



INGLÊS

TEXT I

Read the text below to answer questions 61 to 70 according to it.

BRAZILIAN AIR FORCE ACADEMY



AFA (Air Force Academy), located at Pirassununga, State of São Paulo, is responsible for the training of Pilots, Administrative and Aeronautics Infantry Officers for the Brazilian Air Force.

5 The history of the Brazilian military pilots schools goes back to 1913, when the *Brazilian Aviation School* was founded, at *Campo dos Afonsos*, State of Rio de Janeiro. Its mission was to provide instruction at similar levels to those of the best European schools at the time; *Blériot* and *Farman* aircraft, made in France, were available for the instruction of the pupils. The Great War 10 1914-1918, however, forced its instructions to leave and the school was closed.

15 At that time, both the *Brazilian Army* and *Navy* had their own air arms, the *Military Aviation* and the *Naval Aviation*. The *Navy* bought *Curtiss F* seaplanes in May 1916 to equip the latter, and in August of the same year, the *Naval Aviation School* was created.

20 The *Military Aviation*, however, only activated its *Military Aviation School* after the Great War, on 10 July 1919. Among the aircrafts used at the school, one could find the *Sopwith 1A2*, *Bréguet 14A2*, and *Spad 7*.

25 Until the beginning of the 1940s, both schools continued with their activities. The Brazilian Government was concerned with the air war in Europe and decided to concentrate under a single command the military aviation activities. Thus, on 20 January 1941, the Air Ministry was created and both the Army and Navy air arms were disbanded, their personnel and equipment forming the *Brazilian Air Force*. On 25 March 1941, the *Aeronautics School* was based at *Campo dos Afonsos*, and its students became known as *Aeronautics Cadets* from 1943 to the current days.



35 As early as 1942, it became clear that the *Aeronautics School* would need to be transferred to another place, offering better climate and little interference with the flight instruction of the future pilots.

40 The town of Pirassununga was chosen among others, and, in 1952, the first buildings construction was initiated. The transfer of the School activities to Pirassununga occurred from 1960 to 1971. The School was redesigned as the *Air Force Academy* in 1969.

45 The motto of the Academy is the Latin expression “*Macte Animo! Generose Puer, sic itur ad astra*”, extracted from the poem *Thebaida*, by the Roman poet Tattius. It is an exhortation to the cadets, which can be translated as *Courage! This is the way, oh noble youngster, to the stars.*

50 The instruction of the Aeronautics Cadets, during the four-year-long course, has its activities centred in the words *COURAGE – LOYALTY – HONOUR – DUTY – MOTHERLAND*. The future officers take courses on several subjects, including Calculus, Computer Science, Mechanics, Portuguese and English, given by civilian
55 lecturers, Air Force instructors and supervisors. The military instruction itself is given on a daily basis, and the Cadets are trained on different subjects, including parachuting, and sea and jungle survival.



Flight instruction at the Academy with T-27 Tucano aircraft.

60 According to the chosen specialization, the Cadet will receive specific instruction:

Pilots: Instruction on precision maneuvering, aerobatics, formation flying and by instruments, with 75 flying hours on the primary/basic training aircraft T-25 Universal, beginning on the 2nd term of the 1st year and completed
65 in the 3rd year. Advanced training is given on T-27 Tucano aircraft, with 125 flying hours.



Administrative: Training on the scientific and technological modern foundations of economics and financial management, and logistics training.

70 **Aeronautics Infantry:** Instruction on defense and security techniques of military *Aeronautics* installations, anti-aircraft measures, command of troops and fire-fighting teams, military laws and regulations, armament usage, military service and call-up procedures.

75 During their leisure time, the Cadets participate on the activities of seven different clubs: *Aeromodelling*, *Literature*, *Informatics*, *Firearms shooting*, *Gauchos Heritage* (for those coming from the South of Brazil), *Gerais Club* and *Sail Flying*. The clubs are directed by the Cadets themselves, under supervision of Air Force officers.

80

The Academy also houses the *Brazilian Air Force Air Demonstration Squadron – The Smoke Squadron*.

Flying as the eagles do!

(Adapted from <http://www.rudnei.cunha.nom.br/FAB/en/afa.html>)

Questão 61

Mark the option that is related to the *Air Force Academy*.

- (A) Cadets are prepared at AFA to perform in different areas.
- (B) *The Air Force Academy* trains the Army to administer the Brazilian officers.
- (C) *The Academy* instructs the Aeronautics Brazilian officers to manage our country.
- (D) *The Brazilian Aviation School* forced AFA's instructors to abandon their military base creating a new command.

Gabarito: Letra A.

Questão de compreensão de texto.

O trecho que compreende as linhas 56-58 é o suporte material para a resposta dessa questão. Ele afirma que os cadetes são treinado em diferentes atividades, ou áreas.

Questão 62

Read the statements in order to mark only the correct ones according to the text.

- I. The military aviation work had to be controlled by Europe in the beginning of the 1940s because of a war.
- II. Because of a war, the government resolved to unify the military aviation operation under a single command.
- III. A single officer was chosen to concentrate the military aviation skills.
- IV. As the Brazilian got worried, it was decided to join the military aviation operations due to air European war.

- (A) III and I.
- (B) II and IV.
- (C) I, II and III.
- (D) II, III and IV.

**Gabarito: Letra B.**

Questão de compreensão de texto.

- I. Errada. O Texto não corrobora o entendimento de que a atividade de aviação militar tivesse de ser transferida para a Europa por causa da guerra.
- II. Correta.
- III. Errada. O texto afirma (ℓ. 24-27) que o governo brasileiro decidiu concentrar sob um único comando as atividades de aviação militar.
- IV. Correta.

Questão 63

The last sentence from the text connotes a:

- (A) way to celebrate the importance of The Brazilian military schools.
- (B) metaphor that describes the similarity among pilots, aircrafts and wings.
- (C) comparison between a myth and a hero.
- (D) reference to ancient airplanes.

Gabarito: Letra B.

Questão de compreensão textual localizada.

A sentença “Flying as the eagles do!” realmente estabelece e estimula a concepção da semelhança entre pilotos e suas aeronaves e as águias, símbolo de realeza e domínio dos ares. Ressaltamos, no entanto, que, havendo a palavra “as” para estabelecer a comparação entre pilotos e águias, aproximamo-nos mais de uma símile do que uma metáfora.

Resposta certa: **B**.

Questão 64

Mark the alternative that has the fragment from the text **INCORRECTLY** changed into Active Voice.

- (A) The air war in Europe concerned The Brazilian Government. (lines 24,25)
- (B) Someone chose the town of Pirassununga among others. (lines 38,39)
- (C) Somebody redesigned the School as the Air Force Academy. (lines 41, 42)
- (D) The officers trained the Cadets on different subjects. (lines 56, 57)

Gabarito: Letra D.

Questão que explora o conteúdo gramatical de vozes ativa e passiva.

A opção D afirma que os oficiais treinaram os cadetes. Texto, no entanto, não menciona quem é o agente da passiva, elemento essencial para determinar o suposto sujeito “oficiais” da voz ativa.



Questão 65

We can infer from the text that among the different specializations:

- (A) the future Pilot has to be trained for hours before becoming skilful.
- (B) the pilot should follow instructions on security techniques and deal with anti-aircraft measures more than the Aeronautics Infantry.
- (C) the Administrative Officer might have the most advanced training on aircraft of all.
- (D) Aeronautics Infantry and Pilots ought to obtain more and more instructions on aerobatics.

Gabarito: Letra A.

Questão de interpretação localizada.

No trecho (ℓ. 61-66) referente ao treinamento específico do piloto, lemos que ele [treinamento] compreende, no total, 200 horas de voo, ao longo de 2 anos de estudos. Conclui-se, portanto, que esse período de treinamento tornará o candidato habilidoso.

Questão 66

All the options below complete the boldfaced sentence. Mark the one in wwhich the Relative Pronoun is **INCORRECTLY** used.

When Brazilian Aviation School was founded,

- (A) both the Brazilian Army and the Navy, which had their own air arms, used to have military missions.
- (B) Rio de Janeiro was the place where this school was located.
- (C) there were two French aircrafts who were available to the instructions of the students.
- (D) it provided instructions that were similar to the best European schools.

Gabarito: Letra C.

Questão gramatical que trata de Pronome Relativo.

O Pronome Relativo who refere-se somente a pessoas. Aircrafts “aeronaves” são objetos; logo, o pronome não poderia ser usado.

Questão 67

Read the statements about the informative text and mark the correct option.

- I. In the beginning of the last century, Brazilian cadets were sent to the best Eupen schools that provided them instruction.
- II. In France, the youngsters had *Blériot* and *Farman* aircraft instruction.
- III. Brazilian Aviation School had to be closed in 1913.
- IV. The Brazilian Aviations School and the Naval Aviations School were created in the same year.

- (A) Only I and II are correct.
- (B) Only III and IV are correct.
- (C) All sentences are correct.
- (D) None of the sentences are correct.

**Gabarito: Letra D.**

O candidato deveria avaliar se as afirmativas I, II, III e IV dadas estavam em consonância com o texto informativo.

- I. Os cadetes Brasileiros não eram mandados para as melhores escolas européias.
- II. Os jovens matriculados na “Brazilian Aviation School” tinham aulas com as aeronaves Blériot e Farman. Esta escola localizava-se no Brasil, não na França.
- III. O texto não menciona o fechamento da escola de Aviação Brasileira.
- IV. O texto menciona a criação da “Brazilian Aviation School” em 1913, mas não fala sobre a data da criação da “Naval Aviation School”.

Questão 68

The connectives *however* (line 19) and *thus* (line 27) express, respectively _____ and _____.

- (A) contrast – result
- (B) addition – conclusion
- (C) contrast – addition
- (D) conclusion – result

Gabarito: Letra A.

Questão gramatical que trata de conectores.

- *however* é um conector que sempre expressa contraste e significa porém.
- *Thus* é um conector que sempre expressa resultado e significa conseqüentemente.

Questão 69

According to the text, in 1941:

- (A) the Brazilian Air Force replaced the Army and Navy air arms.
- (B) *Military* and *Naval* aviation schools were created at Campo dos Afonsos.
- (C) students from both *Military* and *Naval* aviation schools started to be called *Aeronautics Cadets*.
- (D) the Air Ministry created the Army and Navy air arms.

Gabarito: Letra A.

Questão interpretativa de foco.

De acordo com o texto, o aluno deveria marcar a opção que demonstra o que aconteceu em 1941. Houve a dissolução das “The Army and the Navy air arms” e a criação da “The Brazilian Air Force”. Linha 27. Thus, on 20 January 1941.

Questão 70

The sentence “The *Military Aviation* [...] activated its *Military Aviation School* after the Great War [...]” can be rewritten, with the same meaning, as _____.



- (A) during the Great War the Military Aviation activated its Military Aviation School.
- (B) by the time the Military Aviation activated its Military Aviation School, the Great War had already finished.
- (C) the Great War finished when the Military Aviation activated its Military Aviation School.
- (D) the Military Aviation activated its Military Aviation School through the Great War.

Gabarito: Letra B.

O aluno tinha de identificar a frase com sentido análogo à dada.

A chave é a palavra “after”, que mostra claramente que a “*Military Aviation School*” foi criada pela “*Military Aviation*” apenas depois da 1ª Guerra Mundial.

Esta alternativa traz perfeitamente essa sequência de fatos usando a estrutura “By the time + past simple + past + perfect” nas orações.

TEXT II

WHY BILINGUALS ARE SMARTER

- Speaking two languages rather than just one has obvious practical benefits in an increasingly globalized world. But in recent years, scientists have begun to show that the advantages of bilingualism are even more fundamental than being able to converse with a wider range of people. Being bilingual, it turns out, makes you smarter. It can have a profound effect on your brain, improving cognitive skills not related to language and even protecting from dementia in old age.
- 5
- 10 This view of bilingualism is remarkably different from the understanding of bilingualism through much of the 20th century. Researchers, educators and policy makers long considered a second language to be an interference, cognitively speaking, that delayed a child’s academic and intellectual development. They were not wrong about the interference: there is ample evidence that in a bilingual’s brain both language systems are active even when he is using only one language, thus creating situations in which one system obstructs the other. But this interference, researchers are finding out, isn’t so much a handicap as a blessing in disguise. It forces the brain to resolve internal conflict, giving the mind a workout that strengthens its cognitive muscles.
- 15
- 20
- 25 Bilinguals, for instance, seem to be more adept than monolinguals at solving certain kinds of mental puzzles. In a 2004 study by the psychologists Ellen Bialystok and Michelle Martin-Rhee, bilingual and monolingual preschoolers were asked to sort blue circles



30 and red squares presented on a computer screen into
two digital bins — one marked with a blue square and
the other marked with a red circle. In the first task, the
children had to sort the shapes by color, placing blue
circles in the bin marked with the blue square and red
35 squares in the bin marked with the red circle. Both
groups did this with comparable ease. Next, the
children were asked to sort by shape, which was more
challenging because it required placing the images in a
bin marked with a conflicting color. The bilinguals were
quicker at performing this task.

40 The collective evidence from a number of such
studies suggests that the bilingual experience improves
the brain's so-called executive function — a command
system that directs the attention processes that we use
for planning, solving problems and performing various
45 other mentally demanding tasks. These processes
include ignoring distractions to stay focused, switching
attention willfully from one thing to another and holding
information in mind — like remembering a sequence of
directions while driving.

50 Why does the tussle between two simultaneously
active language systems improve these aspects of
cognition? Until recently, researchers thought the
bilingual advantage stemmed primarily from an ability
for *inhibition* that was improved by the exercise of
55 suppressing one language system: this suppression, it
was thought, would help train the bilingual mind to ignore
distractions in other contexts. But that explanation
increasingly appears to be inadequate, since studies
have shown that bilinguals perform better than
60 monolinguals even at tasks that do not require inhibition,
like threading a line through an ascending series of
numbers scattered randomly on a page.

The bilingual experience appears to influence the
brain from infancy to old age (and there is reason to
65 believe that it may also apply to those who learn a
second language later in life).

In a 2009 study led by Agnes Kovacs of the
International School for Advanced Studies in Trieste,
Italy, 7-month-old babies exposed to two languages
70 from birth were compared with peers raised with one
language. In an initial set of trials, the infants were
presented with an audio cue and then shown a
puppet on one side of a screen. Both infant groups
learned to look at that side of the screen in anticipation
75 of the puppet. But in a later set of tests, when the puppet



began appearing on the opposite side of the screen, the babies exposed to a bilingual environment quickly learned to switch their anticipatory gaze in the new direction while the other babies did not.

- 80 Bilingualism's effects also extend into the twilight years. In a recent study of 44 elderly Spanish-English bilinguals, scientists led by the neuropsychologist Tamar Gollan of the University of California, San Diego, found that individuals with a higher degree of bilingualism — measured through a comparative evaluation of proficiency in each language — were more resistant than others to the beginning of dementia and other symptoms of Alzheimer's disease: the higher the degree of bilingualism, the later the age of occurrence.
- 85
- 90 Nobody ever doubted the power of language. But who would have imagined that the words we hear and the sentences we speak might be leaving such a deep imprint?

(Adapted from <http://www.nytimes.com/2012/03/18/opinion/sunday/the-benefits-of-bilingualism.html>)

Questão 71

The last two sentences of the second paragraph mean that the interference of bilingualism:

- (A) was considered positive in the past, but nowadays this view has changed.
- (B) has always been a problem, since the brain has to solve an internal conflict.
- (C) brings to the brain an internal conflict that improves its cognition.
- (D) has proved to increase the disabilities of the brain and reduce the blessings it can have.

Gabarito: Letra C.

Questão interpretativa em que o candidato deve atentar somente para as duas últimas frases do segundo parágrafo. De acordo com a análise deste trecho do texto, podemos inferir que a interferência do bilinguismo gera um conflito interno para o cérebro, o que desenvolve ainda mais o campo cognitivo.

Alternativa correta é a opção C.

Questão 72

Considering the context, mark the alternative that contain the correct synonym or explanation to the words from the text.

- (A) Remarkably (line 10) – ordinarily, usually.
- (B) For instance (line 24) – in my opinion.
- (C) So-called (line 42) – used to introduce a new expression.
- (D) Even (line 60) – used to explain something.

**Gabarito: Letra C.**

Questão de vocabulário com interpretação.

Considerando a explicação da expressão “so-called” e seu emprego sugerido, verificamos que realmente está sendo utilizada para introduzir uma nova expressão – “executive function”. Alternativa correta é a opção **C**.

Questão 73

Mark the **INCORRECT** option. According to the text, recent researches prove that bilingualism:

- (A) causes general cognitive development.
- (B) enables people to communicate better in both languages only.
- (C) prevents people from suffering from problems related to memory and other mental disorders or delay these problems.
- (D) is seen as positive cognitive interference.

Gabarito: Letra B.

Pois de acordo com o texto, pesquisas recentes comprovam que o bilinguismo não capacita as pessoas somente na comunicação de dois idiomas.

Questão 74

Mark the option that correctly substitutes the expression **rather than** (line 01)

- (A) Instead of.
- (B) As well as.
- (C) Aside from.
- (D) In addition to.

Gabarito: Letra A.

Questão gramatical que exige que o candidato saiba que o marcador de discursivo “RATHER” “THAN” pode ser substituído por “instead of” as demais são conjunções de adição. Alternativa correta é a opção **A**.

Questão 75

Based on the text, it is **NOT** correct to state that bilingualism:

- (A) delays the symptoms of diseases related to old age.
- (B) has effect on children’s brains.
- (C) is irrelevant for the elderly.
- (D) develops the ability of performing difficult tasks

Gabarito: Letra C.

De acordo com o texto, não é correto afirmar que o bilinguismo é irrelevante para os idosos. O texto afirma no penúltimo parágrafo que o bilinguismo é favorável para os idosos.



Questão 76

The psychological study done in 2004 (3rd paragraph) showed that:

- (A) the children in prechool had the same performances in both test.
- (B) bilingual children were more efficient in the most complex test.
- (C) monolinguals are better at solving mental puzzles.
- (D) blue and red are confusing colors for both groups.

Gabarito: Letra B.

Referente à compreensão textual.

A resposta está no 3º parágrafo, da linha 35 a 39. Observe que a expressão comparativa de superioridade referente à tarefa mais complexa (more challenging) nos remete à opção correta letra **B**: “Bilingual children were more efficient in the most complex task.”

Questão 77

The relative pronoun THAT can be omitted in all the sentences below, **EXCEPT**:

- (A) The collective evidence from a number of such studies suggests that the bilingual experience improves the brain’s so-called executive function. (lines 40–43).
- (B) [...] the bilingual advantage was centered primarily in ability for inhibition that was improved by the exercise of suppressing one language system. (lines 52–55)
- (C) [...] there is reason to believe that it may also apply to those who learn a second language later in life. (lines 64–66)[...]
- (D) But who would have imagined that the words we hear and the sentences we speak might be leaving such a deep imprint? (lines 90–93).

Gabarito: Letra B.

Referente ao uso gramatical.

Observe que o pronome relativo That é sujeito da frase na alternativa B. Pela norma gramatical da Língua Inglesa o pronome relativo não pode ser omitido quando for sujeito da frase, o que acontece na opção **B**.

Questão 78

One extracted fragment has its correct Tag Question. Mark the item.

- (A) The bilingual experience appears to influence the brain from infancy to old age, **don’t they?**
- (B) Bilingualism’s effects also extend into the twilight years, **has it?**
- (C) These processes include ignoring distractions to stay focused, **aren’t they?**
- (D) Nobody ever doubted the power of language, **did they?**

Gabarito: Letra D.

Questão referente ao uso correto da gramática no conteúdo *tag-question*.

A opção A está incorreta pois a tag question deveria ser: *doesn’t it?* A opção B está incorreta pois a *tag-question* deveria ser: *don’t they?* A alternativa C está incorreta, pois a tag question deveria ser: *don’t they?*

**Questão 79**

Considering the use of comparison, mark the **INCORRECT** option:

- (A) [...] the advantages of bilingualism are even more fundamental than being able to converse [...] (lines 4-5)
- (B) [...] with a wider range of people (lines 5-6)
- (C) [...] the understanding of bilingualism through much of the 20th century. (lines 11-12)
- (D) The bilinguals were quicker at performing this task. (lines 38-39)

Gabarito: Letra C.

Referente ao uso gramatical.

Considerando o enunciado da questão, pedindo o uso incorreto do grau comparativo, a única opção a não empregar grau comparativo é a letra C. As demais alternativas estão de acordo com as regras.

Questão 80

In the question “Why does the fight between two simultaneously active language systems improve these aspects of cognition?” (lines 50 – 53) the author asked:

- (A) if the fight between two simultaneously active language systems had improved these aspects of cognition.
- (B) why does the fight between two simultaneously active language systems improved those aspects of cognition?”
- (C) why the fight between two simultaneously active language systems improved those aspects of cognition.
- (D) if the fight between two simultaneously active language systems improve these aspects of cognition?”

Gabarito: Letra C.

A questão aborda o assunto reported speech no que tange uma pergunta.

Quando usamos o reported speech, em perguntas com wh no direct speech, a fazemos da seguinte forma: wh-question seguida de sujeito + (verbo auxiliar) + verbo principal, ou seja, perde-se a forma de perguntar.

Conclusão

A prova de 2012/2013 apresenta um padrão relativamente diferente dos anos anteriores com somente dois textos longos.

Os textos foram explorados, principalmente, no âmbito interpretativo, com questões gramaticais que englobam assuntos como: vozes ativa e passiva, pronome relativo, conjunção, discursos direto e indireto, forma comparativa, estrutura verbal e tag-questions.

Em síntese, os textos longos proporcionam um desgaste no candidato exigindo assim técnicas de leitura de varredura de texto. As questões gramaticais, diretas, não exigem a convergência de outros conteúdos gramaticais.

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