos tópicos para estudar, por exemplo, substantivos contáveis e incontáveis, que já estudamos.

COUNTABLES			UNCOUNTABLES		
					
BURGER	SANDWICH	HOT DOG	BREAD	FRUIT	JUICE

Para exemplificar e dar ênfase em palavras, em ideias, também são usados outros *linking words*, vistos no quadro abaixo e um exercício para treinar e visualizar melhor no contexto das provas típicas de provas:

Examples / Support / Emphasis	in other words	notably	in fact
	to put it differently	including	in general
	for one thing	like	in particular
	as an illustration	to be sure	in detail
	in this case	namely	to demonstrate
	for this reason	chiefly	to emphasize
	to put it another way	truly	to repeat
	that is to say	indeed	to clarify
	with attention to	certainly	to explain
	by all means	surely	to enumerate
	important to realize	markedly	such as
	another key point	especially	for example
	first thing to remember	specifically	for instance
	most compelling evidence	expressively	to point out
	must be remembered	surprisingly	with this in mind
	point often overlooked	frequently	
	on the negative side	significantly	
	on the positives ide		

Para ilustrar os *linking words* de exemplificação, vejamos um texto retirado do jornal The Economist, fonte de elaboração de provas, em que aparece “*for instance*”.

Se a questão abordasse os exemplos decorrentes do parágrafo em que a expressão em questão aparece, poderia ser assim:

Questão - According to the sentence “... India, for example, has only 11 judges for every 1 million people”, the underlined term refers to

- (A) judges
- (B) India
- (C) 1 million people
- (D) India population
- (E) Every 1 million people

Two in every three people on the planet—some 4 billion in total—are “excluded from the rule of law.” In many cases, this begins with the lack of official recognition of their birth: around 40% of the developing world’s five-year-old children are not registered as even existing.

Later, people will find that the home they live in, the land they farm, or the business that they start, is not protected by legally enforceable property rights. Even in the rare cases when they can afford to go to court, the service is poor. India, for example, has only 11 judges for every 1million people.

These alarming statistics are contained in a report from a commission on the legal empowerment of the poor, released on June 3rd at the United Nations. It argues that not only are such statistics evidence of grave injustice, they also reflect one of the main reasons why so much of humanity remains mired in poverty. Because they are outside the rule of law, the vast majority of poor people are obliged to work (if they work at all) in the informal economy, which is less productive than the formal, legal part of the economy.

The Economist, June 7th 2008.

A resposta seria a **letra A** porque é a única que demonstra o exemplo exatos do que se trata a referência de “*for example*” (por exemplo), logo após falar da India e, afirmar que há apenas 11 juízes para cada 1 milhão de pessoas.

Agora vejamos *linking words* de contraste a seguir.



Contraste

Para contrastar, o *linking word* comum é o “*but*” (mas), que também pode ser substituído por “*however*” e aparece em muitos textos da sua prova, inclusive, perguntando se pode haver a devida substituição.

She loves going to the beach but never on Saturdays, it's crowded.

Ela ama ir à praia mas nunca aos sábados, é muito cheio.

Ou então, poderíamos dizer:

She loves going to the beach however she never goes on Saturdays, it's crowded.

Ela ama ir à praia mas ela nunca vai aos sábados, é muito cheio.

Podemos usar, também para contrastar, “*despite*” e “*in spite of*”, que são seguidas por substantivos ou gerúndios.

Despite losing the match, the players celebrated their efforts.

Apesar de perder o jogo, os jogadores comemoraram o esforço.

Ou então, poderíamos dizer:

In spite of the lost match, the players celebrated their efforts.

Apesar da perda do jogo, os jogadores comemoraram o esforço.

Para exemplificar, com ideia de contraste, também muito usadas, vejamos o quadro:



Opposition / Limitation / Contradiction	although this may be true	but	although
	in contrast	(and) still	instead
	different from	unlike	whereas
	of course ..., but	or	despite
	on the other hand	(and) yet	conversely
	on the contrary	while	otherwise
	at the same time	albeit	however
	in spite of	besides	rather
	even so / though	as much as	nevertheless
	be that as it may	even though	nonetheless
	then again		regardless
	above all		notwithstanding
	in reality		
	after all		

Para construções seguidas por sujeito e um verbo, precisa-se adicionar “*the fact that*”:

Despite the fact that they lost the match, the players celebrated their efforts.

Apesar do fato de perder o jogo, os jogadores comemoraram o esforço.

Ou

In spite of the fact that they lost the match, the players celebrated their efforts.

Apesar do fato de perder o jogo, os jogadores comemoraram o esforço.

Agora vejamos *linking words* com a função de resumir a seguir.



Resumo

Para resumir, há *linking words* comuns, tais como é o “*in conclusion, in summary*” (em síntese/ em conclusão a, em suma), que são expressões geralmente usadas no começo das frases, indicando que vamos resumir a ideia principal do que acabou de ser apresentada.

In conclusion, the meeting was very productive, and the ideas were well presented.

Em síntese, a reunião foi produtiva e as ideias foram bem apresentadas.

Ou então, poderíamos dizer:

In summary, the meeting was very productive, and the ideas were well presented.

Em síntese, a reunião foi produtiva e as ideias foram bem apresentadas.

Adição

Para adicionar, os *linking words* comuns são “*and*” e “*also*” e, outras expressões geralmente usadas para adicionar ideias de maneira mais formal seriam “*furthermore*” e “*moreover*”, usadas bastante em textos da sua prova.

The meeting was very productive. Moreover lots of ideas were presented.

A reunião foi muito produtiva. Além disso, muitas ideias foram apresentadas.

Ou então, poderíamos dizer:

The meeting was very productive and lots of ideas were presented.

A reunião foi muito produtiva e muitas ideias foram apresentadas.



Para exemplificar, desta vez com ideia de adição, também muito usadas nas provas, vejamos o quadro abaixo e um exercício para treinar e visualizar melhor como nas provas :

Agreement / Addition / Similarity	in the first place	again	moreover
	not only ... but also	to	as well as
	as a matter of fact	and	together with
	in like manner	also	of course
	in addition	then	likewise
	coupled with	equally	comparatively
	in the same fashion / way	identically	correspondingly
	first, second, third	uniquely	similarly
	in the light of	like	furthermore
	not to mention	as	additionally
	to say nothing of	too	
	equally important		
	by the same token		

Para ilustrar mais uma vez os *linking words* de adição, vejamos um texto retirado do jornal The Guardian, que também aparece nas provas, em que aparece “*and*” muitas vezes no texto. E a questão poderia ser assim:

Missing Out: In Praise of the Unlived Life is Adam Phillips's 17th book and is a characteristic blend of literary criticism and philosophical reflection packaged around a central idea. The theme here is missed opportunities, roads not taken, alternative versions of our lives and ourselves, all of which, Phillips argues, exert a powerful hold over our imaginations. Using a series of examples and close readings of authors including Philip Larkin and Shakespeare, the book suggests that a broader understanding of life's inevitable disappointments and thwarted desires can enable us to live fuller, richer lives. Good things come to those who wait.

Does he see himself as a champion of frustration? "I'm not on the side of frustration exactly, so much as the idea that one has to be able to bear frustration in order for satisfaction to be realistic. I'm interested in how the culture of consumer capitalism depends on the idea that we can't bear frustration, so that every time we feel a bit restless or bored or irritable, we eat, or we shop."

theguardian

guardian.co.uk, 1 June 2012. Adaptado.



Questão – Percebe-se a ideia de adição no primeiro parágrafo, em

- (A) book, literary criticism, philosophical reflection.
- (B) literary criticism, philosophical reflection, imaginations.
- (C) book, literary criticism, alternative versions.
- (D) book, literary criticism, central idea.
- (E) literary criticism, philosophical reflection.

Comentários:

A resposta seria a **letra E** porque a adição, representada desta vez pelo *linking word* and, inúmeras vezes, mostra ideias de algo sendo adicionada a cada vez que aparece no texto, conforme vimos exemplos acima.

Perceba que, a única opção em que a ordem das palavras está de acordo com o que é adicionado, ou seja, logo após **book** e o linking word “and”, é a letra B de fato: “book... **and** ... a characteristic blend of literary criticism and philosophical reflection...”

Agora vejamos *linking words* com a função de dar a ideia de sequência a seguir.



Sequência

Para oferecer a ideia de sequência, há *linking words* fundamentais, tais como é o “*first, second, after, then, so*”, entre outros, que são expressões geralmente usadas no começo das frases, indicando que vamos resumir a ideia principal do que acabou de ser apresentada.

First, he decided to study. Then, he bought a good material and then dedicated a lot.

Primeiro, ele decidiu estudar. Daí, ele comprou um bom material e então dedicou-se muito.

Veja uma imagem com a sequência lógica muito usada nos textos, de uma forma geral e que, uma vez conhecendo-os, você conseguirá identificar ideias questionadas no dia da sua prova.



Em narrativas, os *linking words* organizam a história numa sequência de eventos, facilitando para você na compreensão do texto durante sua leitura e busca de respostas às perguntas apresentadas na sua prova.



Os *linking words* funcionam como conectivos em todas as frases. Assim, elas desempenham o papel de conectar ideias unindo termos ou mesmo orações. Mas, quando oferecem a sequência, melhor ainda para localizar você no assunto e as partes dele enquanto está sendo apresentado.

Por esse motivo, são elementos essenciais tanto na comunicação quanto na escrita, visto que eles colaboram com a coesão e coerência textuais.

Há ainda, *linking words* que explicam a razão, a condição, a causa de algo, como podemos ver no quadro abaixo e também outros exemplos de outros *linking words* adiante:

Due to the heavy rain the flight was cancelled.
Devido/em decorrência da chuva forte, o voo foi cancelado.

Ou então, poderíamos dizer:

Because of the heavy rain the flight was cancelled.
Por causa/em decorrência da chuva forte, o voo foi cancelado.

Cause / Condition / Purpose	in the event that	if	in case
	granted (that)	... then	provided that
	as / so long as	unless	given that
	on (the) condition (that)		only / even if
	for the purpose of	when	so that
	with this intention	whenever	so as to
	with this in mind	since	owing to
	in the hope that	while	due to
	to the end that		
	for fear that	because of	inasmuch as
in order to	as		
seeing / being that	since		
in view of	while		
Conclusion / Summary / Restatement	as can be seen	after all	overall
	generally speaking	in fact	ordinarily
	in the final analysis	in summary	usually
	all things considered	in conclusion	by and large
	as shown above	in short	to sum up
	in the long run	in brief	on the whole
	given these points	in essence	in any event
	as has been noted	to summarize	in either case
	in a word	on balance	all in all
	for the most part	altogether	



Time / Chronology / Sequence

at the present time
from time to time
sooner or later
at the same time
up to the present time
to begin with
in due time
until now
as soon as
as long as
in the meantime
in a moment
without delay
in the first place
all of a sudden
at this instant

immediately
quickly
finally

after
later
last
until
till
since
then
before
hence

when
once
about
next
now
now that

formerly
suddenly
shortly

henceforth
whenever
eventually
meanwhile
further
during
first, second
in time
prior to
forthwith
straightaway

by the time
whenever

instantly
presently
occasionally

E agora, vamos aos estudos dos Questions Words.

Are you ready?



LET'S GO!

Question Words

Os *Question Words* são pronomes interrogativos utilizados para elaborar perguntas em Inglês. Eles são empregados antes dos verbos auxiliares e modais para se questionar algo.

Vale lembrar que, em Português, podemos transformar qualquer afirmação em pergunta somente mudando a entonação, o que é diferente em Inglês, como você tem visto em nossas aulas e praticamos bem isso na aula de verbos, com os devidos auxiliares de cada tempo verbal.

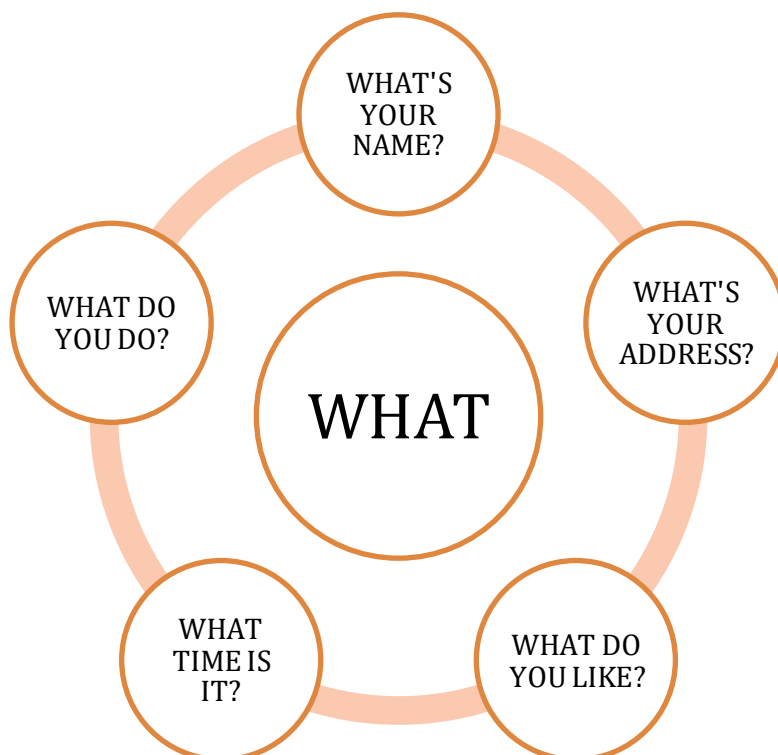
Muitas vezes, os question words são chamados *Wh Questions* porque eles contêm as letras “W” e “H” em sua estrutura, veja: *What* (O quê/qual), *Which* (O quê/qual), *When* (Quando), *Who* (Quem), *When* (Quando), *Why* (Por quê), *How* (Como), entre outros que estudaremos.

What

What significa o quê/qual e é usado para perguntar sobre objetos, situações, assuntos diversos e tudo aquilo que não sabemos. É o Wh question mais genérico de todos e, conseqüentemente, o mais usado em textos dos mais variados tipos.

A pergunta feita com WHAT é geral, como abaixo, qual é o seu nome, endereço, o que você gosta, que horas são e o que você faz, a resposta pode ser qualquer uma e não possui escolhas, como entre duas ou mais coisas que você goste.

Se perguntar “o que você gosta?” – What do you like, a resposta pode ser o que vier em sua mente, diferente de WHICH, que veremos a seguir.

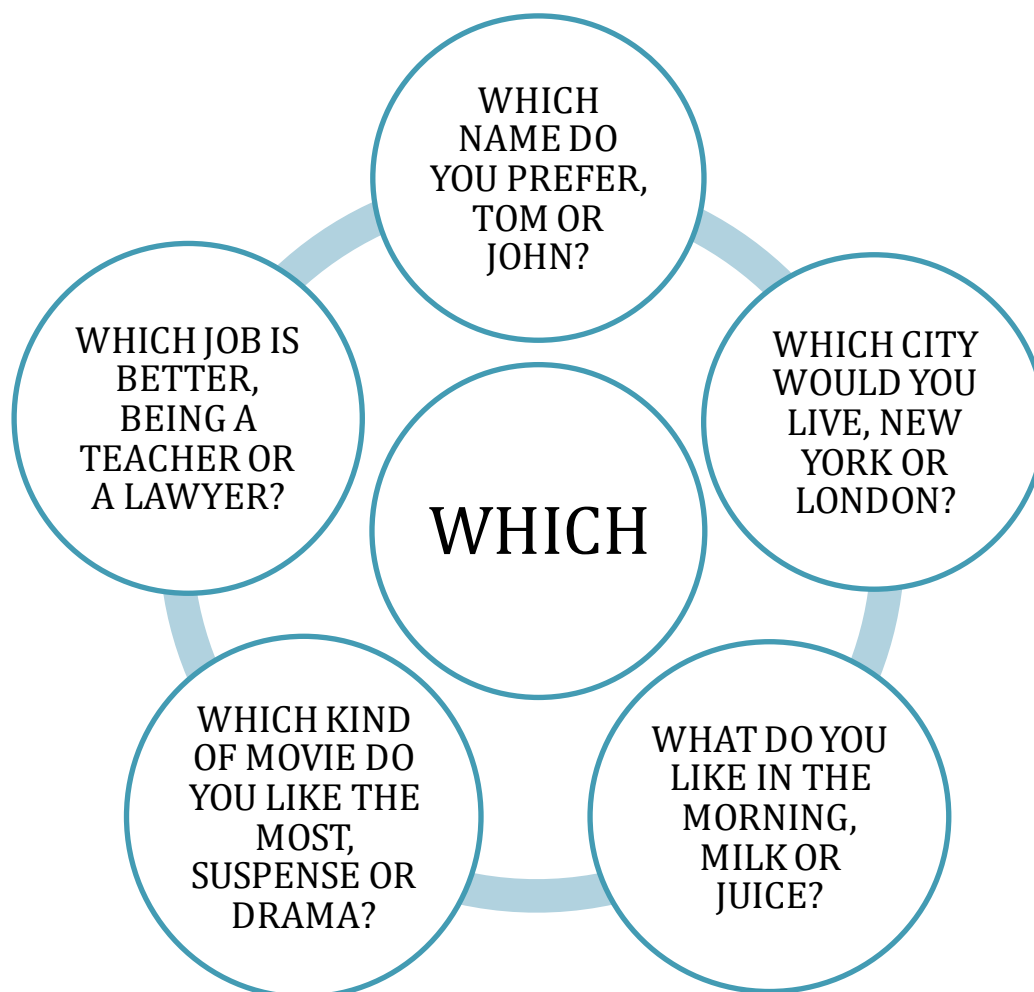
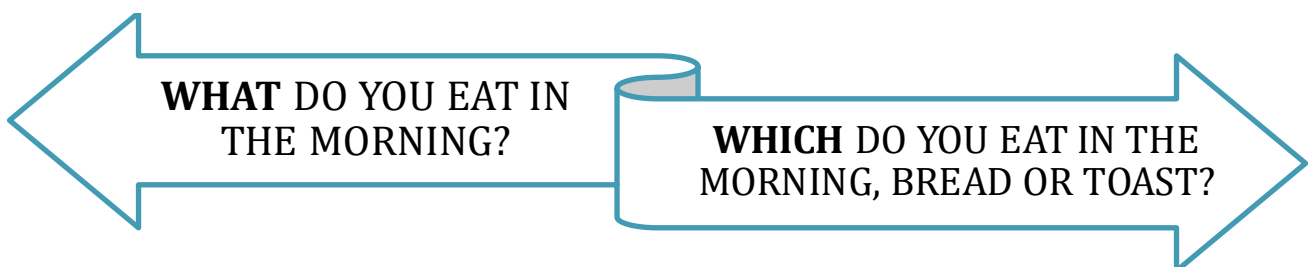


Which

Which também significa o quê/qual porém, é usado quando temos opções limitadas, escolhas. Enquanto **what** é usado para perguntas de um modo geral, o **which** é usado quando são oferecidas opções de respostas.

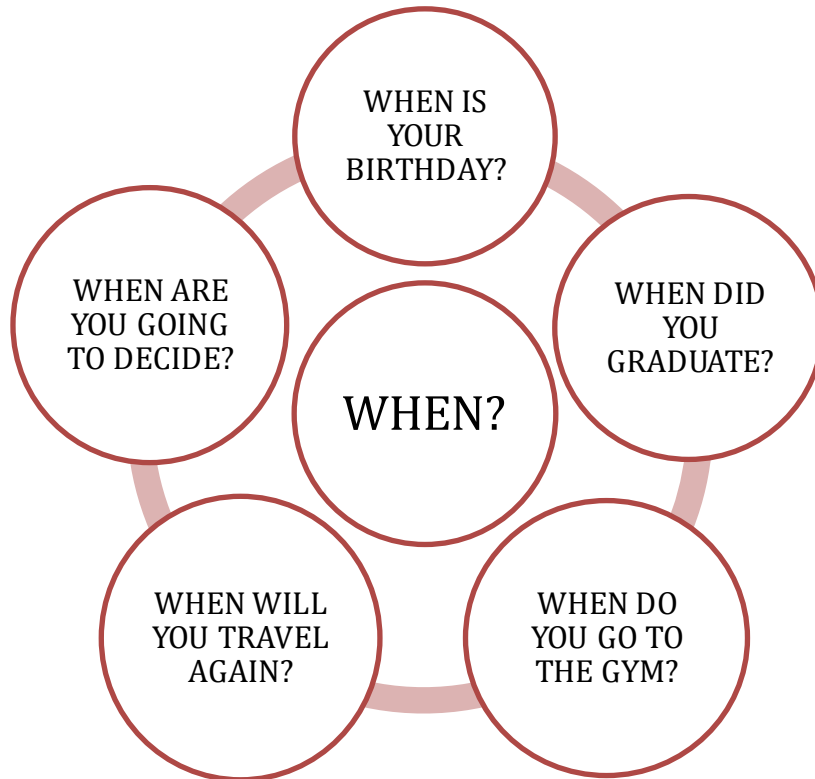
Por exemplo, a pergunta sobre o que você gosta – “*What do you like?*”, usando o **which**, você provavelmente precisaria escolher algo que gosta, como: “*Which do you like, pizza or ice-cream?*”, em que sua resposta tem que ser uma das duas ou mais opções.

Veja outros exemplos:



When

When significa o quando e é usado para saber sobre tempo/período ou ocasião - quando algo aconteceu, acontece ou irá acontecer.



Where

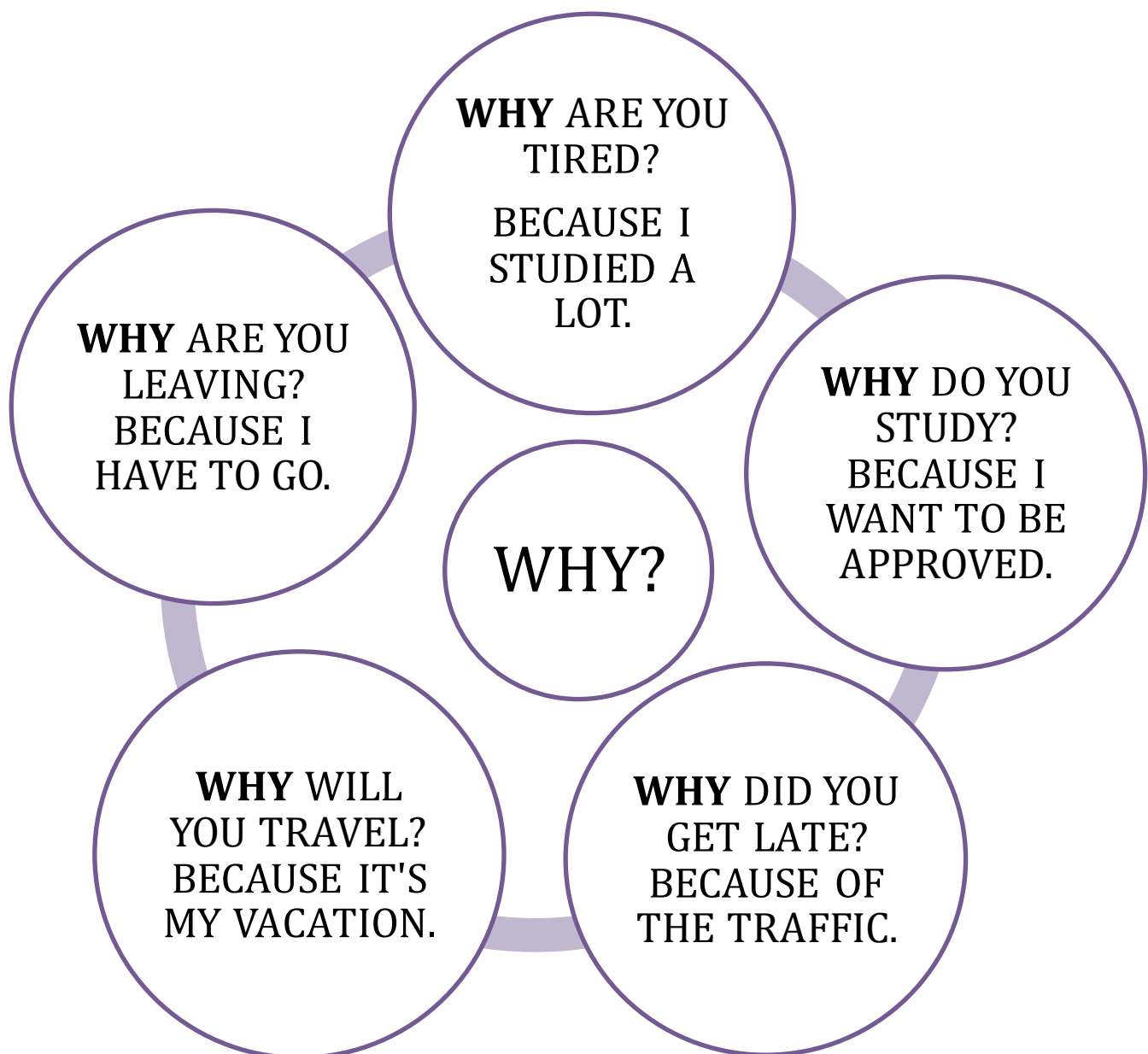
Where significa onde e é usado para saber sobre local, localização.



Why

Why significa porque e é usado para saber o motivo, a razão de algo acontecer, ter acontecido ou porque vai acontecer.

A resposta é sempre **because** – why para perguntar e because para responder.



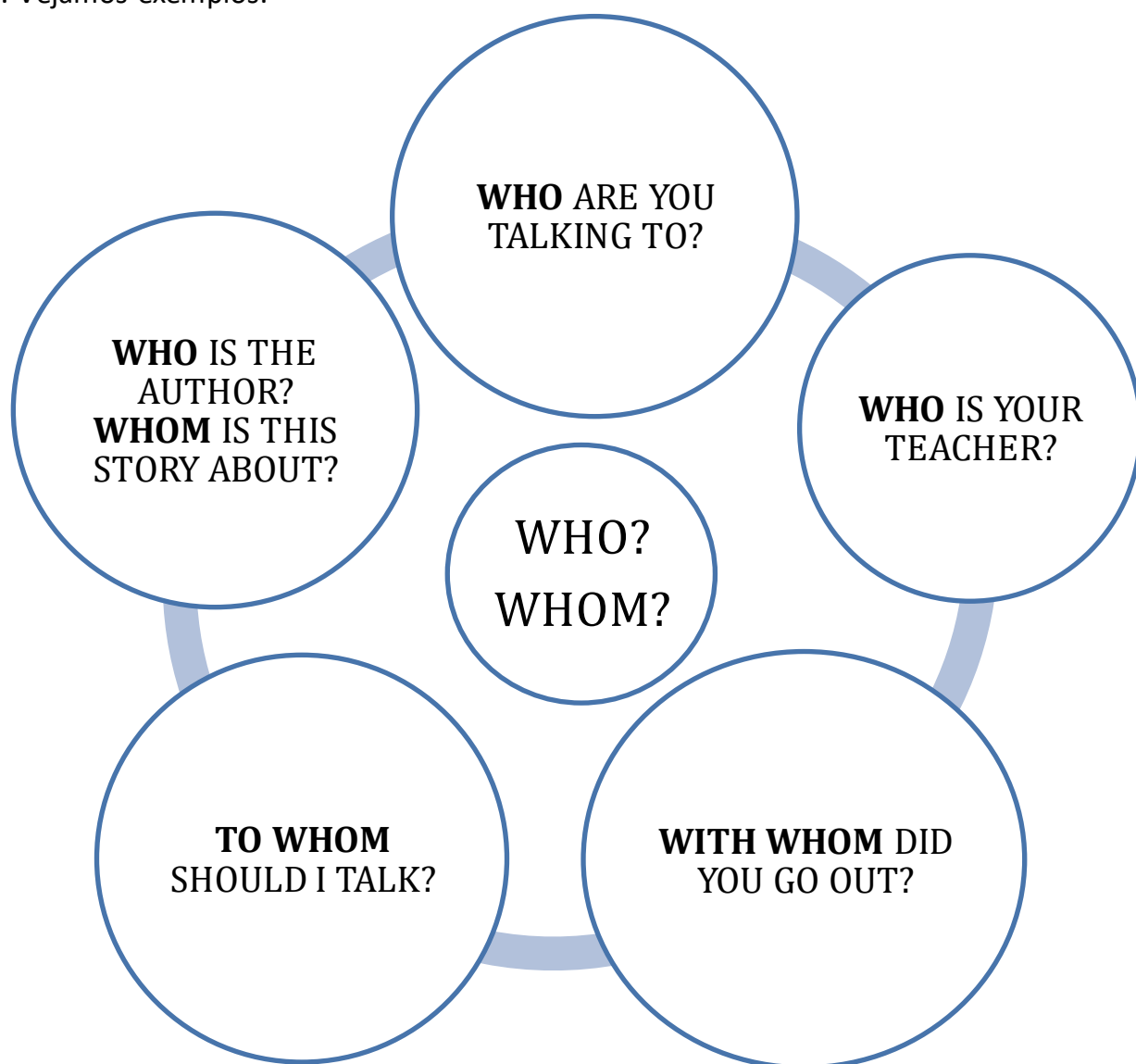
Who/Whom

Who e **Whom** significam quem, para saber sobre pessoas mas, são usados em diferentes situações – enquanto **who** tem a função de sujeito, **whom** tem a função de objeto, como vou mostrar abaixo.

Se a pergunta for “Quem é o ator principal desse filme?”, é “Who is this movie main actor?” (a resposta do *who* será o ator, que é o sujeito da pergunta).

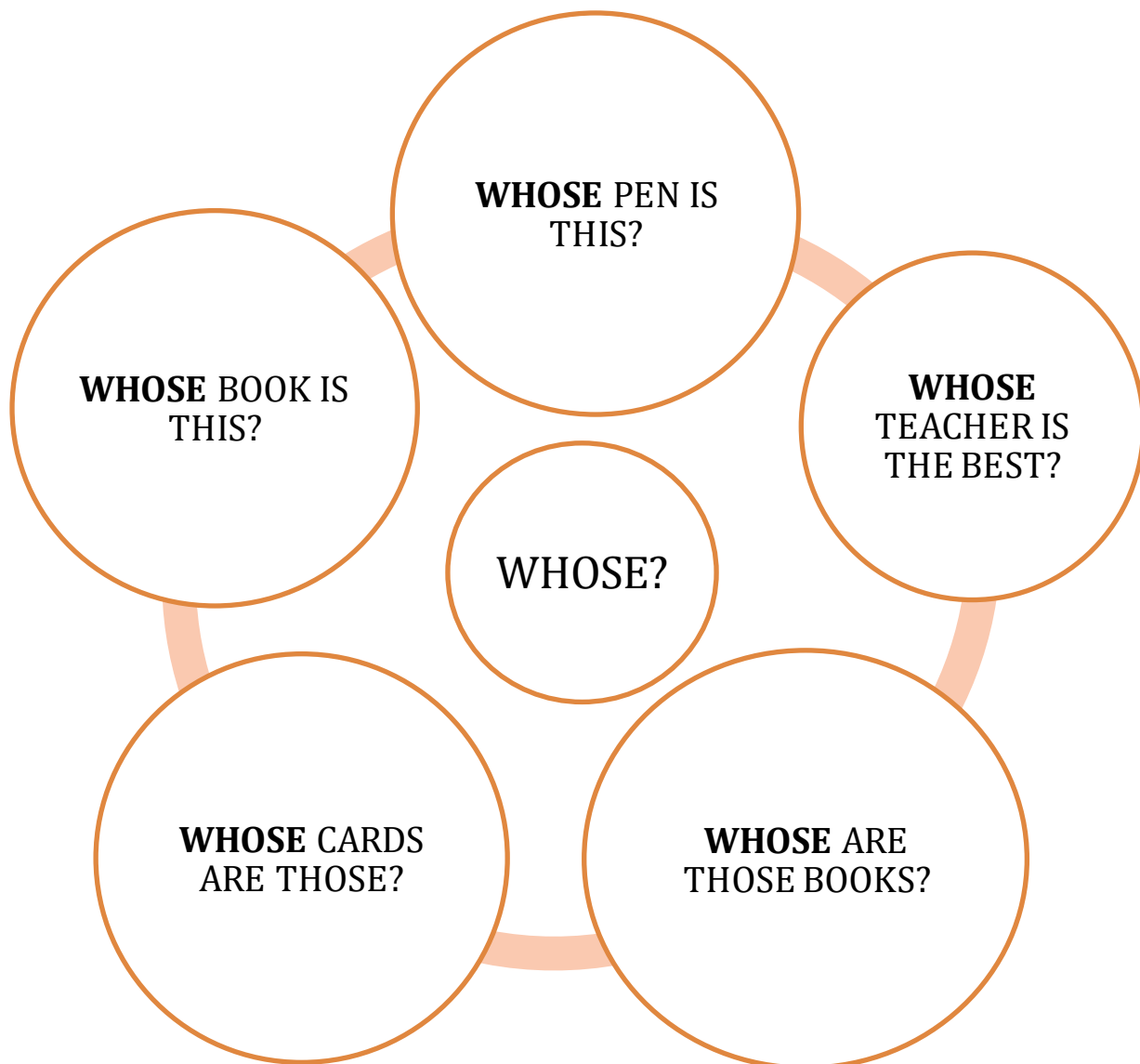
Mas, se a pergunta for “Sobre quem é esse filme?”, é “Whom is this movie about?” (a resposta será sobre quem é o filme, sendo o sujeito da frase o filme e não sobre quem é). Sobre quem é o objeto. O **whom** faz exatamente esse papel: de objeto direto ou indireto nas frases.

E ainda podem aparecer, nos textos da sua prova, perguntas com a preposição “to” no final, como por exemplo: “To whom was she talking?” (Com quem ela estava falando?), também na função de objeto. Vejamos exemplos.



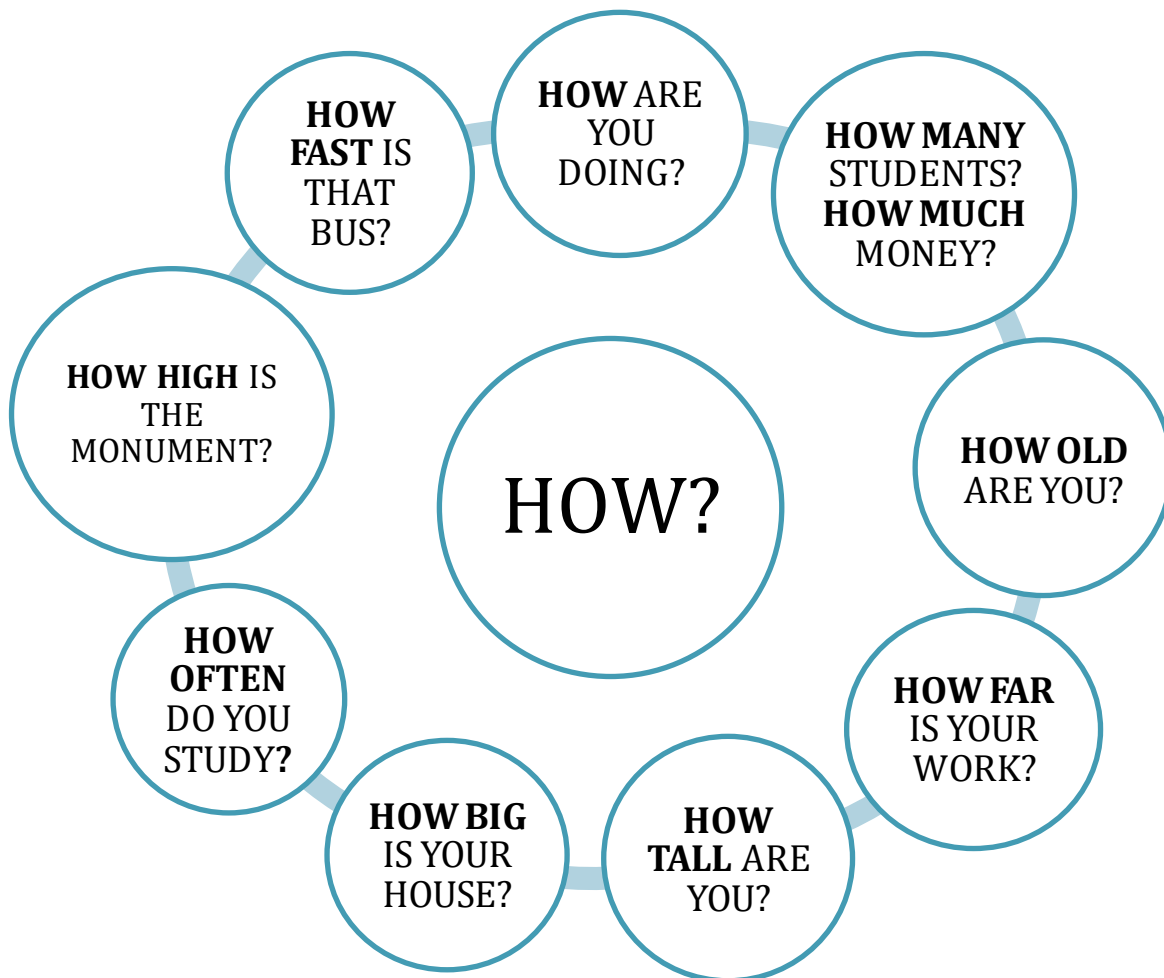
Whose

Whose significa de quem e é usado para saber quem é o dono de algo, para saber a quem pertence alguma coisa. É sempre seguido de um nome e um verbo. Assim será na prova. Veja:



How

Usamos a Question Word HOW (como) quando queremos descrever a forma como algo é feito e a condição ou qualidade. Veja alguns exemplos abaixo e outros para melhor compreensão.



Outros exemplos:

How was your class? - Como está sua aula?

How do you cook vegetables? - Como você cozinha verduras?

How do you know his name? - Como você sabe o nome dele?

How can I speak English fast? - Como eu posso falar Inglês rápido?

How old: usado para perguntar a idade de alguém ou algo.

How old is your mother? Quantos anos tem sua mãe?

How old is this building? Quantos anos tem esse edifício?



How long: usando para perguntar há quanto tempo, quanto tempo.

How long have you been studying? Há quanto tempo você tem estudado?

How far: usando para perguntar a distância entre uma coisa e outra.

How far is the hotel from the school? Qual é a distância entre o hotel e a escola?

How many: quantos - usado para substantivos contáveis, quando o plural é possível.

How many students can you see? Quantos alunos você consegue ver?

How much: quanto - usado para substantivos incontáveis, quando o plural não é possível.

How much money do you need? Quanto de dinheiro você precisa?

How much sugar would you like? Quanto de açúcar você gostaria?

Preparei uma tabela para você:

How many/much...? (Quanto/Quantos...?)	How tall...? (Qual a altura...?) => pessoas
How old...? (Quantos anos...?)	How high...? (Qual a altura...?) => objetos/seres inanimados
How far...? (Qual a distância...?)	How deep...? (Qual a profundidade...?)
How long...? (Quanto tempo...?)	How fast...? (Qual a velocidade...?)
How often...? (Qual a frequência...?)	How well...? (Quão bem...?)
	How big...? (Qual o tamanho...?)
	How come...? (informal) (Como?)

Agora, teremos uma questão inédita que elaborei para você, abordando os assuntos que foram explorados nessa aula. E depois, exercícios de anos anteriores para você treinar, como sempre fazemos em nossas aulas. Vamos lá!



Questão inédita

Questão inédita Teacher Andrea Belo

Read the text and answer the question below.

MEDICAL & BIOTECH

A Robot Hand Helps Amputees “Feel” Again

Your eyes may be reading this, but you likely used your hands to get here. Every day your fingers, wrists and forearms conduct the symphony of motor movements that allow you to click a mouse, type on a keyboard or swipe a screen. But what if you lost your hand? What kind of machine could restore your abilities to grip, click, tap or touch?

WHAT HAPPENED?

In a new study, a group of researchers at the University of Utah have re-engineered a prosthetic system to let a man whose hand was amputated feel a wide range of sensations, helping him physically grasp a variety of delicate objects, from a glass of wine to a single grape. Although other prosthetics have enabled wearers to receive sensory feedback, the modified system ramps up the subtle detection of sensation in the hand.

“A lot of people think of touch as one sense, but touch is actually comprised of many different senses,” says Jacob George, a postdoctoral researcher who led the study. “There are sensors in your hand for pain, for temperature, for vibration, for pressure—and so what we’re doing is identifying each one of those little sensors.”

Scientific American – 24 julho

Questão inédita – According to the text:

The question “*And what if you lost your hand?*” is related to

- a) what can happen if you don’t use one of your hands.
- b) what senses you lose if you don’t have one of your hands.
- c) what happens if you stop working because of your hand.
- d) what happens if you lose hands control.
- e) what can you do if you lose one of your hands.



Comentários:

Esse texto foi retirado de um trecho de um artigo da revista *Scientific American*, fonte que às vezes aparece nas provas das Carreiras Militares. Vamos, é claro, usar as técnicas de *Scanning* e *Skimming* desde o início do texto.

Você tem que encontrar a alternativa que melhor representa a pergunta destacada em Inglês “*And what if you lost your hand?*”, usando o *Wh question* *what*.

Ao verificar a letra “**A**”, usando o auxiliar da negativa “*don’t use your hands*”, percebemos que está falsa porque na pergunta com *what*, há o verbo *lost* (to lose no passado), que é perder e não fala sobre você não usar as mãos e sim não tê-las.

Na letra “**B**”, usando a palavra “*senses*”, percebemos que está falsa porque na pergunta com *what*, há a palavra *lost* (verbo lose no passado), que é perder e não fala sobre você não usar as mãos e sim não tê-las.

Na letra “**C**”, afirmando “*stop working*”, percebemos que está falsa porque já analisamos que a pergunta não se trata disso.

Na letra “**D**”, percebemos que está falsa porque também não se fala em perder o controle das mãos e sim perder as mãos.

Na letra “**E**”, afirma-se o que procuramos: o que a pessoa faria se perdesse uma das suas mãos, que é sobre o que se trata o texto.

Agora, vamos aos exercícios de anos anteriores, como sempre fazemos em nossas aulas, para praticar ainda mais e, após resolver, verificar os comentários de cada alternativa e aprender, cada vez mais, vocabulário e formas de resolver as questões no dia da sua prova.



Questões de anos anteriores

Você agora vai resolver questões de provas das Carreiras Militares de anos anteriores, incluindo a EPCAR. E, em seguida, terá acesso às respostas comentadas. Vamos lá!

QUESTION 01 (AFA/2018)

FOOD SHORTAGE CAUSES, EFFECTS AND SOLUTIONS

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

Causes of food shortages

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

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

70 assistance.

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

Solution to problem of food shortage

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

Conclusion

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

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



Questão 01 (AFA/2018) – Some environmental factors that have contributed to food shortage are

- a) land degradation, deforestation and fuel prices.
- b) climatic change, combustion of fossil fuels and floods.
- c) agriculture, fertilizers and cost of food production.
- d) droughts, tropical storms and reduced investments in agriculture.

Questão 02 -Colégio Naval/2018

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

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 (Colégio Naval/2018)

In the first paragraph, the word "appealing" can be replaced by all these words, EXCEPT for

- (A) interesting.
- (B) pleasing.
- (C) lovable.
- (D) repulsive.
- (E) attractive.



Questão 03 (Escola Naval/2017)

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 03 (Escola Naval/2017)

According to the text, which option is correct?

- (A) In Dr. Rob Gore's opinion, violent conflict cannot be avoided.
- (B) "Kings Against Violence Initiative" is a nonprofit organization.
- (C) KAVI started a successful project at a high school in 2009.
- (D) Male students do not attend workshops held by KAVI.
- (E) Dr. Rob Gore does not go to workshops anymore.

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/) – In the underlined sentences, there are verbs used in the Past Simple

- a) six
- b) five
- c) four
- d) three



Questão 05 (EAM/inédita)

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

Questão 05 (EAM/inédita) - About the sentence “If you don't, you probably know someone who has one (or wants one)”, it is correct to say that the word which replaces “one” is

- a) i-phone
- b) computer
- c) someone
- d) you
- e) company



Questões 06, 07 e 08 (EEAR/ 2017)

TEXT: Bento boxes (TEXTO para QUESTÕES de 06 a 08)

People in offices in Japan often have a bento at lunchtime. They do not eat a meal in a restaurant; they eat a bento in the office. They regularly have a menu for the bentos in the office and they telephone a bento store with their orders. The people at bento store make the bentos and take them to all the offices at about 12p.m.

Questão 06 – The underlined words in the text, often and regularly are closest in meaning to

- a) always.
- b) seldom.
- c) frequently.
- d) sometimes.

Questão 07 – According to the text, Bento Boxes is a/ an.

- a) office
- b) kitchen
- c) delivery
- d) restaurant

Questão 08 – According to the text, the word “orders”, underlined, means

- a) something organized in a particular way.
- b) the situation that exists when everything is in the correct place.
- c) A group of nuns who live according to a particular set of rules.
- d) A request for something to be brought for someone in return for money.



Questão 09 (ESA/inédita)

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



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

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

Questão 09 (ESA/inédita) – According to the text, it is correct to say that bowel is

- a) gut
- b) chin
- c) elbow
- d) bladder
- e) thigh

Questão 10 (EsPCEX/2019)

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 10 (EsPCEX/2019) – According to the passage, Michael D. Coe's book

- [A] carbon dioxide separation technology for industrial and gas treating applications.
- [B] estimation of soil carbon saturation that indicates its potential to store more carbon.
- [C] the amount of carbon dioxide produced by the activities of a company.
- [D] species that are particularly sensitive and disappear after a pollution event.
- [E] long-term rise in the average temperature of the Earth's climate system.



QUESTÃO 11 EFOMM (2016)

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 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 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 misinformation led to cost overruns.

30 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 contractors knowingly underbid the job.

40 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 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 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 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 containers and primarily work routes between Europe and Asia through the Suez Canal, still won't fit.

60 The expansion will provide cheaper shipping between Asia and the American Gulf Coast. Traffic 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 and East coasts have been expanding to accommodate increased ship size and traffic.

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

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

QUESTÃO 11 - In lines 2 – 3: "(...) and despite an unresolved lawsuit that has delayed the project (...)", the word in bold is formed by the prefix 'un'. In which option below the word is **not** correctly formed by the same prefix?

- (a) unfinished
- (b) unfasten
- (c) unwrapped
- (d) undecided
- (e) unpolite



QUESTÕES ITA/2018

Texto para responder as questões 12 a 15

AUGMENTATION OF BRAIN FUNCTION: FACTS, FICTION AND CONTROVERSY

1 Augmentation of brain function is no longer just a theme of science fiction. _____(I) advances in
2 neural sciences, it has become a matter of reality that a person may consider at some point in life, for example
3 as a treatment of a neurodegenerative disease. Currently, several approaches offer enhancements for sensory,
4 motor and cognitive brain functions, _____(II) for mood and emotions. Such enhancements may be
5 achieved pharmacologically, using brain implants for recordings, stimulation and drug delivery, _____(III)
6 employing brain-machine interfaces, or even by ablation of certain brain areas.

7 In this Research Topic, we welcome papers critically evaluating the existing methods of brain
8 augmentation, introducing new approaches and probing particular parts of brain circuitry and particular
9 neuronal mechanisms as candidates for an enhancement. We welcome scientists from different fields: from
10 neuroscience of microcircuits to systems neuroscience of large-scale networks and neural engineering. The
11 work can be experimental or computational. Reviews and papers on philosophical and ethical issues are
12 _____(IV) welcome.

13 While the scope of possible relevant topics is broad, the authors are encouraged to clearly indicate how
14 their studies address the announced theme of brain augmentation.

15
16 **Important Note:** All contributions to this Research Topic must be within the scope of the section and
17 journal to which they are submitted, as defined in their mission statements. Frontiers reserves the right to guide
18 an out-of-scope manuscript to a more suitable section or journal at any stage of peer review.

Fonte: <<http://journal.frontiersin.org/researchtopic/1563/augmentation-of-brain-function-facts-fiction-and-controversy>>. Acesso em:
15 jul. 2017.

Questão 12 - O texto é um(a):

- A () artigo de opinião.
- B () artigo científico.
- C () resumo de projeto de pesquisa.
- D () relato de experiência.
- E () chamada para publicação.

Questão 13 – Considere as seguintes afirmações:

- I. A melhoria ou o aumento das funções cerebrais pode ser obtida via: estimulação farmacológica, interface cérebro-máquina, implantes cerebrais ou mesmo remoção de determinadas áreas do cérebro.
- II. Atualmente, abordagens para melhoria das funções cerebrais envolvem exclusivamente funções sensoriais, cognitivas e motoras.
- III. O aumento das funções cerebrais pode vir a ser usado no tratamento de doenças neurodegenerativas.



Com base no texto, estão corretas

- A () apenas I e II.
- B () apenas I e III.
- C () apenas II e III.
- D () apenas III.
- E () todas.

Questão 14 – Com base no texto, é INCORRETO afirmar que estudos sobre a melhoria das funções cerebrais

- A () devem-se aos avanços que foram conquistados no campo das Neurociências.
- B () são realizados tanto na esfera computacional quanto no domínio experimental.
- C () são realizados por cientistas de diferentes áreas.
- D () ainda estão apenas no campo da ficção científica.
- E () englobam questões de natureza ética e filosófica.

Questão 15 – Marque a opção que indica a que it se refere no seguinte excerto: "...it has become a matter of reality..." (linha 2).

- A () advances in neural sciences
- B () treatment of a neurodegenerative disease
- C () some point in life
- D () science fiction
- E () augmentation of brain function



11. Gabarito

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



12. Questões comentadas

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Solution to problem of food shortage

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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

100
105
Causes of food shortage are well known and can be solved if appropriate measures to solve the problem are taken and effectively implemented. Environmental causes of food shortages are changes in climatic and pollution due to human activities such as overgrazing⁴ and deforestation which can be controlled through legislation.

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



Questão 01 (AFA/2018) – Some environmental factors that have contributed to food shortage are

- a) land degradation, deforestation and fuel prices.
- b) climatic change, combustion of fossil fuels and floods.
- c) agriculture, fertilizers and cost of food production.
- d) droughts, tropical storms and reduced investments in agriculture.

Comentários:

A informação acerca dos “environmental factor” está entre as lines 34 e 51.

Alternative A is incorrect, pois “fuel prices” não é mencionado como “environmental factor” no texto.

Alternative B is correct, pois esses três fatores são discutidos no parágrafo que se relaciona ao “environment”.

Alternative C is incorrect, pois “cost of food production” entra em “economic factors”, não “environmental”.

Alternative D is incorrect, pois “reduced investments in agriculture” se relaciona às políticas econômicas governamentais, não ao meio ambiente.



Questão 02 -Colégio Naval/2018

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

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 (Colégio Naval/2018)

In the first paragraph, the word "appealing" can be replaced by all these words, EXCEPT for

- (A) interesting.
- (B) pleasing.
- (C) lovable.
- (D) repulsive.
- (E) attractive.

Comentários:

Essa questão pede que encontremos a única alternativa que não traz uma palavra equivalente (não um sinônimo) a "appealing" na frase "many noteworthy movies are filmed in appealing locales". Então, estamos procurando a alternativa que não traz adjectives positivos, a fim de tornarem o noun "locales" digno de ser visitado.

Alternative A is correct, pois traz uma ideia positiva para o noun "locales", o que o torna um destino atrativo aos viajantes.

Alternative B is correct, pois "pleasing" traz a ideia de "prazeroso", positiva, portanto.

Alternative C is correct, pois "lovable" identifica um lugar bacana, já que remete ao adjective "love".

Alternative D is incorrect, pois se o noun "locales" recebe o adjective "repulsive", isso o caracteriza como um destino ruim para visitar, o que não faria sentido nessa frase.

Alternative E is correct, pois se um destino é descrito como "attractive", isso traz uma ideia positiva e, portanto, pode ser uma substituição viável.



Questão 03 (Escola Naval/2017)

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 03 (Escola Naval/2017)

According to the text, which option is correct?

- (A) In Dr. Rob Gore's opinion, violent conflict cannot be avoided.
- (B) "Kings Against Violence Initiative" is a nonprofit organization.
- (C) KAVI started a successful project at a high school in 2009.
- (D) Male students do not attend workshops held by KAVI.
- (E) Dr. Rob Gore does not go to workshops anymore.

Comentários:

Alternative A is incorrect, pois no 6º parágrafo se afirma que Gore gostaria de impedir que a violência ocorresse ("Yet Gore wanted to prevent people from being violently injured in the first place.").

Alternative B is correct, como podemos perceber pelo conteúdo do 3º parágrafo do texto.

Alternative C is incorrect, pois, de acordo com o 5º parágrafo do texto, KAVI foi criado pelo Dr. Rob Gore no hospital Kings County.

Alternative D is incorrect, pois, de acordo com a frase do 6º parágrafo: "Today, KAVI holds weekly workshops for male and female students in three schools".

Alternative E is incorrect, pois, de acordo com penúltimo parágrafo do texto: "While Gore still regularly attends workshops, ...".



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 underlined sentences, there are verbs used in the Past Simple

- a) six
- b) five
- c) four
- d) three

Comentários:

Precisamos identificar os verbos nas sentenças sublinhadas. Uma estratégia para isso é identificar os sujeitos (que são pessoas ou personal pronouns – I, you, he, she, etc...), pois os verbos provavelmente estarão em seguida. Então temos:

I studied, I took, I was, the instructor used.

Perceba que precisamos apenas do verbs em past tense, porém, todos estão:

Regulares: study – studied and use – used.

Irregulares: take – took, be – was

Portanto, alternative C is correct.



Questão 05 (EAM/inédita)

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

Questão 05 (EAM/inédita) - About the sentence “If you don't, you probably know someone who has one (or wants one)”, it is correct to say that the word which replaces “one” is

- a) i-phone
- b) computer
- c) someone
- d) you
- e) company

Comentários:

Para responder a questão pedida precisamos olhar para mais que apenas o trecho mencionado.

“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)!”

A primeira parte desse trecho pergunta se o leitor possui alguns dos produtos famosos da empresa Apple. Então, a parte inicial da segunda frase é uma condicional que verifica as respostas negativas. Transformando-a em uma oração condicional completa teríamos “if you don't have an iPad, iPod, iPhone, a smartwatch or a Mac computer, ...”. Por fim, em seguida, temos a oração consecutiva caso a condicional anterior seja atendida.

Nessa última frase, temos: “you probably know someone who has one (or wants one)”, isto é, “you probably know someone who has an iPad, iPod, iPhone, a smartwatch or a Mac computer (or wants an iPad, iPod, iPhone, a smartwatch or a Mac computer)”.



Portanto, a resposta correta é alternative A.

A alternative B está incorreta, pois, especificamente no contexto, não se trata de qualquer computer, mas de um Mac computer. Por isso, a alternative A está melhor que a B, já que iPhones são produtos exclusivos da Apple.

A alternativa C está incorreta, pois não faria sentido a frase “you probably know someone who has someone (or whats someone)”. O mesmo para a alternative D: “you probably know someone who has you (or whats you)”.

A alternative E está incorreta, pois a company (no caso, Apple) ainda nem havia sido mencionada, portanto, não poderia estar sendo retomada.

Questões 06, 07 e 08 (EEAR/ 2017)

TEXT: Bento boxes (TEXTO para QUESTÕES de 06 a 08)

People in offices in Japan often have a bento at lunchtime. They do not eat a meal in a restaurant; they eat a bento in the office. They regularly have a menu for the bentos in the office and they telephone a bento store with their orders. The people at bento store make the bentos and take them to all the offices at about 12p.m.

Questão 06 – The underlined words in the text, often and regularly are closest in meaning to

- a) always.
- b) seldom.
- c) frequently.
- d) sometimes.

Comentários:

As palavras sublinhadas são frequency adverbs que indicam uma frequência intermediária, próxima da frequência elevada.

Alternative A is incorrect, pois “always” indica uma frequência total, “sempre”.

Alternative B is incorrect, pois “seldom” significa uma frequência intermediária próxima da mais baixa.

Alternative C is correct, pois “frequently” indica uma frequência não de 100%, mas elevada.

Alternative D is incorrect, pois “sometimes” significa uma frequência mais baixa.



Questão 07 – According to the text, Bento Boxes is a/ an.

- a) office
- b) kitchen
- c) delivery
- d) restaurant

Comentários:

Na letra **C** temos que "Bento Boxes" é um "delivery", o que é correto. De acordo com o texto no trecho "They do not eat a meal in a restaurant; they eat a bento in the office", sabemos que eles não comem uma refeição em um restaurante e sim comem um bento no escritório, ou seja, uma ideia de um pedido de comida. Além disso temos ainda a frase "they telephone a bento store with their orders", ou seja, eles telefonam para uma loja bento com seus pedidos, novamente indicando delivery.

Portanto, não há como ser letras A, B ou D.

Questão 08 – According to the text, the word "orders", underlined, means

- a) something organized in a particular way.
- b) the situation that exists when everything is in the correct place.
- c) A group of nuns who live according to a particular set of rules.
- d) A request for something to be brought for someone in return for money.

Comentários:

Alternative A is incorrect, pois o texto afirma que as pessoas vão ao bento boxes fazer "orders" (pedidos) na hora do "lunch" (almoço), logo, não se trata de um escritório ("office").

Alternative B is incorrect, pois o lugar trabalha com "pedidos", então é um estabelecimento comercial, não uma cozinha ("kitchen").

Alternative C is correct, pois se as pessoas pedem ("orders") no "lunch", esse estabelecimento é um comercial de delivery, isto é, que leva a comida até elas.

Alternative D is incorrect, pois o estabelecimento se diferencia do restaurante por entregar as "orders".



Questão 09 (ESA/inédita)

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



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

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

Questão 09 (ESA/inédita) – According to the text, it is correct to say that bowel is

- a) gut
- b) chin
- c) elbow
- d) bladder
- e) thigh

Comentários:

Essa questão trabalha principalmente conhecimento de vocabulário.

“Bowel” é sinônimo de “gut” ou “intestin”. Por isso, **a alternativa correta é A.**

Vou trazer o significado das outras alternativas para aumentarmos nosso vocabulário! Lembre-se de anotar as novas palavras!

“Chin” é queixo, “Elbow” é cotovelo, “Bladder” é bexiga e “Thigh” é coxa.



Questão 10 (EsPCEX/2019)

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 10 (EsPCEX/2019) – According to the passage, Michael D. Coe's book

- [A] carbon dioxide separation technology for industrial and gas treating applications.
- [B] estimation of soil carbon saturation that indicates its potential to store more carbon.
- [C] the amount of carbon dioxide produced by the activities of a company.
- [D] species that are particularly sensitive and disappear after a pollution event.
- [E] long-term rise in the average temperature of the Earth's climate system.

Comentários:

Alternative A is incorrect, pois a expressão "carbon footprint" não se relaciona com nenhuma tecnologia de "separation" para tratamento de gás.

Alternative B is incorrect, pois a "carbon footprint" não se relaciona com a quantidade de "carbon saturation" em um determinado solo.

Alternative C is correct, pois a expressão "carbon footprint" se relaciona de fato às "pegadas de carbono" de uma empresa, isto é, a quantidade de carbono que ela emite.

Alternative D is incorrect, pois a expressão não se refere a uma espécie de ser vivo.

Alternative E is incorrect, pois essa alternativa descreve "aquecimento global" e não "emissões de carbono".



QUESTÃO 11- EFOMM (2016)

The seven-decade journey to an expanded Panama Canal is coming to a close, despite one last obstacle.

(by David Z. Morris / April 17, 2015)

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

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

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

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

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

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

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

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

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

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

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

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

QUESTÃO 11 - In lines 2 – 3: "(...) and despite an unresolved lawsuit that has delayed the project (...)", the word in bold is formed by the prefix 'un'. In which option below the word is **not** correctly formed by the same prefix?



- (a) unfinished
- (b) unfasten
- (c) unwrapped
- (d) undecided
- (e) unpolite

Comentários:

O prefixo “un” indica negação.

Alternative A is correct, pois o adjective “finished” ganha ideia de negação pela adição de “un” ao formar o adjective “unfinished”.

Alternative B is correct, pois a palavra “fasten” significa apertar, como por exemplo na fala da aeromoça no avião, pedindo que apertemos os cintos de segurança: “lease, fasten your seatbelts.”. Para dizer para soltarmos, a palavra seria “unfasten”, configurando uso de “un” para negação.

Alternative C is correct, pois “wrapped” significa o adjective “embrulhado”, como embrulhado para presente. A adição de “un” de fato traz a negativa “não embrulhado”.

Alternative D is correct, pois o adjective “decided” ganha ideia de negação com a adição do prefixo “un”.

Alternative E is incorrect, pois o negative do adjective “polite” se dá pela adição do prefixo “im”: “impolite”.



QUESTÕES ITA/2018

Texto para responder as questões 12 a 15

AUGMENTATION OF BRAIN FUNCTION: FACTS, FICTION AND CONTROVERSY

1 Augmentation of brain function is no longer just a theme of science fiction. _____(I) advances in
2 neural sciences, it has become a matter of reality that a person may consider at some point in life, for example
3 as a treatment of a neurodegenerative disease. Currently, several approaches offer enhancements for sensory,
4 motor and cognitive brain functions, _____(II) for mood and emotions. Such enhancements may be
5 achieved pharmacologically, using brain implants for recordings, stimulation and drug delivery, _____(III)
6 employing brain-machine interfaces, or even by ablation of certain brain areas.

7 In this Research Topic, we welcome papers critically evaluating the existing methods of brain
8 augmentation, introducing new approaches and probing particular parts of brain circuitry and particular
9 neuronal mechanisms as candidates for an enhancement. We welcome scientists from different fields: from
10 neuroscience of microcircuits to systems neuroscience of large-scale networks and neural engineering. The
11 work can be experimental or computational. Reviews and papers on philosophical and ethical issues are
12 _____(IV) welcome.

13 While the scope of possible relevant topics is broad, the authors are encouraged to clearly indicate how
14 their studies address the announced theme of brain augmentation.

15
16 **Important Note:** All contributions to this Research Topic must be within the scope of the section and
17 journal to which they are submitted, as defined in their mission statements. Frontiers reserves the right to guide
18 an out-of-scope manuscript to a more suitable section or journal at any stage of peer review.

Fonte: <<http://journal.frontiersin.org/researchtopic/1563/augmentation-of-brain-function-facts-fiction-and-controversy>>. Acesso em:
15 jul. 2017.

Questão 12 - O texto é um(a):

- A () artigo de opinião.
- B () artigo científico.
- C () resumo de projeto de pesquisa.
- D () relato de experiência.
- E () chamada para publicação.

Comentários:

O primeiro parágrafo do texto faz uma pequena introdução sobre o que será tratado no texto. Afirma que o aumento da função cerebral já não é mais tema de ficção científica. Em seguida, o segundo parágrafo inicia com *"In this Research Topic, we welcome papers critically evaluating the existing methods of brain augmentation..."* (Neste tópico de pesquisa, são bem-vindos artigos que avaliam criticamente os métodos existentes de aumento...) e segue citando outros diversos tipos de trabalhos que o tópico de pesquisa aceita.



Assim é possível concluir que o texto faz uma chamada para publicação de trabalhos científicos sobre o tema citado no primeiro parágrafo. Expressões como “*we welcome...*”, “*... are also welcome*” enfatizam este tipo de publicação. **Portanto a resposta da questão é a letra “E”.** Vamos analisar os outros itens.

Na letra **A**, não pode ser “artigo de opinião” pois o autor não dá sua opinião sobre o tema, além disso não faz sentido o autor aceitar trabalhos e artigos científicos. Alternativa falsa.

Na letra **B**, também não pode ser “artigo científico” pois o autor não mostra uma pesquisa científica apenas introduz um tema. Portanto, alternativa falsa.

Na letra **C**, não pode ser um “resumo de projetos de pesquisa” pois o autor não está resumindo nenhum trabalho ou projeto ao dizer que aceita diversos tipos de trabalhos científicos, artigos, comentários, entre outros projetos sobre o tema citado. Alternativa falsa.

Na letra **D**, não pode ser um “relato de experiência” pois o autor não está relatando nenhuma experiência pessoal. Alternativa falsa novamente.

Questão 13 – Considere as seguintes afirmações:

- I. A melhoria ou o aumento das funções cerebrais pode ser obtida via: estimulação farmacológica, interface cérebro-máquina, implantes cerebrais ou mesmo remoção de determinadas áreas do cérebro.
- II. Atualmente, abordagens para melhoria das funções cerebrais envolvem exclusivamente funções sensoriais, cognitivas e motoras.
- III. O aumento das funções cerebrais pode vir a ser usado no tratamento de doenças neurodegenerativas.

Com base no texto, estão corretas

- A () apenas I e II.
B () apenas I e III.
C () apenas II e III.
D () apenas III.
E () todas.

Comentários:



Vamos analisar todas as afirmações.

I) De fato, esta afirmação é correta pois o texto diz que aprimoramentos (aumento ou melhoria) das funções cerebrais podem ser obtidos através de implantes cerebrais, estimulação de medicamentos (estimulação farmacológica), emprego de interfaces cérebro-máquina, ablação de certas áreas do cérebro (implantes cerebrais ou mesmo remoção de determinadas áreas do cérebro). Portanto afirmação verdadeira.

II) Afirmação falsa, pois não são somente as funções sensoriais, cognitivas e motoras que melhoram as funções cerebrais. O texto em nenhum momento afirma que estas são somente as únicas abordagens. O uso da palavra “exclusivamente” faz com que a afirmação seja falsa.

III) Afirmação verdadeira, pois, o texto, no início do primeiro parágrafo, afirma que “...it has become a matter of reality that a person may consider at some point in life, for example as a treatment of a neurodegenerative disease” ou seja, o aumento de funções cerebrais tornou-se uma questão de realidade que uma pessoa pode considerar em algum momento de sua vida por exemplo como tratamento de uma doença neurodegenerativa.

Portanto a resposta da questão é a letra “B”. As afirmações I e III são verdadeiras.

Questão 14 – Com base no texto, é INCORRETO afirmar que estudos sobre a melhoria das funções cerebrais

- A () devem-se aos avanços que foram conquistados no campo das Neurociências.
- B () são realizados tanto na esfera computacional quanto no domínio experimental.
- C () são realizados por cientistas de diferentes áreas.
- D () ainda estão apenas no campo da ficção científica.
- E () englobam questões de natureza ética e filosófica.

Comentários:



Vamos analisar item por item.

Na letra **A**, temos que “a melhoria das funções cerebrais se deve aos avanços que foram conquistados no campo das Neurociências” é uma afirmação verdadeira. Logo no início do texto temos o trecho “*Due to advances in neural sciences, it has become...*” ou seja, devido aos avanços das ciências neurais o aumento das funções cerebrais não são mais tema de ficção científica. Como a questão pede a afirmação incorreta, então alternativa errada.

Na letra **B**, “as melhorias das funções cerebrais são realizados tanto na esfera computacional quanto no domínio experimental” é verdadeira pois no segundo parágrafo temos “*The work can be experimental or computational*” mostrando que as pesquisas podem ser tanto experimentais quanto computacionais. Afirmação correta e portanto alternativa falsa.

Na letra **C**, “as melhorias das funções cerebrais são realizados por cientistas de diferentes áreas” é uma afirmação verdadeira pois o texto faz uma chamada de publicação e afirma que aceita cientistas de diferentes áreas (“*We welcome scientists from different fields*” (linha 9)). Portanto, alternativa falsa.

Na letra **D**, “as melhorias das funções cerebrais ainda estão apenas no campo da ficção científica” é uma afirmação falsa pois logo na primeira frase o texto afirma que o aumento de funções cerebrais não é mais tema de ficção científica – “*Augmentation of brain function is no longer just a theme of science fiction*”. Afirmação falsa e, portanto, alternativa correta.

Portanto a resposta da questão é a letra “D”.

Questão 15 – Marque a opção que indica a que it se refere no seguinte excerto: “...it has become a matter of reality...” (linha 2).

- A () advances in neural sciences
 - B () treatment of a neurodegenerative disease
 - C () some point in life
 - D () science fiction
 - E () augmentation of brain function
- (E) bens.



Comentários:

A palavra “it” se refere ao aumento de funções cerebrais citado na primeira frase. A frase seguinte diz que devido aos avanços nas ciências neurais este aumento de funções cerebrais poderá tornar-se uma questão de realidade que uma pessoa pode considerar em algum momento de sua vida por exemplo como tratamento de uma doença neurodegenerativa.

Portanto a resposta da questão é a letra “E”.

Vamos analisar outras alternativas.

Na letra **A**, não pode ser “*advances in neural sciences*” pois é devido a estes avanços que algo se tornou uma realidade para pessoas. Este algo não é o avanço na área de ciências neurais. Alternativa falsa.

Na letra **B**, também não pode ser “*treatment of a neurodegenerative disease*” pois o autor cita isto depois do uso de “it” e o “it” é usado para se referir a algo já citado anteriormente. Portanto, alternativa falsa.

Na letra **C**, não pode ser um “*some point in life*” pois o autor cita isto depois do uso de “it” e o “it” é usado para se referir a algo já citado anteriormente. Portanto, alternativa falsa.

Na letra **D**, não pode ser um “*science fiction*” pois não faz sentido dizer que a ficção científica se tornou uma questão de realidade que uma pessoa pode considerar em algum momento de sua vida por exemplo como tratamento de uma doença neurodegenerativa. Alternativa falsa novamente.



Considerações finais

Concluimos mais uma aula, outro passo até a sua aprovação!

E, como eu sempre digo, estamos caminhando para maior vocabulário e mais aprendizado de fato, com importantes temas e tópicos, aula após aula.

Nota-se o progresso em seus estudos e, provavelmente, uma maior tranquilidade para enfrentar os exercícios que surgem. E você vai se acostumando a equilibrar seus estudos de forma sistematizada, estudando cada vez mais e com mais dedicação.



Outro detalhe importante para seu sucesso nos estudos, é continuar fazendo listas de vocabulário das palavras e verbos, principalmente os irregulares, que aparecem em forma de lista em inúmeras fontes de pesquisa.

Isso te ajudará nas questões futuras e torna você, como eu disse antes, um candidato mais bem preparado e confiante para realizar uma excelente prova.

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



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



@teacherandreabelo



Teacher Andrea Belo



Teacher Andrea Belo



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15. Traduções

MEDICAL & BIOTECH

A Robot Hand Helps Amputees “Feel” Again

Your eyes may be reading this, but you likely used your hands to get here. Every day your fingers, wrists and forearms conduct the symphony of motor movements that allow you to click a mouse, type on a keyboard or swipe a screen. But what if you lost your hand? What kind of machine could restore your abilities to grip, click, tap or touch?

WHAT HAPPENED?

In a new study, a group of researchers at the University of Utah have re-engineered a prosthetic system to let a man whose hand was amputated feel a wide range of sensations, helping him physically grasp a variety of delicate objects, from a glass of wine to a single grape. Although other prosthetics have enabled wearers to receive sensory feedback, the modified system ramps up the subtle detection of sensation in the hand.

“A lot of people think of touch as one sense, but touch is actually comprised of many different senses,” says Jacob George, a postdoctoral researcher who led the study. “There are sensors in your hand for pain, for temperature, for vibration, for pressure—and so what we’re doing is identifying each one of those little sensors.”

Scientific American – 24 julho



Uma mão-robô ajuda amputados a “sentir” novamente

Seus olhos podem estar lendo isso, mas você provavelmente usou suas mãos para chegar aqui. Todos os dias, seus dedos, pulsos e antebraços conduzem a sinfonia dos movimentos motores, que permitem clicar no mouse, digitar no teclado ou deslizar a tela. Mas e se você perdesse sua mão? Que tipo de máquina poderia restaurar suas habilidades de agarrar, clicar, tocar ou tocar?

Em um novo estudo, um grupo de pesquisadores da Universidade de Utah reprojeteu um sistema protético para permitir que um homem cuja mão foi amputada sinta uma ampla gama de sensações, ajudando-o a captar fisicamente uma variedade de objetos delicados, de um copo de vinho para uma única uva. Embora outras próteses tenham permitido que os usuários recebessem feedback sensorial, o sistema modificado aumenta a detecção sutil de sensação na mão.

Muitas pessoas pensam no toque como um sentido, mas o toque é realmente composto por muitos sentidos diferentes”, diz Jacob George, pesquisador de pós-doutorado que liderou o estudo. "Existem sensores em sua mão para dor, temperatura, vibração, pressão - e, portanto, o que estamos fazendo é identificar cada um desses pequenos sensores".



AUGMENTATION OF BRAIN FUNCTION: FACTS, FICTION AND CONTROVERSY

1 Augmentation of brain function is no longer just a theme of science fiction. _____(I) advances in
2 neural sciences, it has become a matter of reality that a person may consider at some point in life, for example
3 as a treatment of a neurodegenerative disease. Currently, several approaches offer enhancements for sensory,
4 motor and cognitive brain functions, _____(II) for mood and emotions. Such enhancements may be
5 achieved pharmacologically, using brain implants for recordings, stimulation and drug delivery, _____(III)
6 employing brain-machine interfaces, or even by ablation of certain brain areas.

7 In this Research Topic, we welcome papers critically evaluating the existing methods of brain
8 augmentation, introducing new approaches and probing particular parts of brain circuitry and particular
9 neuronal mechanisms as candidates for an enhancement. We welcome scientists from different fields: from
10 neuroscience of microcircuits to systems neuroscience of large-scale networks and neural engineering. The
11 work can be experimental or computational. Reviews and papers on philosophical and ethical issues are
12 _____(IV) welcome.

13 While the scope of possible relevant topics is broad, the authors are encouraged to clearly indicate how
14 their studies address the announced theme of brain augmentation.

15
16 **Important Note:** All contributions to this Research Topic must be within the scope of the section and
17 journal to which they are submitted, as defined in their mission statements. Frontiers reserves the right to guide
18 an out-of-scope manuscript to a more suitable section or journal at any stage of peer review.

Fonte: <<http://journal.frontiersin.org/researchtopic/1563/augmentation-of-brain-function-facts-fiction-and-controversy>>. Acesso em:
15 jul. 2017.

O aumento da função cerebral não é mais apenas um tema de ficção científica. _____
(I) _____ avanços nas ciências neurais, tornou-se uma questão de realidade que uma
pessoa pode considerar em algum momento da vida, por exemplo, como tratamento de
uma doença neurodegenerativa. Atualmente, várias abordagens oferecem
aprimoramentos para as funções cerebrais sensoriais, motoras e cognitivas, _____ (II)
_____ para humor e emoções. Tais aprimoramentos podem ser alcançados
farmacologicamente, usando implantes cerebrais para gravações, estimulação e
administração de medicamentos, _____ (III) _____ empregando interfaces cérebro-
máquina, ou mesmo pela ablação de certas áreas do cérebro.

Neste tópico de pesquisa, congratulamo-nos com artigos que avaliam criticamente os
métodos existentes de aumento do cérebro, introduzindo novas abordagens e
sondando partes específicas dos circuitos cerebrais e mecanismos neuronais específicos
como candidatos a um aprimoramento. Congratulamo-nos com cientistas de diferentes
áreas: da neurociência de microcircuitos à neurociência de sistemas de redes de larga
escala e engenharia neural. O trabalho pode ser experimental ou computacional.
Revisões e trabalhos sobre questões filosóficas e éticas são _____ (IV) _____ bem-
vindos.



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)

