



## PROFESSOR II DE LÍNGUA INGLESA

100 QUESTÕES OBJETIVAS

**igeduc**

Leia atentamente as informações abaixo:

1. Sob pena de **ELIMINAÇÃO** do candidato, é proibido: **folhear este caderno de questões antes do horário de início da prova determinado em edital**; levantar da cadeira sem a devida autorização do fiscal de sala; manter qualquer tipo de comunicação entre os candidatos; portar aparelhos eletrônicos, tais como telefone celular, receptor, gravador etc. ainda que desligados; anotar o gabarito da prova em outros meios que não sejam o Cartão de Respostas e este Caderno de Questões; fazer consulta em material de apoio ou afins.
2. No Cartão Resposta, confira seu nome, número de inscrição e cargo ou função, assine-o no espaço reservado, com caneta de cor azul ou preta, e marque apenas 1 (uma) resposta por questão, sem rasuras ou emendas, pois não será permitida a troca do Cartão de Respostas por erro do candidato.
3. Quando terminar sua prova, você deverá, **OBRIGATORIAMENTE**, entregar o Cartão de Respostas devidamente preenchido e assinado ao fiscal da sala, pois o candidato que descumprir esta regra será **ELIMINADO**.
4. Você deve obedecer às instruções dos coordenadores, fiscais e demais membros da equipe do Igeduc – assim como à sinalização e às regras do edital – no decorrer da sua permanência nos locais de provas.
5. Estará sujeito à pena de reclusão, de 1 (um) a 4 (quatro) anos, e multa, o candidato que utilizar ou divulgar, indevidamente, com o fim de beneficiar a si ou a outrem, ou de comprometer a credibilidade do certame, o conteúdo sigiloso deste certame, conforme previsto no Código Penal (DECRETO-LEI Nº 2.848, DE 7 DE DEZEMBRO DE 1940), em especial o disposto no Art. 311-A, incisos I a IV.

NOME

CPF

**CADERNO DE QUESTÕES OBJETIVAS**

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**Leia atentamente as informações abaixo:**

- Cada um dos itens desta prova objetiva está vinculado a um comando que o antecede, permitindo, portanto, que o candidato marque, no cartão resposta, para cada item: o campo designado com o código V, caso julgue o item CERTO, VERDADEIRO ou CORRETO; ou o campo designado com o código F, caso julgue o item ERRADO, FALSO ou INCORRETO.
  - Para as devidas marcações, use a Folha de Respostas, único documento válido para a correção da sua prova objetiva, o qual deve ser preenchido com cuidado pois marcações incorretas, rasuras ou a falta de marcação anularão a questão.
  - Para a análise dos itens (proposições / assertivas), considere seus conhecimentos, o teor do item e, quando aplicável, o texto a ele vinculado.
  - Nos itens que avaliam conhecimentos de informática e(ou) tecnologia da informação, a menos que seja explicitamente informado o contrário, considere que todos os programas mencionados estão em configuração-padrão e que não há restrições de proteção, de funcionamento e de uso em relação aos programas, arquivos, diretórios, recursos e equipamentos mencionados.
  - Você poderá consultar a cópia digital desta prova, dos gabaritos preliminar e final e acessar o formulário de recursos em [concursos.igeduc.org.br](http://concursos.igeduc.org.br).
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**QUESTÕES DE CONHECIMENTOS ESPECÍFICOS  
(de 1 a 70)**

**Julgue os itens a seguir.**

01. Learning to read based on textual genres is more effective when the student is familiarized with each form of language inserted in a context and a concrete situation.
02. In the Communicative Approach, the initial phase of the teaching process is dedicated to establishing a conducive environment for learning. In this phase, the focus is on building confidence among participants and reducing potential anxieties.
03. According to Law N. 13,146/2015, the provisions regarding the offering of bilingual education must be applied in private educational institutions, but they are allowed to charge additional fees of any nature in their tuition fees, annual fees, and registrations to comply with these determinations.
04. According to Resolution CNE-CEB (National Council of Education/Basic Education Council) N. 07/2010, the diversified part of the Elementary School curriculum must be organized separately and independently from the national common base.
05. According to Federal Decree N. 11,556, dated June 12, 2023, one of the responsibilities of the National Strategic Committee of the Commitment (Cenac) is to review and approve the action plans of federative entities for the implementation of policies, programs, and actions within the scope of the Commitment.
06. Contextualizing teaching content is relevant to promote meaningful learning, as the primary focus should be on transmitting disciplinary information, regardless of students' reality.
07. In the liberating progressive pedagogy, inspired by Paulo Freire, the transmission of structured content based on the students' experiences is valued, aiming at raising awareness about social reality.
08. Verb phrases contain a verb as their central element. However, sentences that include a modal verb (such as can, may might etc) can also be considered a verb phrase, since the modal verb will change the meaning and tone of the main verb. It is important to note that modal verbs is the only exception to verb phrases without a verb as its central element.
09. Within the Communicative Approach, promoting group work is a valued strategy for teaching a foreign language. This methodology emphasizes the importance of allowing students to interact with each other in small groups, which can maximize their opportunities for communicative practice.
10. According to Law N. 13,146/2015, it is the responsibility of the government to create, implement, and evaluate the inclusive educational system at all levels and modalities, excluding the improvement of educational systems.
11. The relationship between teacher and student in the classroom is characterized by a complexity that goes beyond simple didactic interaction or warm human interaction. Both parties play fundamental roles, where the actions of one affect those of the other, and the student is not seen as a mere recipient of knowledge but as a being capable of thinking, reflecting, and actively participating in the educational process.
12. The pedagogical trend called "traditional liberal" advocates that teaching content is organized based on the experiences lived by the student, thus promoting an education centered on the development of cognitive skills.
13. Integral Education, as an educational concept, prioritizes only the intellectual development of students, neglecting other important dimensions.
14. The concept of social skills, currently used in education, encompasses a set of actions and attitudes of the teacher in the classroom to promote student motivation, manage discipline, and make the learning process more engaging.
15. In the libertarian progressive pedagogy, the teacher-student relationship is horizontal and non-directive, promoting self-management and the freedom of students in their learning.

16. The use of colored pens when returning assessments helps students focus their attention on specific points of the document. For instance, using a red pen will help the student pay attention to the mistakes made and learn from them.
17. The purpose of teaching is to prioritize the accumulation of knowledge, valuing a mind filled with information which is the only possible way to achieve problem solving skills as it can be observed in classrooms.
18. Adverbial phrases in English can be composed exclusively of an adverb as their central element which does not modify directly a verb. For example: The weather forecast predicted rain quite soon.
19. Effective text comprehension only occurs if there is correspondence between the activated knowledge in the text and the reader's world knowledge.
20. The emergence of interest in teaching languages for specific purposes, such as instrumental English, after World War II, was influenced by the development of research in areas such as sociolinguistics and educational psychology.
21. Learning is an exclusively natural and instinctive process, not influenced by cultural or educational experiences.
22. According to Federal Decree N. 11,556, dated June 12, 2023, the implementation of the Commitment is the exclusive responsibility of the Ministry of Education, without the need for coordination with other federative entities.
23. According to Hymes, to be considered competent in communicative terms, it is not sufficient to only know and use the phonology, syntax, and lexicon of the language, but it is also necessary to understand and apply the specific discourse rules of the community in which one is situated.
24. The teaching of English language in elementary school, according to the BNCC, disregards the impact of culture on the teaching-learning process of the language.
25. According to Federal Decree N. 11,556, dated June 12, 2023, one of the implementation strategies of the Commitment is to address regional, socioeconomic, ethnic-racial, and gender inequalities.
26. The Linguistic Knowledge axis, according to the BNCC text, prioritizes the study of English language in a contextualized manner, considering notions such as "adequacy," "standard," and "linguistic variation".
27. The learning psychology proposes that the role of the teacher is essentially to teach, while that of the student is to learn, serving as a bridge between these processes.
28. Educational objectives, contrary to being mere formalities, constitute the backbone of pedagogical planning, demanding deep reflection from the teacher regarding their practice, the content, materials, and methods used, as well as systematically and intentionally guiding the teaching-learning process towards broad and specific goals.
29. Studies related to reading strategies highlight that the reader's prior knowledge does not significantly influence the comprehension of reading texts in a foreign language.
30. In the process of reading texts in a foreign language like English, it's essential to have a broad vocabulary knowledge to fully comprehend the text, since the use of authentic texts in the classroom requires students to be able to decode them without any issues, it makes it possible to effectively approach the text in class.
31. The teaching of English language in elementary school, according to the BNCC, prioritizes an ideal model of speaker, seeking aspects such as correctness, precision, and linguistic proficiency.
32. Canale and Swain proposed a model of communicative competence that includes four types of competence: grammatical, sociolinguistic, discourse, and strategic, each playing a fundamental role in the effective use of language.
33. Integral Education is a modern proposal that aligns with the demands of the late 19th century, prioritizing only the formation of autonomous individuals.
34. According to Law N. 13,146/2015, in the selection processes for admission and retention in courses offered by higher education institutions and vocational and technological education, both public and private, it is not necessary to provide tests in accessible formats to meet the specific needs of candidates with disabilities.
35. As provided for in Article 8 of Law N. 13,005/2014, the federated entities must include in their education plans strategies that exclusively ensure the articulation of educational policies with other social policies, having sensitivity to cultural aspects.
36. Communicative Language Teaching prioritizes the structural teaching of the English language, without considering communicative proficiency as the main objective.
37. General Didactics is independent of the specific didactics of teaching subjects because its main function is to generalize processes and procedures obtained from the investigation of the sciences that underpin teaching and learning, without considering the methodological peculiarities of each discipline.
38. The strategies outlined in the Annex of the Law n° 13.005/14; do not prevent the eventual implementation of complementary measures at the local level, which indicates flexibility in the execution of the national education plan.
39. According to Resolution CNE-CEB (National Council of Education/Basic Education Council) N. 07/2010, Elementary School is a subjective public right of each individual and a duty of the State and the family in its provision for all.
40. The classic definition of competence, proposed by Chomsky, addresses only the knowledge of language structures and rules, without considering its social function.
41. When reporting direct yes-no questions in Reported Speech, it is common to introduce a subordinate clause with "if" or "whether". So it is correct to say that the reported sentence "She asked if you were going home" is properly adapted to reported speech.

42. In a noun phrase, the nucleus is always a noun or a noun pronoun. Though it may contain modifiers, determiners, adjectives, and other elements, the nucleus of the phrase is the noun, which provides the main meaning of the expression. Therefore, all noun phrases will have a noun as their central element.
43. The school integration of students with special educational needs implies only including them in regular classes without the need for adaptations in the school curriculum or pedagogical project of the institution.
44. Resolution CNE/CEB (National Council of Education/Basic Education Council) N. 02/2001 establishes that special education provides support and specialized services to students with various special educational needs, including but not limited to deaf students, students with visual impairment, neuromotor physical disability, intellectual disability, typical behaviors of syndromes and neurological, psychiatric, psychological conditions, and students with high abilities/giftedness.
45. According to Article 10 of the law n° 13.005/14, the education systems of the Union, the States, the Federal District, and the Municipalities must formulate their budget plans in order to ensure financial allocations compatible with the guidelines, goals, and strategies established in the National Education Plan (PNE).
46. Democratic management in schools aims to promote a collective organization of educational actions and conceptions, enabling a progressive pedagogical practice committed to the civic formation of students.
47. Returning assessments to students with additional notes, not just indicating what is correct or incorrect, is a recommended strategy to avoid embarrassment and encourage self-assessment.
48. According to Law N. 13,146/2015, it is the duty of the State, society, and family to ensure, with priority, the realization of rights related to food, housing, social security, culture, tourism, leisure, among others, for people with disabilities.
49. Democratic management of public schools emerges as a response to contemporary needs for organization, participation, planning, and decision-making, providing a more efficient and effective environment for the educational process.
50. According to Machado (2009), knowledge about text genres is irrelevant for constructing meaning, as text interpretation is independent of its generic structure.
51. The Political-Pedagogical Project (PPP) is a tool that describes and reveals the school's identity, organizing pedagogical work in a democratic and collaborative manner. It is the exclusive responsibility of the principal to develop and implement it.
52. In the traditional paradigm, assessment is based on memorization and repetition, while in the complexity paradigm, assessment aims to lead students to reflect and understand, not just to memorize and recite.
53. Teaching methods are directly related to the specific objectives and content of disciplines, being applicable universally and independent of students' characteristics.
54. According to Resolution CNE-CEB (National Council of Education/Basic Education Council) N. 07/2010, the teaching of a modern Foreign Language in Elementary School is mandatory from the 6th year onwards, with the choice of the language to be taught determined exclusively by educational authorities.
55. According to Bakhtin (1997), discourse genres have minimal influence on the language we use since the immediate social situation is the sole determining factor in the choice of utterances.
56. In Reported Speech, verb tenses always shift back one tense in relation to the tense originally used in direct speech. For example, the direct sentence "Where are you going?" when reported would change to "They asked where were you going?", shifting simple present into simple past.
57. The English Language curriculum component, according to the BNCC, has criteria for organizing skills that can be flexibilized according to the specific needs and contexts of each school.
58. The school and the classroom are just part of a sociocultural and institutional context, without any influence on the students' learning process.
59. According to Law N. 13,146/2015, disability does not affect a person's legal capacity, including the right to decide on the number of children and to have access to adequate information on reproduction and family planning.
60. The teacher's role in the teaching process goes beyond mere content transmission, as they must act as a mediator, planning strategies that stimulate active learning among students, promoting not only the assimilation of knowledge but also cognitive, reflective, and critical development.
61. The direct or cooperative implementation of school performance evaluation, which is done every two years, can be carried out by the Union, and also the States, the Federal District, and Municipalities as long as there is an agreed cooperation between the institution and is also according to the current national education system.
62. Requests for action or permission cannot be reported in Reported Speech using a subordinate clause with "if" or an infinitive. Therefore a sentence such as "He asked if it would be ok to miss next class" is an incorrect use of reported speech.
63. The early methods of teaching foreign language, including instrumental English, date back to the 16th century and focused primarily on oral communication and everyday situations.
64. Reading practices in the English language, according to the BNCC, prioritize only the overall comprehension of the text, neglecting the search for specific information.
65. The progressive pedagogy known as "liberating" emphasizes the transmission of objective and measurable information, subordinating teaching to the science of behavioral change and educational technology.
66. The Oral Language axis, according to the BNCC, does not consider the individual characteristics of speakers, such as their pronunciation and intonation, when exploring oral language practices.

67. When the concept of prior knowledge is addressed in language teaching, it's important for the teacher to understand that this relates to the cultural and socioeconomic aspects of the student, which will facilitate text comprehension and reduce the impact of knowledge of foreign language rules when working with a text.
68. Democratic management in schools implies centralizing decisions in the hands of the principal, who, in turn, must act exclusively as a managerial and corporatist figure.
69. The teaching of instrumental English went through five stages of development, beginning with register analysis and culminating in the learner-centered approach, which focuses on the specific needs of learners.
70. Integral Education promotes equity by recognizing the right of all individuals to learn and access differentiated educational opportunities.

### QUESTÕES DE CONHECIMENTOS GERAIS (de 71 a 100)

#### Julgue os itens a seguir.

71. A LDB assegura que todos os estudantes têm o direito à educação física, integrada à proposta pedagógica da escola, ajustada às faixas etárias e condições da população escolar, com prática facultativa nos cursos noturnos.
72. A LDB determina que a Educação Básica é obrigatória e gratuita para todas as crianças e adolescentes de 4 a 17 anos, destacando a importância de uma educação inclusiva e acessível.
73. De acordo com a Lei de Diretrizes e Bases da Educação Nacional (LDB), a Educação Básica é obrigatória dos 4 aos 16 anos de idade, abrangendo a Educação Infantil, o Ensino Fundamental e o Ensino Médio.
74. A Base Nacional Comum Curricular (BNCC) tem como objetivo principal estabelecer diretrizes nacionais para o currículo da Educação Básica, proporcionando uma base comum para todos os estudantes do Brasil. Essa base serve para garantir que todos os alunos tenham acesso a uma educação de qualidade, independentemente de onde estejam localizados no país.
75. A Base Nacional Comum Curricular (BNCC) é orientada pela educação integral e foca no desenvolvimento de competências para toda a Educação Básica. Ela segue as diretrizes estabelecidas pelas competências gerais, que incluem habilidades e conhecimentos que todos os estudantes devem desenvolver ao longo de sua trajetória escolar.
76. As Diretrizes Curriculares Nacionais de 1998 desempenharam um papel importante na reforma educacional, mas não estabeleceram as áreas do conhecimento da Base Nacional Comum Curricular (BNCC).
77. Conforme a LDB, a Educação Básica deve vincular-se ao mundo do trabalho e às práticas sociais, enfatizando a importância de uma educação que prepare os alunos para os desafios práticos além dos acadêmicos.
78. Segundo a LDB, a educação deve ser baseada no respeito à liberdade de aprender e ensinar, assegurando que professores e alunos possam expressar e explorar livremente o conhecimento e a cultura.
79. A Base Nacional Comum Curricular (BNCC) orienta que a etapa final da Educação Básica deve ser um período em que os estudantes são incentivados a integrar conhecimentos de diversas áreas, visando a construção e realização de seus projetos de vida.
80. Na Base Nacional Comum Curricular (BNCC), as competências específicas de cada área do conhecimento são cuidadosamente articuladas com as competências desenvolvidas nas etapas anteriores da educação básica. Isso é feito para garantir a continuidade e progressão do aprendizado.
81. A Lei de Diretrizes e Bases da Educação Nacional (LDB) estabelece o direito à educação escolar pública, garantindo o ensino obrigatório e gratuito para todos os brasileiros e assegurando o acesso à educação básica como um direito fundamental de todos os cidadãos.
82. Segundo a LDB, o Ensino Fundamental é obrigatório e deve ser gratuito para todos, incluindo aqueles que não tiveram acesso na idade própria, garantindo assim a universalização deste nível de ensino.
83. Conforme a LDB, o ensino deve ser ministrado, respeitando princípios como igualdade de condições para o acesso e permanência na escola, garantindo assim um ambiente educacional inclusivo e justo para todos.
84. A área de Linguagens e suas Tecnologias na Base Nacional Comum Curricular (BNCC) tem como objetivo principal ampliar a autonomia dos estudantes e desenvolver suas capacidades de autoria.
85. A Lei de Diretrizes e Bases da Educação Nacional (LDB) estabelece que o ensino de Educação Física é opcional para os alunos, permitindo que as escolas decidam se oferecem ou não essa disciplina.
86. A Lei de Diretrizes e Bases da Educação Nacional (LDB) estabelece que a educação deve vincular-se às práticas sociais e ao mundo do trabalho, promovendo uma educação integrada com a realidade do aluno.
87. A LDB estabelece a Educação Infantil gratuita para crianças de até 5 anos de idade, reforçando o papel do Estado na garantia de acesso à educação desde a primeira infância.
88. O projeto de vida proposto pela Base Nacional Comum Curricular (BNCC) é integrado em todas as áreas de conhecimento, buscando conectar as aprendizagens específicas de cada disciplina com os interesses, habilidades e aspirações individuais dos estudantes, contribuindo assim para uma formação mais significativa e alinhada com suas necessidades e projetos de futuro.
89. Segundo a Lei de Diretrizes e Bases da Educação Nacional (LDB), os conteúdos curriculares da Educação Física devem ser ministrados exclusivamente de forma teórica, sem a necessidade de práticas corporais, contrariando princípios fundamentais dessa disciplina que valoriza a vivência e a experiência corporal como parte integrante do processo de aprendizagem.

90. De acordo com a Base Nacional Comum Curricular (BNCC), o ensino de tecnologias digitais deve ser restrito à última etapa da Educação Básica, quando os alunos já possuem maturidade suficiente para compreender e manipular ferramentas tecnológicas avançadas, focando-se em habilidades práticas como programação e robótica.
91. A Base Nacional Comum Curricular (BNCC) estabelece que as escolas devem seguir um currículo exclusivamente nacional, proibindo a inclusão de conteúdos regionais ou estaduais que considerem as particularidades culturais e socioeconômicas das diferentes regiões do Brasil.
92. A LDB permite que o Ensino Fundamental seja totalmente conduzido em ambiente online, sem a necessidade de qualquer componente presencial, como forma de adaptar-se às novas tecnologias.
93. A LDB promove a gestão democrática do ensino público, assegurando que as comunidades escolar e local participem ativamente na formulação de políticas educacionais através de conselhos escolares ou equivalentes.
94. Segundo a Base Nacional Comum Curricular (BNCC), para Ciências da Natureza e suas Tecnologias, o ensino dessa área deve priorizar exclusivamente a memorização de conceitos científicos, desconsiderando a investigação, experimentação e a análise crítica.
95. Conforme a Base Nacional Comum Curricular (BNCC), o ensino de matemática deve restringir-se apenas a cálculos algébricos e geométricos, negligenciando a aplicação prática dos conceitos matemáticos em situações do cotidiano.
96. As competências e habilidades estabelecidas na Base Nacional Comum Curricular (BNCC) para a última etapa da Educação Básica são totalmente desvinculadas das aprendizagens ocorridas nas etapas anteriores.
97. Os itinerários formativos na reforma educacional estabelecem que o currículo deve ser exclusivamente focado na preparação para o trabalho, eliminando quaisquer componentes culturais e artísticos.
98. Segundo a LDB, instituições privadas de ensino não estão obrigadas a seguir as diretrizes gerais da educação nacional, podendo estabelecer seus próprios currículos e métodos de ensino, sem supervisão do Poder Público.
99. Segundo a Base Nacional Comum Curricular (BNCC), a abordagem fragmentada dos conteúdos disciplinares é incentivada para promover a especialização precoce dos estudantes, preparando-os para futuras carreiras específicas, desde os primeiros anos da educação básica.
100. Segundo a BNCC, a Educação Infantil deve focar principalmente no desenvolvimento cognitivo das crianças, priorizando a alfabetização precoce e o ensino formal de matemática e ciências, desde os primeiros anos de escola.

RASCUNHO

PROIBIDO DESTACAR

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