

Língua Portuguesa

O texto seguinte servirá de base para responder às questões de 1 a 4.

'Bolha de calor' pode causar um dos setembros mais quentes da história do Brasil?

Uma forte onda de calor atinge o Brasil na primeira quinzena de setembro, segundo alguns dos principais institutos de meteorologia do Brasil. A previsão é de que os termômetros registrem temperaturas máximas entre 40°C e 45°C em alguns Estados nesse período.

Isso poderia elevar a média da temperatura para a época e pode tornar este um dos meses de setembro mais quentes já registrados no país. Mas por que isso acontece?

A BBC News Brasil ouviu especialistas para entender se isso é algo atípico e quais fenômenos estão causando esse calor fora do comum.

Segundo o MetSul Meteorologia, uma massa de ar quente está cobrindo boa parte do Brasil e vai ganhar ainda mais força nos próximos dias. A previsão é de que ela se expanda e leve altas temperaturas inclusive para o sul do país, onde as temperaturas são mais amenas nesta época do ano.

De acordo com o Instituto Nacional de Meteorologia (Inmet), a previsão para os próximos em São Paulo é de temperaturas máximas de 33°C e 34°C até pelo menos a próxima sexta-feira. Cuiabá deve registrar máxima de 42°C na quinta e sexta.

Até mesmo a cidade de Curitiba, no Sul, pode registrar, segundo o Inmet, máximas de 33°C na terça e na quarta.

Guilherme Borges, meteorologista do Climatempo, diz que ele e seus colegas de trabalho avaliam que não é possível fazer projeções de que possamos ter recordes históricos.

"Vai ser forte, mas não é possível dizer que vai bater temperatura. Não temos como afirmar isso com base nos modelos que usamos. O que enxergamos são temperaturas entre 40 e 44°C nos próximos dias. Será uma onda de calor importante", diz.

Guilherme explica que essa onda de calor, chamada pelo MetSul de "bolha de calor", é causada pela estabilização de uma massa de ar quente e alta pressão atmosférica em boa parte do país.

"Ela intensifica a formação do ar quente de cima para baixo dificultando a formação de nuvens de chuva e deixando o tempo mais seco.

Ele explica que é normal esse calor no mês de setembro e que em 2023 também houve uma onda de calor semelhante, mas que ocorreu na segunda quinzena do mês e não na primeira como agora.

"Isso é culpa das mudanças climáticas, que têm um papel significativo nesses extremos de calor e chuva. Isso ocorre porque nosso planeta tem que

dimensionalizar energia. Essas ondas de calor e chuva extremos ocorrem para compensar esse aquecimento", diz.

<https://www.bbc.com/portuguese/articles/c049yknxxwlo#:~:text=De%20acordo%20com%20o%20MetSul,7%C2%B0C%20em%202005>

Questão 01

Identifique a alternativa em que um dos trechos, retirados do texto, apresenta um vício de linguagem conhecido como Barbarismo.

- (A) Isso ocorre porque nosso planeta tem que dimensionalar energia.
- (B) Guilherme Borges, meteorologista do Climatempo, diz que ele e seus colegas de trabalho avaliam que não é possível fazer projeções de que possamos ter recordes históricos.
- (C) A BBC News Brasil ouviu especialistas para entender se isso é algo atípico e quais fenômenos estão causando esse calor fora do comum.
- (D) Até mesmo a cidade de Curitiba, no Sul, pode registrar, segundo o Inmet, máximas de 33°C na terça e na quarta.
- (E) Ela intensifica a formação do ar quente de cima para baixo dificultando a formação de nuvens de chuva e deixando o tempo mais seco.

Questão 02

Afinal, de acordo com o texto, setembro será mais quente da história do Brasil?

- (A) Não há uma confirmação, pois apesar das condições climáticas extremas, a comparação com recordes históricos depende de dados mais específicos e análises futuras.
- (B) Sim, visto que os termômetros podem registrar temperaturas até 45°C em alguns estados, durante o mês de setembro.
- (C) Sim, visto que as ondas de calor extremas fará com que setembro seja um dos meses mais quentes da história.
- (D) Sim, visto que as mudanças climáticas têm contribuído para a elevação de temperatura no mês de setembro.
- (E) Não, visto que os meteorologistas dependem dos dados referentes aos meses de outubro, novembro e dezembro, que também apresentam elevadas temperaturas, para realizarem uma análise mais precisa.

Questão 03

"Ela intensifica a formação do ar quente de cima para baixo dificultando a formação de nuvens de chuva e deixando o tempo mais seco."

"Guilherme explica que essa onda de calor, chamada pelo MetSul de "bolha de calor", é causada pela estabilização de uma massa de ar quente e alta pressão

atmosférica em boa parte do país."

Em relação as classes gramaticais dos períodos acima, analise as afirmativas abaixo:

I.A locução adjetiva "de chuva" pode ser substituída por "fluvial".

II.A forma verbal "dificultando" está no gerúndio.

III.Os vocábulos "formação", "ar", "Nuvens" e "chuva" são substantivos abstratos.

IV."estabilização" e "pressão" são pluralizadas pela mesma regra.

V.O vocábulo "e" ,no primeiro período, tem valor de conjunção adversativa.

VI.O vocábulo "boa", no contexto, pode ser substituído por "grande" sem perder o sentido.

Estão corretas:

- (A) Apenas I, II, III e IV.
- (B) Apenas I, IV e V.
- (C) Apenas II, IV e VI.
- (D) Apenas I, II, III e V.
- (E) Apenas I e V.

Questão 04

"Isso **poderia** elevar a média da temperatura para a época e pode tornar este um dos meses de setembro mais quentes já registrados no país."

Identifique a alternativa que apresenta um verbo no mesmo tempo e modo do destacado no texto.

- (A) "Caso queira alterar a agência bancária para receber o pagamento, o aposentado pode solicitar a mudança pelo aplicativo ou site Meu INSS."
- (B) "A crise das queimadas no Brasil chamou a atenção do país há duas semanas, quando a fumaça gerada por incêndios cobriu o céu de boa parte do país."
- (C) "O responsável pela obra informou que seriam necessários mais planejamentos, o que requereria uma contratação maior de engenheiros civis."
- (D) "O instituto alerta para o aumento das chances de ocorrerem incêndios florestais."
- (E) "O ocupante do ônibus intermediara a negociação entre os bandidos e policiais nesta sexta."

Questão 05

Identifique a alternativa em que o termo destacado apresenta a figura de linguagem denominada CATACRESE.

- (A) "A Organização Mundial da Saúde estima que cerca de 314 milhões de pessoas no mundo possuem algum tipo de **deficiência visual**."
- (B) "A **cidade maravilhosa** já sente a chegada dos turistas e se prepara para o festival, que celebra seus 40 anos em 2024."

- (C) "A **pele do tomate** pode ter um sabor levemente amargo que alguns preferem evitar. Descascar pode melhorar o sabor final do prato."
- (D) "De acordo com dados da Pesquisa da Pecuária Municipal (PPM) de 2022, divulgada pelo IBGE, o Brasil agora abriga mais de 234,4 milhões de **cabeças de gado**, o maior número registrado desde 1974, início da série histórica."
- (E) "Tiete assumida de Mariah Carey, a cantora Anitta ficou **morrendo de inveja** ao ver uma foto postada por David Brazil ao lado da diva pop."

Raciocínio Lógico

Questão 06

Cinco compositores foram selecionados para participar de um concurso e, por decisão da organização, em cada rodada, dois deles duelam entre si, apresentando suas músicas. Quantas combinações diferentes de duplas de compositores podem ser formadas para o duelo?

- (A) Dez combinações diferentes.
- (B) Cinco combinações diferentes.
- (C) Seis combinações diferentes.
- (D) Quinze combinações diferentes.
- (E) Oito combinações diferentes.

Questão 07

Ao estudar Lógica Matemática, André se depara com a seguinte situação: "Se choveu durante a manhã ou o céu está nublado, então o passeio com a família será cancelado." No entanto, os filhos sabem que o céu está limpo, mas choveu durante a manhã.

Com base nessa informação, complete a tabela verdade abaixo.

P	Q	
V	V	
V	F	
F	V	
F	F	

A operação dada e seus valores verdade (de cima para baixo) são:

- (A) A operação é $(P \sim Q)$ e seus valores são (F, V, F, V).
- (B) A operação é $(P \wedge Q)$ e seus valores são (V, F, F, F).
- (C) A operação é $(P \leftrightarrow Q)$ e seus valores são (V, F, F, V).
- (D) A operação é $(P \rightarrow Q)$ e seus valores são (V, F, V, V).
- (E) A operação é $(P \vee Q)$ e seus valores são (V, V, V, F).

Questão 08

Em uma reunião de planejamento, a diretora de uma concessionária de automóveis fala para sua equipe:

"Se implementarmos novas técnicas de venda ou oferecermos mais vantagens aos nossos clientes, então poderemos aumentarmos as vendas."

Com base na declaração da diretora, identifique qual é o tipo de conectivo lógico utilizado na frase.

- (A) Disjunção inclusiva.
- (B) Conjunção.
- (C) Bicondicional.
- (D) Condicional.
- (E) Disjunção exclusiva.

Questão 09

Em uma competição de quebra-cabeças, quatro amigos — Ana, Bruno, Carlos e Diana — decidiram fazer uma aposta para ver quem consegue resolver um enigma mais rapidamente. Cada um escolheu um tipo de quebra-cabeça diferente: sudoku, palavras cruzadas, cubo mágico e quebra-cabeça de peças.

Ana não gosta de sudoku.

Bruno resolveu o quebra-cabeça de peças.

Carlos gosta de desafios numéricos.

Diana não resolveu o cubo mágico.

Com base nessas informações, indique a alternativa que identifica qual quebra-cabeça cada um dos amigos escolheu.

- (A) Ana: palavras cruzadas; Bruno: quebra-cabeça de peças; Carlos: sudoku; Diana: cubo mágico.
- (B) Ana: cubo mágico; Bruno: palavras cruzadas; Carlos: sudoku; Diana: quebra-cabeça de peças.
- (C) Ana: palavras cruzadas; Bruno: sudoku; Carlos: cubo mágico; Diana: quebra-cabeça de peças.
- (D) Ana: cubo mágico; Bruno: quebra-cabeça de peças; Carlos: palavras cruzadas; Diana: sudoku.
- (E) Ana: sudoku; Bruno: quebra-cabeça de peças; Carlos: palavras cruzadas; Diana: cubo mágico.

Questão 10

Keldson, professor de Matemática, chega na sala de aula e escreve no quadro:

"Se a soma dos ângulos internos de um triângulo é 180° , então este triângulo é plano e tem três lados."

A frase escrita por Keldson é uma proposição simples ou composta e por quê?

- (A) Proposição composta, mas as ideias não estão conectadas por conectivos lógicos.
- (B) Proposição simples, pois não contém disjunção nem conjunção.

- (C) Proposição simples, pois mesmo com uma condição, ela não envolve mais de um fato.
- (D) Proposição composta, pois contém mais de uma ideia conectada por operadores lógicos.
- (E) Proposição simples, pois ela trata apenas de uma única ideia.

Conhecimentos Específicos

O texto seguinte servirá de base para responder às questões de 11 a 13.

Pontus

Pontus is a non-playable faction in Rome: Total War. Pontus was a Hellenistic Kingdom on the southern coast of the Black Sea.

Pontus are an eastern faction, based in Asia Minor (Modern-day Turkey), having their origins with an ambitious Persian noble who siezed the area when Alexander's empire broke up. They were best known for their support for the pirates of Cilicia and their subsequent defeat by Pompey.

A refreshingly different faction, Pontus are similar in some ways to the Seleucids, but mainly they are unique. With a large amount of missile cavalry, chariots chariot archers, Cappadocian Lancers and Pikemen, they have a different balance to most factions, while not severely lacking in any department except heavy infantry.

Pontus is a small faction in Asia Minor. While their army is relatively weak at the low initial development levels of Asia Minor, Asia Minor itself is a relatively easy part of the map to take and hold. Trade and growth are relatively good around the area and Rhodes, Crete and the Seleucids are soon ripe for the picking. Tactically, Pontus are an eastern faction. Expect to field a mobile army of mainly missile units. There are Macedonian-influenced Pikemen though, allowing a solid infantry line to be made when dealing with the western armies and to provide more strategic options.

Pontus have mostly the basic eastern units, but with skirmisher cavalry instead of mounted archers. Scythed Chariots and Chariot Archers are also available, allowing further flexibility. The infantry is a little ticklish at times though; The early infantry suffers from poor morale and a lack of stopping power, although Eastern Infantry are very good at stopping enemy chariots. Pikemen and Cappadocian Lancers are available later on though, allowing more Seleucid-influenced tactics to be used to good effect.

It was founded by Mithridates I in 291 BC and lasted until its conquest by the Roman Empire in 63 BC. Despite being ruled by a dynasty which was a descendant of the Persian Achaemenid Empire it became hellenized due to the influence of the Greeks on the black sea and the smaller Hellenistic kingdoms in the Middle East. Pontus grew to its largest extent under Mithridates VI the great, who conquered Colchis, Cappadocia, Bithynia, Lesser Armenia, the Greek colonies of the Tauric Chersonesos

and for a brief time the Roman province of Asia.

Pontus starts in north and east Asia Minor, north of the Seleucid Empire, and west of Armenia. Their cities are:

Sinope - Pontic Capital; Region - Pontus

Mazaka - Pontic Large Town; Region - Cappadocia

Pontus infantry units include the feared Bronze Shield Pikemen, the elite of the army of Pontus, among the heirs of the world-conquering phalanxes of Alexander the Great. Pontus has effective cavalry including Cappadocian Cavalry, which are excellent horsemen, best suited to charging into and breaking through enemy formations with their lances. Pontic heavy cavalry are javelin-armed horsemen who can also fight hand-to-hand - a potent combination in one force.

After a long struggle with Rome in the Mithridatic wars, Pontus was defeated, part of it was incorporated into the Roman Empire as the province Bithynia et Pontus and the eastern half survived as a client Kingdom. The Bosporan Kingdom also remained independent under Pharnaces II as an ally and friend of Rome. Colchis was also made into a client Kingdom. Pharnaces II later made an attempt at reconquering Pontus. During the civil war of Caesar and Pompey, he invaded Asia Minor, taking Colchis, lesser Armenia, Pontus and Cappadocia and defeating a Roman army at Nicopolis. Caesar responded swiftly and defeated him at Zela, where he uttered the famous phrase 'Veni, Vidi, Vici' (i came, i saw, i conquered). Pontic kings continued to rule the client Kingdom of Pontus, Colchis and Cilicia until Polemon II was finally forced to abdicate the Pontic throne by the Romans in 62 AD.

<https://totalwar.fandom.com/wiki/Pontus>

Questão 11

Based on the text, which of the following is a likely reason for Pontus becoming "hellenized"?

- (A) Pontus was located near Greek colonies and smaller Hellenistic kingdoms, influencing its culture over time.
- (B) The dynasty ruling Pontus was originally Greek and naturally adopted Hellenistic culture.
- (C) The Persian roots of the Pontic dynasty were weak, leading them to seek cultural guidance from the Greeks.
- (D) Pontus had no unique culture of its own and readily adopted neighboring influences.
- (E) Pontus was conquered early by the Greeks, who imposed their culture on the region.

Questão 12

Based on the text, what was the strategic advantage of Pontus in the game "Rome: Total War"?

- (A) A mobile army with a strong emphasis on missile cavalry and flexibility in tactics.
- (B) A focus on alliances with neighboring factions to avoid conflict.

- (C) A large number of heavy infantry units that could overwhelm enemies.
- (D) A powerful navy that dominated the Black Sea.
- (E) A defensive strategy focusing on fortified cities and strong walls.

Questão 13

What does the excerpt "a refreshingly different faction" suggest about Pontus compared to other factions in "Rome: Total War"?

- (A) Pontus offers a distinct style of gameplay, combining Eastern and Hellenistic military elements.
- (B) Pontus is the only faction that focuses solely on naval battles.
- (C) Pontus is a region that does not have any notable resources and is not a viable choice for any player.
- (D) Pontus is a weaker faction that struggles to compete with more established powers.
- (E) Pontus does not have unique and powerful units, tactics, or weapons, which makes them similar to other factions.

O texto seguinte servirá de base para responder às questões de 14 a 17.

Cancer therapies are getting a makeover

By Vanessa Chalmers, Health Features Editor

Cancer is no longer a death sentence when diagnosed, thanks to the ongoing emergence of treatments that can extend lives as well as better detection methods to find the disease earlier. Scientists have learned a lot about the immune response to cancer and are now harnessing it. When we hear the word vaccine, we typically think of it as preventing disease. But in this case, vaccines are being used as a treatment. Once injected they train the immune system to recognise and fight cancer cells. The body itself is recruited to kill the cancer, rather than relying on medicines. The process leaves healthy cells untouched, unlike chemotherapy, which kills healthy tissue and causes debilitating symptoms. NHS England's national cancer director, Dame Cally Palmer, said cancer vaccines being trialled could mark a huge step in treating the disease. There are also personalised vaccines which are designed specifically for an individual's cancer, based on their genetics. The challenges with personalised vaccines and other hugely advanced cancer therapies is they are very expensive to develop - and the question is whether the NHS will be able to afford such therapies when they come to fruition.

<https://www.thesun.co.uk/health/30417145/cancer-vaccine-stops-tumours-growing-advanced-disease/>

Questão 14

When preparing a discussion or a written essay on the topic of "innovative cancer treatments," how can the information from this text be used effectively?

- (A) Focus only on the challenges related to vaccine costs, ignoring other aspects.
- (B) Write or speak exclusively about the role of the NHS, neglecting other healthcare systems.
- (C) Repeat the text verbatim without adding any personal interpretation or opinion.
- (D) Discuss unrelated cancer treatments to broaden the topic beyond the text's scope.
- (E) Use the text as a basis to outline the advantages and disadvantages of chemotherapy versus vaccine-based treatments.

Questão 15

Based on the text, what can be inferred about the difference between traditional cancer treatments like chemotherapy and new vaccine-based therapies?

- (A) Vaccine-based therapies aim to eliminate cancer cells without harming healthy cells, unlike chemotherapy.
- (B) Chemotherapy is more affordable and widely accessible than vaccine-based therapies.
- (C) Chemotherapy and vaccine-based therapies have similar effects on healthy tissue.
- (D) New vaccine-based therapies are only effective when combined with chemotherapy.
- (E) Vaccine-based therapies are less effective than chemotherapy.

Questão 16

Which of the following best describes the role of "the body itself" in the context of cancer vaccine treatments as mentioned in the text?

- (A) It means that cancer vaccines require additional medication to be effective.
- (B) It implies that the body is weakened by the vaccine treatment.
- (C) It refers to the body's immune system being used to target and destroy cancer cells.
- (D) It indicates that the body must undergo surgery to remove cancer cells.
- (E) It suggests that patients need to take more responsibility for their health.

Questão 17

Based on the text, what reading strategy would be most effective to identify the main idea about the new cancer therapies discussed?

- (A) Ignoring all technical terms to avoid confusion.
- (B) Focusing only on the first and last sentences of each paragraph.
- (C) Scanning for specific details about the side effects of chemotherapy.
- (D) Skimming the text for general understanding to grasp the overall concept of new cancer therapies.

- (E) Reading each word carefully to understand the exact meaning of "personalised vaccines."

O texto seguinte servirá de base para responder às questões de 18 a 23.

The Future of Global Economy and Society

Characters:

Emma: A professor of International Relations.

John: A journalist specializing in global economics.

Sophia: An environmental activist and policy advisor.

Emma: Good afternoon, everyone. Today, I'd like to delve into the intricacies of the global economy and its impact on society. As we navigate through these unprecedented times, what do you think are the key drivers reshaping our world?

John: From my perspective, the most significant factor is the acceleration of technological innovation. The digital economy is not just expanding; it's revolutionizing traditional sectors. Artificial Intelligence, blockchain technology, and the Internet of Things are all converging, creating a paradigm shift in how we understand and conduct business.

Sophia: I agree, John. However, I would argue that while technological advancement is transformative, it also presents ethical dilemmas. The digital divide is growing, and the disparity between those who have access to these technologies and those who don't is becoming a critical issue. Moreover, the implications for data privacy and surveillance are profound and cannot be overlooked.

Emma: That's an excellent point, Sophia. The ethical implications are vast. But moving beyond technology, how do you see geopolitical tensions influencing global economic stability?

John: Geopolitical tensions have always played a pivotal role. However, with the recent rise of protectionist policies and trade wars, we are witnessing a fragmentation of the global economic order. Countries are increasingly prioritizing national interests, which could lead to a significant realignment of global alliances and trade networks.

Sophia: And this realignment is not without consequences. We must consider the environmental impact as well. The current economic model, heavily reliant on fossil fuels, is unsustainable. We need a radical transition towards a green economy, and that requires international cooperation—something that's hard to achieve amid rising nationalism.

Emma: Absolutely. The concept of a green economy is gaining traction, but there's a lot of skepticism about its feasibility, especially in developing countries where economic growth is still heavily dependent on traditional industries. What are your thoughts on this?

John: It's indeed a delicate balancing act. Developing nations argue that stringent environmental regulations could stifle their economic growth and exacerbate

poverty. On the other hand, the consequences of inaction could be catastrophic, not just for these countries, but globally. Perhaps the solution lies in creating financial incentives for sustainable development.

Sophia: That's where policy-making becomes crucial. We need to implement more robust frameworks for international cooperation that include financial support, technology transfer, and capacity building. The global north has a historical responsibility to assist the global south in this transition.

Emma: These are compelling insights. It's clear that the path forward is complex and requires a multifaceted approach. Balancing technological, economic, environmental, and ethical considerations is a formidable challenge. However, it's also an opportunity for us to redefine the future of global society.

John: I couldn't agree more, Emma. The question is not whether we will face these challenges, but how we will respond to them collectively.

Sophia: Exactly. It's not just about adapting to change but about proactively shaping it. We must engage in more dialogue, foster innovation, and, above all, uphold our shared values of equity, justice, and sustainability.

Emma: Well said, Sophia. I believe our discussion today has highlighted the interconnectedness of these issues and the importance of global solidarity. Thank you both for this enlightening conversation.

John and Sophia: Thank you, Emma.

Questão 18

What can be inferred about the general stance of the three characters regarding the future of the global economy?

- (A) They view geopolitical tensions as a minor factor in economic stability.
- (B) They think developing countries should prioritize economic growth over environmental concerns.
- (C) They believe technological advancement will solve all global issues.
- (D) They agree that a multifaceted approach is necessary to address the challenges of the global economy.
- (E) They believe that the digital divide will naturally diminish without intervention.

Questão 19

In the context of teaching writing skills, how could the dialogue be utilized to improve students' argumentative writing abilities?

- (A) By prompting students to write an essay that takes a position on one of the topics discussed, using evidence from the dialogue to support their arguments.

- (B) By having students copy the entire dialogue to improve their grammar.
- (C) By instructing students to replace complex words with simpler synonyms to make the text more accessible.
- (D) By encouraging students to rewrite the dialogue using only simple sentences.
- (E) By asking students to create a summary that includes only Emma's perspective.

Questão 20

What is the primary focus of the dialogue between Emma, John, and Sophia?

- (A) The impact of artificial intelligence on digital marketing strategies.
- (B) The historical analysis of geopolitical tensions during the Cold War.
- (C) The influence of traditional economic models on rural development in developed countries.
- (D) The development of new policies to support international tourism and travel.
- (E) The ethical challenges of technological advancements and the need for a balanced global approach.

Questão 21

What is the primary challenge mentioned in the text regarding the development and use of personalised cancer vaccines?

- (A) They cause more side effects compared to standard cancer treatments.
- (B) There is not enough scientific research supporting the effectiveness of personalised vaccines.
- (C) There is a lack of public awareness about the availability of personalised cancer vaccines.
- (D) The development of personalised vaccines is expensive, raising concerns about affordability for healthcare systems like the NHS.
- (E) They have not been tested on a large scale, so their safety is unknown.

Questão 22

What does the term "digital divide" refer to in the context of the dialogue?

- (A) The difference in access to digital technologies and resources between various social and economic groups.
- (B) The ethical concerns surrounding artificial intelligence and data privacy.
- (C) The competition between different digital technologies in the global market.
- (D) The separation between traditional and digital economies in developing countries.
- (E) The rivalry between developed and developing nations in adopting blockchain technology.

Questão 23

Which statement best describes the cohesion and main argument presented by Sophia throughout the dialogue?

- (A) Sophia focuses solely on the technological innovations transforming the global economy.
- (B) She emphasizes the need for stricter national policies rather than international cooperation.
- (C) She dismisses the idea of a green economy as impractical for developing countries.
- (D) Sophia advocates for a completely laissez-faire approach to economic policy-making.
- (E) Sophia argues for the integration of ethical and environmental considerations into economic and technological advancements.

Questão 24

Which method of grammar instruction emphasizes the natural acquisition of language structures through context and communicative practice, rather than through the direct teaching of grammatical rules? It encourages learners to deduce patterns from authentic language use and is closely related to Communicative Language Teaching (CLT).

- (A) Implicit Approach.
- (B) Direct Method.
- (C) Audio-Lingual Method.
- (D) Explicit Instruction.
- (E) Grammar-Translation Method.

Questão 25

With the redemocratization of Brazil and the enactment of the new Lei de Diretrizes e Bases da Educação (LDB) in 1996, the teaching of foreign languages underwent a significant reformulation. Which of the alternatives below correctly describes a change that occurred in the teaching of English in Brazilian schools after the LDB of 1996?

- (A) The LDB of 1996 returned autonomy to schools to choose the foreign languages to be taught, but English consolidated itself due to its growing global importance.
- (B) The reform of the LDB of 1996 eliminated the teaching of foreign languages from the mandatory school curriculum.
- (C) After the LDB of 1996, the teaching of English remained exclusively with the traditional method of grammar and translation.
- (D) English lost ground in Brazilian schools due to the implementation of policies that valued indigenous languages.
- (E) The LDB of 1996 imposed the teaching of Spanish as a mandatory language in all schools.

Questão 26

In the context of teaching grammar in a second language classroom, which of the following approaches most effectively balances explicit and implicit learning, according to current SLA (Second Language Acquisition) research?

- (A) The Task-Based Language Teaching (TBLT) approach, which integrates explicit grammar instruction within meaningful communicative tasks, allowing learners to apply grammatical structures in context while also receiving corrective feedback.
- (B) The Natural Approach, which suggests grammar should not be taught at all, relying on exposure to comprehensible input for natural language development and acquisition.
- (C) The Grammar-Translation Method, which emphasizes the explicit learning of grammar rules through translation exercises and rote memorization, as it ensures accuracy and retention.
- (D) The Direct Method, which eliminates the use of the first language and encourages implicit learning by focusing exclusively on spoken communication without any explicit grammar instruction.
- (E) The Audiolingual Method, which promotes language learning through repetition and drills, emphasizing habit formation without conscious awareness of grammatical rules.

Questão 27

According to Pierre Bourdieu, what term refers to the value attributed to a person's linguistic skills, which can influence their social mobility and access to resources within a particular social field?

- (A) Linguistic Capital.
- (B) Linguistic Relativism.
- (C) Symbolic Violence.
- (D) Social Capital.
- (E) Cultural Hegemony.

Questão 28

What term is used to describe a language that is adopted as a common means of communication between speakers of different native languages, especially for international diplomacy, business, science, and cultural exchange?

- (A) Lingua Franca.
- (B) Dialect.
- (C) Official Language.
- (D) Mother Tongue.
- (E) Pidgin.

Questão 29

Considering language as a form of interaction, which classroom practices best facilitate interactive language

use among students, particularly in English as a Foreign Language (EFL) contexts?

- (A) Teacher-led lectures are the best method to ensure students learn the correct language forms before attempting to interact, minimizing the need for student-to-student communication.
- (B) Silent reading and individual writing tasks are preferred for interaction, as they allow students to internalize the language structure before speaking.
- (C) Listening to audio recordings and repeating phrases is the most effective way to ensure correct pronunciation, which is more important than interactive competence.
- (D) Group discussions, role-plays, and collaborative tasks encourage students to use language in context, simulating real-life.
- (E) Home office studies in which each student reads their own material and interacts with an artificial intelligence virtual assistant.

Questão 30

A teacher introduces a sentence that can be interpreted in multiple ways depending on the placement of a comma. Students are asked to rewrite the sentence in two different ways to show how punctuation affects meaning, and then explain their choices. What is the purpose of this activity?

- (A) The teacher is preparing students for a standardized test where punctuation is a key component, focusing on test-taking strategies.
- (B) The teacher wants students to memorize the correct punctuation rules by practicing them in isolated sentences.
- (C) The teacher is helping students develop metalinguistic awareness by encouraging them to think critically about how punctuation affects meaning and how grammatical choices influence interpretation.
- (D) The teacher is assessing students' ability to recognize and reproduce complex sentence structures without explicit focus on meaning.
- (E) The teacher aims to improve students' reading speed by focusing on punctuation marks as cues for faster comprehension.

Questão 31

During the imperial period in Brazil, the French language dominated the educational and cultural scene, being considered the language of diplomacy and European culture. The teaching of English, although still in its infancy, began to expand as a practical necessity, due to:

- (A) the arrival of North American immigrants who established agricultural colonies in Brazil.
- (B) the growing demand for translations of English literary works into Portuguese.

- (C) the widespread adoption of English as the official language of the Portuguese colonies.
- (D) the expansion of trade relations between Brazil and the United Kingdom.
- (E) the imposition of English as a mandatory language by the Catholic Church in religious schools.

Questão 32

In an English language classroom, the teacher plans a unit that integrates language learning with environmental science. Students are required to read articles about climate change, engage in discussions, and create presentations in English about the impact of pollution on local ecosystems. The unit also includes a project where students research a specific environmental issue and write a report in English, proposing solutions based on scientific data. What teaching approach does this best exemplify, which combines learning from multiple disciplines to enhance language acquisition and critical thinking?

- (A) Transdisciplinarity.
- (B) Unidisciplinarity.
- (C) Laterality.
- (D) Multidisciplinarity.
- (E) Interdisciplinary.

Questão 33

In an English language class, the teacher gives students a paragraph containing several intentional grammatical errors. The students are asked to work in pairs to identify and correct these errors, then explain the reasoning behind their corrections. This activity aims to develop the students' ability to think about and analyze the language. What type of activity is this?

- (A) The teacher provides correct sentences and asks students to memorize them, ensuring they can reproduce them accurately in a test.
- (B) The teacher reads the paragraph aloud with correct grammar, asking students to listen carefully and rewrite the sentences from memory.
- (C) The teacher encourages students to reflect on the errors, discuss their corrections with peers, and explain the grammatical rules involved, fostering a deeper understanding of language structure.
- (D) The teacher focuses on the content of the paragraph, ignoring the grammatical errors, and encourages students to focus on comprehension rather than accuracy.
- (E) The teacher assigns the paragraph as homework, expecting students to correct the errors on their own and return with the corrected version the next day.

Questão 34

According to Lev Vygotsky, how is language related to cognitive development?

- (A) Language is a cultural and social phenomenon essential for cognitive development, as it mediates complex mental functions like memory, attention, and problem-solving.
- (B) Language is primarily a biological phenomenon that develops independently of social and cultural contexts.
- (C) Vygotsky considered language to be a secondary factor in cognitive development, only important for basic communication skills.
- (D) Cognitive development occurs before language development, and language has no impact on complex mental functions.
- (E) Vygotsky believed that language development is purely dependent on innate abilities, without any influence from social interactions.

Questão 35

What was one of the main factors that contributed to the growing importance of the English language in Brazil during the post-World War II period?

- (A) The creation of an official policy of total and unrestricted cultural assimilation promoted by the Brazilian government.
- (B) The expansion of elite schools that taught English as the main language.
- (C) The intensification of the commercial relationship between Brazil and Canada.
- (D) The increasing influence of the United States in Brazilian culture, politics and education.
- (E) The growing influence of Australia in Brazilian politics.

Questão 36

The contemporary cross-cutting themes of the Base Nacional Comum Curricular (BNCC) are areas of knowledge that permeate all subjects and curricular components, promoting an integrated and contextualized approach to learning. Which of the following is NOT a cross-cutting theme of the BNCC?

- (A) Human Rights Education.
- (B) Cultural Diversity.
- (C) Environmental Education.
- (D) Fashion and Social Media.
- (E) Fiscal Education.

Questão 37

Audiovisual teaching resources are widely used in the teaching-learning process to make content more attractive and facilitate students' understanding of concepts. Which of the following statements correctly describes the main advantage of using audiovisual resources in education?

- (A) They encourage student passivity by reducing the need for interaction in the classroom.
- (B) They integrate visual and auditory stimuli, promoting greater engagement and retention of information.
- (C) They allow for faster and more mechanical learning of facts and data.
- (D) They ensure that all students learn in the same way, without the need for major adaptations.
- (E) They replace the role of the teacher in the teaching process.

Questão 38

Pedagogical resources should encourage analysis, experimentation and problem-solving. In this sense, we can state that pedagogical resources promote:

- (A) dependence on pre-established scripts, but with some flexibility.
- (B) contemporary teaching centered on the teacher.
- (C) critical thinking.
- (D) social inclusion.
- (E) automatic memorization of content.

Questão 39

Why is the English language considered essential for global participation, especially in the Brazilian context?

- (A) It is the second most used language in multinational companies' communications.
- (B) It is only used in informal settings and not in scientific publications.
- (C) It is the only official language in international business transactions.
- (D) It provides access to a vast range of knowledge, scientific innovations, and cultural exchange.
- (E) It is the official language of all international diplomatic meetings.

Questão 40

Which language teaching technique involves learners listening to a short text read aloud, taking notes, and then working together to reconstruct the text in their own words while focusing on both meaning and grammatical accuracy?

- (A) Think-Pair-Share.
- (B) Dictogloss.
- (C) Information Gap Activity.
- (D) Role Play.
- (E) Shadowing.