

**SECRETARIA DA EDUCAÇÃO E  
DO ESPORTE – SEED/PR**

**PROCESSO SELETIVO  
SIMPLIFICADO**

**Nº 51/2021**



**PARANÁ**  
GOVERNO  
DO ESTADO

**Área de Conhecimento: LEM – Inglês**

**TARDE**

**Tipo 1 - BRANCA**

Organizadora:



**INSTITUTO**  
CONSULPLAN

## INSTRUÇÕES

### ATENÇÃO



CADA CANDIDATO RECEBERÁ APENAS UMA FOLHA DE RESPOSTAS, INDEPENDENTEMENTE DAS ÁREAS DE CONHECIMENTO (EDUCAÇÃO BÁSICA) E EIXOS TECNOLÓGICOS (EDUCAÇÃO PROFISSIONAL) QUE ESTÁ REALIZANDO.

É necessário o uso de máscara durante toda a prova. O álcool em gel se encontra disponível para o uso dos candidatos.

1. O caderno de provas consta de 40 (quarenta) questões de múltipla escolha para a área de conhecimento (Educação Básica) e eixos tecnológicos (Educação Profissional).
2. **As questões de nº 01 a 08 se referem aos Conhecimentos Comuns (Língua Portuguesa, Estatuto da Criança e do Adolescente e Conhecimentos Didáticos) aplicáveis a todas as áreas de conhecimento (Educação Básica) e eixos tecnológicos (Educação Profissional) e estão presentes em todos os cadernos de provas. As respostas referentes a estas questões somente deverão ser transcritas uma única vez para a Folha de Respostas (Gabarito).**
3. Somente será permitida a utilização de caneta esferográfica de tinta azul ou preta, feita de material transparente e de ponta grossa.
4. Ao receber o material de realização das provas, o candidato deverá conferir atentamente se o caderno de provas contém o número de questões previsto, se corresponde à área de conhecimento/eixos tecnológicos a que está concorrendo, bem como se os dados constantes na Folha de Respostas (Gabarito) estão corretos. Caso os dados estejam incorretos, ou o material esteja incompleto ou, ainda, detenha qualquer imperfeição, o candidato deverá informar tal ocorrência ao fiscal de aplicação.
5. As provas terão duração de 4 (quatro) horas para candidatos com **uma** única inscrição e 6 (seis) horas para candidatos com **duas** inscrições. Este período abrange a assinatura, assim como a transcrição das respostas para a Folha de Respostas (Gabarito).
6. **As questões das provas objetivas são do tipo múltipla escolha, com 4 (quatro) alternativas (A a D) e uma única resposta correta. Ao terminar a prova, o candidato, obrigatoriamente, deverá devolver ao fiscal de aplicação a Folha de Respostas (Gabarito) devidamente assinada em local específico.**
7. É proibida, durante a realização das provas, a comunicação entre os candidatos, bem como a utilização de máquinas calculadoras e/ou similares, livros, anotações, impressos ou qualquer outro material de consulta, protetor auricular, lápis, borracha ou corretivo. Especificamente, não será permitido ao candidato ingressar na sala de provas sem o devido recolhimento, com respectiva identificação, dos seguintes equipamentos: *bip*, telefone celular, *walkman*, agenda eletrônica, *notebook*, *palmtop*, *ipod*, *ipad*, *tablet*, *smartphone*, mp3, mp4, receptor, gravador, máquina fotográfica, controle de alarme de carro, relógio de qualquer modelo, pulseiras magnéticas e similares, o que não acarreta em qualquer responsabilidade do Instituto Consulplan sobre tais equipamentos.
8. Os fiscais de aplicação não estão autorizados a emitir opinião e a prestar esclarecimentos sobre o conteúdo das provas. Cabe única e exclusivamente ao candidato interpretar e decidir.
9. Não é permitida a anotação de informações relativas às respostas (cópia de gabarito) no Cartão de Confirmação da Inscrição (CCI) ou em qualquer outro meio.
10. O candidato somente poderá retirar-se do local de realização das provas escritas levando o caderno de provas no decurso dos últimos 30 (trinta) minutos anteriores ao horário previsto para o seu término. O candidato também poderá se retirar do local de provas somente a partir das 2 (duas) horas após o início de sua realização; contudo, não poderá levar consigo o caderno de provas.
11. Os 3 (três) últimos candidatos de cada sala só poderão sair juntos. Caso algum destes candidatos insista em sair do local de aplicação antes de autorizado pelo fiscal de aplicação, será lavrado o Termo de Ocorrência, assinado pelo candidato e testemunhado pelos 2 (dois) outros candidatos, pelo fiscal de aplicação da sala e pelo Coordenador da Unidade de Provas, para posterior análise pela Comissão de Acompanhamento do Processo Seletivo Simplificado.

## RESULTADOS

- Os gabaritos oficiais preliminares das provas objetivas serão publicados no dia 01 de novembro de 2021 a partir das 16h.

# INFORMAÇÕES IMPORTANTES

**Atenção quanto às instruções sobre a marcação das questões e o preenchimento da folha de respostas.**

## EDUCAÇÃO BÁSICA

As questões de nº 01 a 08 se referem aos Conhecimentos Comuns (Língua Portuguesa, Estatuto da Criança e do Adolescente e Conhecimentos Didáticos) aplicáveis a todas as áreas de conhecimento (Educação Básica) e eixos tecnológicos (Educação Profissional) e estão presentes em todos os cadernos de provas.

O candidato com **DUAS INSCRIÇÕES** fará **DUAS PROVAS** e deverá resolver este grupo de questões e transcrevê-las para a folha de respostas **uma única vez**.

### **ATENÇÃO**



**CADA CANDIDATO RECEBERÁ APENAS UMA FOLHA DE RESPOSTAS, INDEPENDENTEMENTE DAS ÁREAS DE CONHECIMENTO (EDUCAÇÃO BÁSICA) E EIXOS TECNOLÓGICOS (EDUCAÇÃO PROFISSIONAL) QUE ESTÁ REALIZANDO.**

## EDUCAÇÃO PROFISSIONAL

As questões de nº 01 a 08 se referem aos Conhecimentos Comuns (Língua Portuguesa, Estatuto da Criança e do Adolescente e Conhecimentos Didáticos) aplicáveis a todas as áreas de conhecimento (Educação Básica) e eixos tecnológicos (Educação Profissional) e estão presentes em todos os cadernos de provas.

As questões de nº 09 a 24 se referem ao Núcleo Comum aplicável a todos os eixos tecnológicos da Educação Profissional.

O candidato com **DUAS INSCRIÇÕES** fará **DUAS PROVAS** e deverá resolver este grupo de questões e transcrevê-las para a folha de respostas **uma única vez**.

### **ATENÇÃO**




**CADA CANDIDATO RECEBERÁ APENAS UMA FOLHA DE RESPOSTAS, INDEPENDENTEMENTE DAS ÁREAS DE CONHECIMENTO (EDUCAÇÃO BÁSICA) E EIXOS TECNOLÓGICOS (EDUCAÇÃO PROFISSIONAL) QUE ESTÁ REALIZANDO.**

**ÁREA DE CONHECIMENTO: LEM – INGLÊS**

**CONHECIMENTOS BÁSICOS / CONHECIMENTOS GERAIS**

As questões de nº **01** a **08** se referem aos Conhecimentos Comuns (Língua Portuguesa, Estatuto da Criança e do Adolescente e Conhecimentos Didáticos) aplicáveis a todas as áreas de conhecimento (Educação Básica) e eixos tecnológicos (Educação Profissional) e estão presentes em todos os cadernos de provas.

**ATENÇÃO**

 AS RESPOSTAS REFERENTES A ESTAS QUESTÕES SOMENTE DEVERÃO SER TRANSCRITAS UMA ÚNICA VEZ PARA A FOLHA DE RESPOSTAS.

**LÍNGUA PORTUGUESA**

O texto contextualiza as questões de **01** a **04**. Leia-o atentamente.

A aprendizagem significativa instaura novamente na escola uma condição fundamental de nossa busca de conhecimento. Essa condição é a do desejo, ou seja, do conhecimento como necessidade, algo que “falta ser”, que ainda não é nos termos pretendidos ou aceitos pelo sujeito. No contexto da competência relacional, isso é interessante porque o desejo instaura-se como busca e como complementaridade. A busca supõe a devoção daquele que deseja, isto é, trabalho, compromisso, responsabilidade. Complementaridade supõe sair dos limites de onde se encontra e incluir um outro todo como parte. Marias analisa essa questão no plano do jogo, como forma de ilusão. Ou seja, o que anima os adversários em um jogo é a mesma ilusão: vencer. Essa ilusão corresponde ao que se chama de “desejo com argumento”, ou seja, como falta traduzida em ações de busca, dirigidas por um objetivo ou finalidade, ações que são reguladas por essa meta a ser alcançada. Daí a dupla condição para competência relacional: desejo e devoção. Desejo como fim ou direção. Devoção como meio ou instrumento. Ou, como quer a sabedoria popular: “quem ama, cuida”.

Desejo e devoção são cognitivos e afetivos ao mesmo tempo. Cognitivos porque supõem uma formulação, uma pergunta, hipótese ou proposição. Porque supõem construção de recursos, tomadas de decisão, avaliação reguladora etc. Afetivos porque supõem um querer, supõem a atribuição de uma significação pessoal, no sentido de que algo ainda não é para um sujeito, mas “deve” ser.

A aprendizagem significativa supõe que se encontre “eco” no sujeito a quem é proposta. Daí sua vinculação com uma forma relacional de competência. A aprendizagem significativa é uma das condições defendidas por Piaget para um método pedagógico ser construtivo. Significativa porque expressa essa categoria da paixão: deixar-se, como sujeito a ser atravessado por um objeto; por isso, estar envolvido, interessado, ativo, em tudo o que corresponde a sua assimilação. Por isso, Piaget, ao menos com as crianças, era muito crítico ao que chamava de “verbalismo da sala de aula”. O verbalismo refere-se às exposições orais (explicações) para crianças sobre temas que as excluem por sua natureza formal, conceptual, adulta. A consequência disso, não raro, é a presença de crianças apáticas,

desinteressadas, passivas, ou, então, agitadas, indisciplinadas e pouco cooperativas. As mesmas exposições com adultos podem ser positivas, pois esses possuem mais recursos cognitivos para relacionarem-se com essa forma de linguagem. Ou seja, um adulto, mesmo que só escutando, tem recursos de pensamento para manter um “diálogo” ativo (anota, faz associações, concorda etc.) com o assunto que está sendo exposto.

(Lino de Macedo. *Competências e Habilidades: Elementos para uma Reflexão Pedagógica*. Disponível em: <http://portal.inep.gov.br>. Fragmento.)

**Questão 01**

Considerando as ideias e informações trazidas ao texto, pode-se afirmar que:

- A) A forma de linguagem é um elemento de grande relevância para que determinada mensagem alcance o interlocutor tendo em vista suas especificidades.
- B) O conceito acerca da aprendizagem significativa, expresso no primeiro período do texto, aponta para a necessária busca do conhecimento e não sua simples “incorporação”.
- C) O reconhecimento do conhecimento como uma necessidade demonstra que a aprendizagem significativa não está relacionada a um desejo, mas a essa necessidade do indivíduo.
- D) De acordo com o autor, para que a aprendizagem significativa produza o efeito desejado e o objetivo proposto seja alcançado, o sujeito por ela alcançado deverá ser selecionado e, posteriormente, confrontado.

**Questão 02**

Em relação ao emprego das regras de concordância de acordo com a gramática oficial, assinale a afirmativa correta.

- A) Em “*Essa condição é a do desejo [...]*” (1º§), os termos “Essa” e “a” não estabelecem concordância regular com o seu referente.
- B) Em “[...] *termos pretendidos ou aceitos [...]*” (1º§) há um modificador e dois núcleos de sintagma nominal adaptando-se ao gênero e ao número determinados.
- C) Caso houvesse a intenção de realçar o termo “sujeito” no trecho “[...] *no sujeito a quem é proposta.*” (3º§), o termo “proposta” seria adaptado ao gênero masculino.
- D) A concordância vista em “[...] *crianças apáticas, desinteressadas, passivas, [...]*” (3º§) não seria alterada caso fosse acrescentado outro núcleo ao sintagma nominal pertencente ao mesmo gênero do núcleo utilizado.

**Questão 03**

Considerando a realidade dos textos digitais e multimodais, de acordo com Roxane Rojo – mestre e doutora em Linguística Aplicada – a escola precisa “reestruturar seus processos de ensino-aprendizagem às novas configurações que se apresentam no mundo contemporâneo e globalizado e [...] tomar para si a tarefa de trabalhar com esses novos modos de ver/sentir/agir e de significar o mundo e a realidade social”. A afirmativa anterior, em relação ao tema explorado no texto em análise, pode ser vista como:

- A) Debate de caráter contrastivo, mas desafiador.
- B) Ultrapassada para a prática de ensino-aprendizagem.
- C) Passível de reestruturação para que não haja rupturas.
- D) Atual demanda que evoca e confirma ideias discutidas.

**Questão 04**

**“O verbalismo refere-se às exposições orais (explicações) para crianças sobre temas que as excluem por sua natureza formal, conceptual, adulta.” (3º§) A justificativa para o uso do acento grave indicador de crase no trecho destacado anteriormente é a mesma vista em:**

- A) Em meu discurso, nunca me referi à reunião alguma.
- B) Entreguei-o à responsável tendo em vista que o projeto havia sido finalizado.
- C) À medida que as acusações foram apresentadas, não restaram dúvidas de sua culpa.
- D) Refiro-me tão somente à ela neste momento, considerando sua grande importância.

**ESTATUTO DA CRIANÇA E DO ADOLESCENTE**

**Questão 05**

**“Marcela, 9 anos, é aluna do Ensino Fundamental. Nas últimas semanas, chegou atrasada para as aulas, fisicamente machucada e abatida. Não se concentra e não quer falar sobre o assunto com a professora.” Considerando a situação hipotética, a quem a direção do estabelecimento de ensino deveria informar?**

- A) Polícia Militar.
- B) Conselho Tutelar.
- C) Ministério Público.
- D) Secretaria Municipal de Saúde ou congêneres.

**Questão 06**

**“Rafael, 8 anos, foi constrangido várias vezes e publicamente, pela diretora do colégio onde estuda. Não quer mais voltar às aulas.” Considerando que o fato ocorrido constitui crime contra a criança, assinale a alternativa que apresenta a pena correspondente:**

- A) Detenção de seis meses a um ano.
- B) Detenção de seis meses a dois anos.
- C) Advertência por escrito e detenção de até um ano, em casos de reincidência.
- D) Advertência por escrito e detenção de até seis meses, em casos de reincidência.

**CONHECIMENTOS DIDÁTICOS**

**Questão 07**

**“Em um ensino tradicional, baseado na transmissão de conteúdo, o estudante tem uma postura passiva diante dos processos de ensino e de aprendizagem, tendo a função de receber e absorver uma quantidade enorme de informações apresentadas pelo docente. Muitas vezes, não há espaço para o estudante se manifestar e se posicionar de forma crítica. Em oposição a isso, ao desenvolver práticas pedagógicas norteadas pela metodologia ativa, o estudante passa a assumir uma postura ativa, exercitando uma atitude crítica e construtiva, que fará dele um profissional melhor preparado.”**

*(Berbel, 2011; Souza; Iglesias; Pazin-Filho, 2014.)*

**Com base na citação e, ainda, considerando o desenvolvimento da autonomia e motivação dos alunos, pode-se inferir que o professor deve:**

- I. Usar linguagem formal.
- II. Nutrir os recursos motivacionais internos.
- III. Oferecer explicações racionais para o estudo de determinado conteúdo.
- IV. Regular o tempo e o ritmo de aprendizagem dos alunos.
- V. Reconhecer e aceitar as expressões de sentimentos negativos dos alunos.

**Estão corretas apenas as ações**

- A) II e III.
- B) I, III e IV.
- C) I, IV e V.
- D) II, III e V.

**Questão 08**

**“O planejamento está previsto pela Lei de Diretrizes e Bases da Educação (LDB – Lei nº 9.394 de 1996), como sendo ‘responsabilidade da instituição de ensino, junto com seu corpo docente, que, por sua vez, tem como incumbência não só ministrar os dias letivos e horas-aula estabelecidas, mas também participar de forma integral dos períodos dedicados ao planejamento, além de participar da elaboração da proposta pedagógica do estabelecimento de ensino a qual ele pertença’.”**

*(BRASIL, 1996, P. 6.)*

**Acerca do exposto e, ainda, considerando dois importantes documentos de planejamento escolar: o Projeto Político-Pedagógico (PPP) e a Proposta Pedagógica Curricular (PPC), analise as premissas que tratam da relação entre ambos.**

- I. O PPP norteia o trabalho educativo proposto pela instituição de ensino como um todo, trazendo, no seu marco operacional, a PPC que expressa a forma como as concepções assumidas coletivamente serão efetivadas na prática pedagógica.
- II. A PPC expressa os fundamentos conceituais, metodológicos e avaliativos de cada componente curricular ou área do conhecimento, elencados na matriz curricular. O PPP estabelece diretrizes básicas de funcionamento e de organização da escola, sempre integradas às normas comuns da rede ou do sistema a que pertence e do sistema nacional.
- III. A base para a elaboração da PPC é a matriz curricular, com sua parte de Base Nacional Comum e de Parte Diversificada e/ou Flexível. O PPP tem, em sua estrutura, os encaminhamentos metodológicos, os recursos didáticos, os instrumentos e os critérios de avaliação docentes.

**Está correto o que se afirma em**

- A) I, II e III.
- B) I, apenas.
- C) I e II, apenas.
- D) II e III, apenas.

CONHECIMENTOS ESPECÍFICOS

Read the text to answer **09**, **10**, **11** and **12**.

**Using Podcasts in World Language Classes**

(Elena Spathis; September 03/2021.)

In a sense, language teachers act as tour guides as we lead our students through the unfamiliar territory that is a new language. Over the course of this cultural and linguistic journey, we hope to witness them as they grow into culturally competent communicators. Therefore, we must ensure that they have ample opportunities to practice listening, speaking, reading, and writing in the target language throughout the school year. Each year, my students consistently share that they find listening comprehension tasks to be the most difficult and nerve-racking. Without a doubt, listening to native speakers use the language at a fast pace can be daunting for language learners of all ages. To help build my students’ listening skills as well as their cultural awareness, I strive to expose them to a wide range of culturally rich songs, videos, and audio clips. Repeated practice improves their skills and builds their confidence.

With the rise in popularity of audiobooks and podcasts over the past few years, I suddenly thought to myself, why not integrate podcasts into my classes? Rather than repeatedly playing quick audio clips for my students, I felt that a podcast could tell a compelling story. This was likely to immediately engage them and hopefully could make listening to the target language a bit less overwhelming. I found myself exploring the award-winning Radio Ambulante by NPR, despite the fact that it was not a traditional language-learning podcast. Upon browsing the multitude of culturally focused podcasts on the site, I noticed that they aligned well with my units. Many of the episodes focused on immigration experiences, while others discussed environmental challenges or global issues. When using any podcast, I focus on designing pre-listening, while-listening, and post-listening activities for students to complete. Here are some key steps for incorporating podcasts.

**1.** Preview the material. Prior to listening to the podcast, I present students with the title and theme of the episode and ask them to share what they know about the particular topic. I also have them make predictions in pairs as to what the podcast might address. This sets them up for success once they start listening.

**2.** Encourage active listening. While students listen to each podcast section, I provide them with cloze-style activities or a series of open-ended comprehension questions, students need to fill in the blanks with missing words; you can have them focus on verbs, nouns, adjectives, or a mix. I often have them participate in think-pair-share activities and ask them to share their responses with a partner. Sometimes I simply ask them to share what they’ve understood in the target language aloud.

**3.** Finish with reflection. Upon listening to the entirety of the podcast, I lead a whole-class discussion in which we collectively talk about the highlights and takeaways. While improving students’ listening skills is at the forefront, podcasts also allow for a wide range of speaking and writing tasks. If you

are looking for podcast options take a look at an article in *Afar* magazine called “15 Best Podcasts to Help You Master a New Language”, which is broken down by proficiency level and language. Instead of treating listening comprehension as a drill, we can take a more creative and engaging approach by exploring world-language podcasts.

(Available at: <https://www.edutopia.org/article/using-podcasts-world-language-classes>.)

**Questão 09**

As stated in the text, podcasts will be able to:

- A) Dissent book syllabus.
- B) Bewilder global reports.
- C) Frame cultural perception.
- D) Mitigate takeaways’ bigotry.

**Questão 10**

The “Afar” magazine article “15 Best Podcasts to Help You Master a New Language” exhibits materials:

- A) For repetitious exercise.
- B) Divided by aptitude level.
- C) That hinder written tasks.
- D) Damaged by speech level.

**Questão 11**

An experience report is a text about a given practice which might contribute in a relevant way to a specific field by sharing ideas and procedures. In the text “Using Podcasts in World Language Classes” the subject is approached in order to deploy the enunciator’s point of view by means of:

- A) Personal data.
- B) Theoretical intake.
- C) Authorship markers.
- D) Financial affordability.

**Questão 12**

In the segment “I also have them make predictions in pairs as to what the podcast might address” **AS TO** means:

- A) About.
- B) Similar.
- C) Indeed.
- D) Beyond.

Read the text to answer **13**, **14** and **15**.

**America could soon face a wave of single moms being evicted**

(By Lauren Sandler; may 28/2021.)

It will be the true measure of our society and the predictor of our future: Whenever the CDC moratorium on evictions expires – which it’s set to do next month – millions of people could find themselves homeless. And perhaps most heavily represented among those millions are single mothers and their kids. These mothers are not numbers, they are people. People with names and narratives, with passions and ambitions. Data can tell us who is unemployed, who is on welfare, who is at risk for eviction, who is homeless. Data is an aggregate of lives

distilled into cold figures, devoid of humanity. And yet the statistics of this pandemic year tell a staggering story. Women’s labor force participation has dropped to 57% since the pandemic began, and of all groups of parents, single moms have seen the biggest drop in the proportion who are employed. The service industry, a sector largely made up of women of color, shed more jobs than any other sector. Pandemic life – with massive unemployment, zoom schooling and social isolation – has brutalized no group as direly as the single mothers raising 15.76 million children. Lost jobs mean no money for rent, at least with our miserly welfare system. It didn’t have to be this way. It still doesn’t. For decades, researchers from the U.S. Department of Housing and Urban Development to Harvard have shown that vouchers providing rent payment are the most effective form of homelessness-prevention intervention. Families who receive vouchers are not only less likely to experience housing instability, they’re also less likely to need foster care. And they’re considerably less likely to experience domestic violence: four times as many housing-insecure women report abuse compared to those with greater stability. Despite all this, Section 8 program, which provides housing assistance to families, is severely underfunded. We are defined by who we deem worthy of investment, as an economy as well as an ethical society. Today we are failing ourselves on both counts.

(Available at <https://time.com>. Adapted.)

### Questão 13

Considering that the genre “opinion piece” is an article, usually published in a newspaper or magazine, which is argumentative and features subjective positions with some social or political purpose including texts such as editorials, columns, editorial cartoons, and punditry, mark the item that describes one of the text’s main characteristic.

- A) Addressing to the ongoing issues.
- B) Aiming at swaying and reassuring.
- C) Establishing standard approaches.
- D) Building character-focused narrative.

### Questão 14

According to text content, fair governmental expenditure should comprise:

- A) People devoid of humaneness.
- B) Families who receive vouchers.
- C) Those who avert public welfare.
- D) Economy and principled society.

### Questão 15

The word LIKELY, highlighted in the text, can be an adverb but it also has the distinguishing aspect of acting as an adjective. As for its usage in the text, LIKELY conveys the concept of:

- A) Certainty.
- B) Inferiority.
- C) Probability.
- D) Preference.

Read the text to answer **16** and **17**.

### Public policies for English teaching, an overview of Brazilian public network experience

Next year, 2020, English teaching will become compulsory in public schools in Brazil. The government has recognised that, if it wants to have a world class economy that can negotiate internationally, having a greater percentage of people who can operate in English is an essential requirement, not a luxury. A study carried out by Move Social exclusively for the British Council, the first comprehensive analysis of how Brazilian states are creating a basis for compulsory teaching and learning of English has been issued. The study is supplemented by analyses and reflections by professionals from the area of education and English language teaching, and also describes some inspirational practices. As was to be expected, the results show great variations in the states’ level of preparation, even though a considerable amount of work has been done in developing curricula to comply with the Base Nacional Comum Curricular (BNCC) [Common National Curricular Base]. There is also an important analysis of the positioning in state documents about a focus on traditional grammar versus essential communication skills for the 21st century listed in the BNCC.

According to the survey Demandas de Aprendizagem de Inglês no Brasil [Demand for English Learning in Brazil, British Council, 2013], only 5.1 per cent of the population aged 16 or more claim to have some knowledge of English. This claim, however, is more a question of perception and does not necessarily translate into actual knowledge of the language. Among the younger people, aged from 18 to 24 – who have completed or are about to complete their secondary education – the number claiming to speak English doubles to 10.3 per cent. Even so, this is a low percentage if we consider that most Brazilian students spend at least seven years studying English at school – more specifically, from the sixth grade of lower secondary education to the third grade of upper secondary education, for an average of two hours a week. There are also students who take English lessons at private language institutions or on courses offered before or after class by the public networks themselves. If we want to disrupt this conflicting situation and offer quality English teaching for all as part of the basic curriculum, we have to understand what it is during their time at school that determines whether or not they learn the language properly.

(Available at <https://www.britishcouncil.org.br>. Adapted.)

### Questão 16

Mark the option that is consistent with the text.

- A) State document analysis about the BNCC concluded there’s interplay between traditional grammar and communicative skills.
- B) Although a great deal has been done to prepare states to deny the BNCC, deep disparity among states’ position persists.
- C) Private language institution lessons and courses offered by public networks are biased and disrupt quality English teaching.
- D) Since most Brazilian learners often spend about seven years studying English, there ought to be higher proficiency rate.

**Questão 17**

Gerunds are words that are formed with verbs but act as nouns. Present participles do not act as nouns. Instead, they act as modifiers or verbs. Analyse the use of the underlined ING forms in the text and mark the one that is a modifier.

- A) Claiming (L28).
- B) Teaching (L01).
- C) Conflicting (L36).
- D) Developing (L14).

Read the text to answer 18, 19 and 20.

**What is education beyond borders all about?**

The concept of education in the twenty-first century has outgrown its twentieth-century meaning. It is time to move beyond measures of disparity by race, ethnicity, and gender to education beyond borders. Education takes place in conditions ranging from a one room, rural classroom with one teacher instructing students in many grades to individual students tapping into distance learning all over the world beyond physical borders. Degrees, credentials, and certifications connote a measure of formal education and organizations. For the twenty-first century, however, education is not necessarily synonymous with credits earned toward some finite degree or credential. Rather, ongoing learning and the sharing/creation of knowledge are lifelong processes for individuals and organizations. Increasingly innovation, and creative productive capital demand a multidisciplinary approach. This is not to say that there is no longer a role for formal education but to acknowledge the value of ongoing informal education and shared knowledge, especially performance-based knowledge and team work.

(Available at: <https://www.sciencedirect.com/topics/social-sciences/concept-of-education>. Adapted.)

**Questão 18**

While producing a text, the author introduces strategies which will lead the reader to infer the text’s purpose. The segment “*What is education beyond borders all about?*” makes it possible for the reader to realize that the text’s intended to:

- A) Encourage readers to do something.
- B) Give instructions on how to do things.
- C) Tell people about educational ordeals.
- D) Offer questioning and conceptualizing.

**Questão 19**

In the text, education beyond borders is typified by

- A) Lifelong learning.
- B) Racial discrepancy.
- C) Theoretical expertise.
- D) Specialized procedure.

**Questão 20**

Word choices help to communicate not just in a functional way. They also construct options for readers/listeners to consider the polysemic aspects which determine meaning in context. The word RATHER, highlighted in the text, signifies:

- A) Thus.
- B) Fairly.
- C) Hence.
- D) Instead.

**Questão 21**

Analyse the image to answer 21.



(Available at: <https://screenrant.com>.)

Images may caricature, symbolize, pay tribute or discuss subjects of popular interest. The image’s communicative intent aims at:

- A) Blaming comics’ heroes peers.
- B) Mocking superheroes’ potential.
- C) Singling out health pros boldness.
- D) Acknowledging health care defeat.

Read the text to answer 22, 23 and 24.

Language use is one of the last places where prejudice remains socially acceptable. It can even have official approval, as we see in attempts to suppress slang and dialects at school. Banning words is not a sound educational strategy. As Michael Rosen points out, schools have been trying this for more than 100 years to no avail. Research shows that gradual transition towards standard English works better. But because dialect prejudice is so prevalent, this must be done in such a way that children understand there’s nothing inherently wrong with their natural expression. Language prejudices seem more resistant to change than other kinds of prejudice. Members of the majority culture, the most powerful group, who would be quite willing to accept and champion equality in other social and educational domains, may continue to reject the legitimacy of a dialect other than their own. The high level of dialect prejudice found toward vernacular dialects by both mainstream and vernacular speakers is a fact that must be confronted honestly and openly by those involved in education about language and dialects. The key to attitudinal changes lies in developing a genuine respect for the integrity of the diverse varieties of English. Knowledge about dialects can reduce misconceptions about language in general and the accompanying negative attitudes about some dialects.

(Available at: Carolyn Temple Adger, Walt Wolfram, and Donna Christian, *Dialects in Schools and Communities*, 2nd ed. Routledge, 2007. Julia Snell, “Saying No to ‘Gizit’ Is Plain Prejudice”. *The Independent*. February 09, 2013. Adapted.)

**Questão 22**

Choose the statement that introduces a prejudicial conception regarding the English language and its varieties:

- A) Dialect, jargon, idiolet are some of the categories included in varieties of English.
- B) Varieties of English etch the grooves through which people’s thoughts must flow.
- C) We may use Black English referring to varieties of English spoken in North America.
- D) We used to think of the English language as a tree, with its varieties it made a jungle.



**Questão 23**

In line with the text, it is true to assert that:

- A) Knowledge about dialects'll enhance language misuse.
- B) Language prejudice is a novel trend in educational texts.
- C) Banning slang is not an accurate educational procedure.
- D) Code switching should not be one of school's objectives.

**Questão 24**

Text progression denotes the strategies writers employ to link elements in a clause to those of surrounding clauses, being a key factor in the structuring of information because it acts as a bridge between sentence level and discourse level, coordinating cohesion and coherence. In the segment "It can even have official approval, (...)" IT refers back to:

- A) Slang.
- B) Strategy.
- C) Language.
- D) Prejudice.

Read the text to answer 25 and 26.

**Media and Education in the digital age**

The idea that education is a fundamentally political process construes education as a process in which a number of participants compete for a variety of goals, depending on the nature of the issues at stake. A classical tradition in political science defines the core aspect of this process as a competition for control over the distribution of values in society. In this perspective, the study of politics is, in practice, the study of 'who gets what, when and how' (Lasswell, 1950). Seen as political process, the study of education is the study of who gets what, when and how in the competition for control over the future of society. This includes the study of the main cleavages, or the fault lines defined by relevant issues at the core of the competition between the main actors, the strategies, or the moves through which main actors try to gain political influence and the nature of the stake. While shared in political studies and also in critical contributions to the analysis of education (Youdell, 2011) this position seems nevertheless far from mainstream in much of the current discussion on media and education. For too many, education is a technical problem: one which has to do primarily with the effective management of available resources, with the identification and implementation of costefficient educational models, curricula and technologies.

(Available at: <https://library.oapen.org>. Adapted.)

**Questão 25**

While establishing links among text segments, we construct text cohesion. After analysing the use of NEVERTHELESS, highlighted in the text, point out the item which does NOT mean the same as it does.

- A) However.
- B) Moreover.
- C) Nonetheless.
- D) Notwithstanding.

**Questão 26**

The text supports the belief that discussions on media and education ought to:

- A) Have political scope covering vital issues to society's future.
- B) Firstly acclaim those values that will part society and culture.
- C) Overlook modern technologies besides political implications.
- D) Be chiefly technical based on effective resource management.

**Questão 27**

Analyse image and text to answer 27.



(Available at: <https://www.alamy.com/stock-photo/head-teacher-placard.html>.)

The argumentative scheme employed in the building of an image follows precise objectives developed around a theme. The segment "If you value it" displays the placard's general theme which is education and the segment "fund it" refers specifically to the:

- A) Establishment of new schools.
- B) Education system assessment.
- C) Money allocation for education.
- D) Shifts of an invaluable education.

Read the text to answer 28 and 29.

**What is the purpose of education?**

The one continuing purpose of education, since ancient times, has been to bring people to as full a realization as possible of what it is to be a human being. Other statements of educational purpose have also been widely accepted: to develop the intellect, to serve social needs, to contribute to the economy, to create an effective work force, to prepare students for a job or career, to promote a particular social or political system. These purposes offered are undesirably curbed in scope, and in some instances they conflict with the comprehensive purpose I have indicated; they imply a distorted human existence. The wide-ranging purpose includes all of them, and goes beyond them, for it seeks to encompass all the dimensions of human experience. —Arthur W. Foshay, "The Curriculum Matrix: Transcendence and Mathematics," Journal of Curriculum and Supervision, 1991.

(Available at: <https://files.ascd.org/staticfiles/ascd/pdf/journal>)

**Questão 28**

Concerning text content, the broader goal of education will be:

- A) Socializing.
- B) Humanistic.
- C) Intellectual.
- D) Professionalizing.

**Questão 29**

Check the option matching the perspective of education purpose defended in the text.

- A) The purpose of education is to teach one to think intensively, to think critically, searching for efficiency.
- B) The purpose of education is promoting a holistic approach which will lead to a self-motivated learning society.
- C) The main purpose of education is to provide for living morally, politically, and productively in a democratic society.
- D) The purpose of education has always been, in essence, to develop in an orderly, sequential way into members of society.

Read the text to answer **30**, **31** and **32**.

**Mini Tale**

A fisherman had a nice family and lived happily near the beach, fishing only for their daily needs. One day he met a businessman who said “catch more fish, buy more boats and run a successful business”. The fisherman answered “Then what?” “Start a family and live by the beach”.

(Available at: <https://users.aber.ac.uk/jpm/minisagas.>)

**Questão 30**

Among the several cohesive resources that a language has punctuation is one of the elements contributing to build thematic progression. In the **Mini Tale** above, the quotation marks perform the function of:

- A) Emphasizing a plot tabled.
- B) Pointing out speech qualm.
- C) Enclosing characters’ words.
- D) Including technical elements.

**Questão 31**

Sayings and quotes are sentences people often create giving advice or information about human life and experiences. They are concisely written and memorable because of their style. Mark the option that does NOT apply to insights into practical life situations related to the **Mini Tale**.

- A) If you’re unable to cherish what you have, you wouldn’t cherish what you’d have.
- B) Expansion for the sheer sake of growth is the real cell cancer evolution ideology.
- C) Some people will only like you for as long as they can get what they want from you.
- D) There is sufficiency in the world for a man’s need, but there isn’t for a man’s greed.

**Questão 32**

Analyse the usage of “WHO” in the **Mini Tale**. Choose the assertion that describes it.

- A) WHO is referring back to fisherman.
- B) WHO is referring back to businessman.
- C) WHO carries out the function of object.
- D) WHO can be omitted from the structure.

**Questão 33**

Analyse the list of words below to answer **33**.

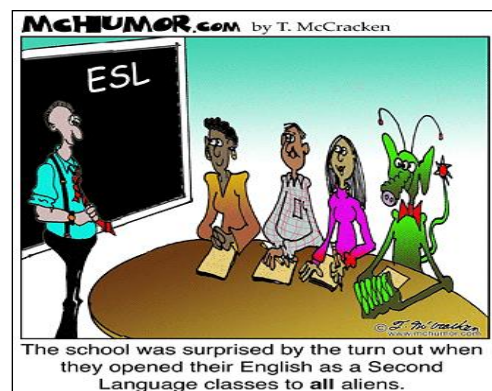
- 1. mankind = humankind
- 2. blind = sight impaired
- 3. broken home = dysfunctional Family
- 4. chairman = chair
- 5. Christian name = first name
- 6. cleaner = facility manager
- 7. confined to a wheelchair = wheelchair user
- 8. deaf = hearing impaired
- 9. diabetic = person with diabetes
- 10. drug addict = person with a chemical dependency
- 11. fireman = firefighter
- 12. forefathers = ancestors / forebears
- 13. Frenchman = French person
- 14. headmaster / headmistress = diretor
- 15. homosexual = same-sex
- 16. husband / wife = spouse
- 17. retardation = intellectual disability
- 18. Indians = Native Americans
- 19. juvenile delinquents = children at risk
- 20. male nurse = nurse

Our perception of reality is determined by our thought processes that are influenced by the language we use. In this way language shapes our reality and tells us how to think about and respond to that reality. The option that is compatible with the list is:

- A) A pidgin is a simplified means of communication between two groups that do not share the same language.
- B) Language might deepen and strengthen existing animosity since it might identify groups with external markers.
- C) Free speech expression is curtailment that surely leads to pretence, and perception of offense where none exists.
- D) Hate speech consists of the least offense level to specific groups because it expresses the legal right to blunt opinion.

**Questão 34**

Analyse the image to answer **34**.



(Available at: <http://usconversation.com>)

Ambiguities arise mostly in homophones and homonyms. A joke that exploits similar sounding words with different meanings is called a pun. The word/expression which is basis for the joke is:

- A) All.
- B) ESL.
- C) Alien.
- D) Turn out.

**Questão 35**

Analyse the image to answer 35.



(Available at: <https://www.shutterstock.com/>.)

The Internet is an all-inclusive collection of data sources/protocols including email, instant messaging, etc. which has been changing the English language. For example, “to Google” is a transitive verb meaning to use a search engine to find information. Mark the statement which does NOT contain consistent information:

- A) If someone disses you, he/she criticizes you unfairly or speaks to you in away that shows disrespect.
- B) Griefing is sharing private information about a victim by forwarding messages or posting them online.
- C) Fraping is addition/changing of comments/pictures on your social network page without permission.
- D) Catfishing is the process of luring someone into a relationship by means of a fictional online persona.

Read the text to answer 36, 37 and 38.

**Recipe**

Round Eyes

Ingredients: scissors, Scotch magic transparent tape, eyeliner — water based, black.

Optional: fake eyelashes.

Cleanse face thoroughly.

For best results, powder entire face, including eyelids (lighter shades suited to total effect desired).

With scissors, cut magic tape 1/16" wide, 3/4"-1/2" long — depending on length of eyelid.

Stick firmly onto mid-upper eyelid area

(looking down into handmirror facilitates finding adequate surface).

If using false eyelashes, affix first on lid, folding any excess lid over the base of eyelash with glue.

Paint black eyeliner on tape and entire lid.

Do not cry.

(Janice Mirikitani, 1987. Available at: <https://featuredartistnetwork.com/>.)

**Questão 36**

The prevailing language function in the text genre “recipe” is procedural. In the text structure, this function is established through:

- A) The usage of gerund forms like “including” and “depending”.
- B) Lexical choices such as “eyeliner”, “eyelashes” and “eyelids”.
- C) Prescriptions that are targeting the control of intended results.
- D) Reference to a popular product that is sold in several countries.

**Questão 37**

About the text “Recipe”, it is accurate that:

- A) The text nature is hybrid since there is genre combination.
- B) There are quotes from a character in a fictionalized way.
- C) It exhibits a wide range of verb tenses in its composition.
- D) There is exposure and criticism of human follies and vices.

**Questão 38**

Parentheses are a pair of signs used in specific situations that helpfully mark off diverse texts. The segment “lighter shades suited to total effect desired” comes within a pair of parentheses because:

- A) The headline is indicative of something someone said.
- B) Explicitly control of the order of operations is intended.
- C) It is meant that the information presented is incidental.
- D) It’s demonstrated that words vary from standard usage.

Read the text to answer 39 and 40.

**Redemption song (Bob Marley-1980)**

Old pirates, yes, they rob I  
Sold I to the merchant ships  
Minutes after they took I  
From the bottomless pit  
But my hand was made Strong  
By the hand of the Almighty  
We forward in this generation  
Triumphantly

Won't you help to sing  
These songs of freedom?  
'Cause all I ever have  
Redemption songs  
Redemption songs

Emancipate yourselves from mental slavery  
None but ourselves can free our minds  
Have no fear for atomic energy  
'Cause none of them can stop the time  
How long shall they kill our prophets  
While we stand aside and look?  
Some say it's just a part of it  
We've got to fullfil the book

Won't you help to sing  
These songs of freedom?  
'Cause all I ever have  
Redemption songs  
Redemption songs

(Available at: <https://www.youtube.com/>.)

**Questão 39**

Point out the alternative that fits the song’s message.

- A) In order to be truly free one shouldn't be conditioned by society.
- B) Because it was a shameful occurrence, slavery never got to thrive.
- C) You can give in pains and adversities by dodging your godliness.
- D) Recovery of values'll only be judged through artistic expression.

**Questão 40**

Considering its use in context, BUT (L15) means:

- A) For.
- B) Still.
- C) Except.
- D) Within.

**ATENÇÃO**



**NÃO É PERMITIDA** a anotação das respostas da prova em QUALQUER MEIO.  
O candidato flagrado nesta conduta poderá ser **ELIMINADO** do processo.