



Professor de Inglês

LEIA ATENTAMENTE AS INSTRUÇÕES A SEGUIR

- Os Cadernos de Prova de cada cargo possuem 4 tipos diferentes, sendo o conteúdo das questões o mesmo para todos, diferenciando-se apenas a ordem das questões e alternativas.
- Verifique acima o tipo do seu Caderno de Prova e preencha no cartão-resposta, em campo específico, o número correspondente ao tipo do seu Caderno de Prova.
- Cada questão da prova objetiva constitui-se de quatro alternativas, identificadas pelas letras A, B, C e D, das quais apenas uma é a resposta correta.
- Todas as respostas julgadas como corretas do Caderno de Prova deverão ser transportadas para o cartão-resposta, o qual será o único documento válido para a correção das provas objetivas e não será substituído em hipótese alguma.
- Faça o preenchimento do tipo de prova e da alternativa que julgar correta, conforme o exemplo a seguir: ●
- Confira se este Caderno de Prova corresponde ao cargo para o qual você se inscreveu e se o mesmo contém **20** questões, numeradas de **1 a 20**.
- Verifique no caderno de prova se faltam folhas, se a sequência de questões está correta e se há imperfeições gráficas que possam causar dúvidas. Não serão consideradas reclamações posteriores ao término da prova.
- Deixe sobre a carteira apenas documento de identificação, caneta esferográfica de tinta azul ou preta feita de material transparente e recipiente com água, sem qualquer etiqueta ou rótulo.
- A interpretação das questões é parte integrante da prova, não sendo permitidas perguntas aos fiscais.
- Ao terminar sua prova, entregue o cartão-resposta devidamente **preenchido e assinado** ao fiscal de sala e retire-se imediatamente do local de aplicação das provas.

TEMPO DE PROVA

- A prova objetiva terá duração máxima de **2h30min**, incluído o tempo para preenchimento do cartão-resposta.
- O candidato somente poderá retirar-se do local de prova após 30 minutos de seu início e poderá levar o caderno de provas.
- Os 3 (três) últimos candidatos somente poderão retirar-se da sala de prova simultaneamente e devem fazê-lo após o encerramento da ata de sala.

NÃO É PERMITIDO

- Folhear o Caderno de Prova antes da autorização do fiscal.
- Qualquer tipo de comunicação entre os candidatos durante a aplicação da prova, sob qualquer forma ou alegação.
- Qualquer tipo de consulta, seja por meio de recursos didáticos, elétricos ou eletrônicos.
- Sair da sala durante a realização da prova sem o acompanhamento de um fiscal.
- Uso do banheiro após entregar seu cartão-resposta.
- A permanência de candidatos no local de realização das provas após o término e a entrega do cartão-resposta.

Conhecimentos Específicos

O texto seguinte servirá de base para responder às questões de 1 a 8.

Archaeologists conduct first 'space excavation' on International Space Station

By Justin St. P. Walsh and Alice Gorman, The Conversation | Published: August 15, 2024 | Last updated on August 20, 2024

New results from the first archaeological fieldwork conducted in space show the International Space Station is a rich cultural landscape where crew create their own "gravity" to replace Earth's, and adapt module spaces to suit their needs.

Archaeology is usually thought of as the study of the distant past, but it's ideally suited for revealing how people adapt to long-duration spaceflight.

In the SQuARE experiment described in our new paper in PLOS ONE, we re-imagined a standard archaeological method for use in space, and got astronauts to carry it out for us.

Archaeology ... in ... spaaaaace!

The International Space Station is the first permanent human settlement in space. Close to 280 people have visited it in the past 23 years.

Our team has studied displays of photos, religious icons and artworks made by crew members from different countries, observed the cargo that is returned to Earth, and used NASA's historic photo archive to examine the relationships between crew members who serve together.

We've also studied the simple technologies, such as Velcro and resealable plastic bags, which astronauts use to recreate the Earthly effect of gravity in the microgravity environment – to keep things where you left them, so they don't float away.

Most recently, we collected data about how crew used objects inside the space station by adapting one of the most traditional archaeological techniques, the "shovel test pit".

On Earth, after an archaeological site has been identified, a grid of one-metre squares is laid out, and some of these are excavated as "test pits". These samples give a sense of the site as a whole.

In January 2022, we asked the space station crew to lay out five roughly square sample areas. We chose the square locations to encompass zones of work, science, exercise and leisure. The crew also selected a sixth area based on their own idea of what might be interesting to observe. Our study was sponsored by the International Space Station National Laboratory.

Then, for 60 days, the crew photographed each square every day to document the objects within its boundaries. Everything in space culture has an acronym, so we called

this activity the Sampling Quadrangle Assemblages Research Experiment, or SQuARE.

The resulting photos show the richness of the space station's cultural landscape, while also revealing how far life in space is from images of sci-fi imagination.

The space station is cluttered and chaotic, cramped and dirty. There are no boundaries between where the crew works and where they rest. There is little to no privacy. There isn't even a shower.

What we saw in the squares

Now we can present results from the analysis of the first two squares. One was located in the US Node 2 module, where there are four crew berths, and connections to the European and Japanese labs. Visiting spacecraft often dock here. Our target was a wall where the Maintenance Work Area, or MWA, is located. There's a blue metal panel with 40 velcro squares on it, and a table below for fixing equipment or doing experiments.

NASA intended the area to be used for maintenance. However, we saw hardly any evidence of maintenance there, and only a handful of science activities. In fact, for 50 of the 60 days covered by our survey, the square was only used for storing items, which may not even have been used there.

The amount of velcro here made it a perfect location for ad hoc storage. Close to half of all items recorded (44%) were related to holding other items in place.

The other square we've completed was in the US Node 3 module, where there are exercise machines and the toilet. It's also a passageway to the crew's favourite part of the space station, the seven-sided cupola window, and to storage modules.

This wall had no designated function, so it was used for eclectic purposes, such as storing a laptop, an antibacterial experiment and resealable bags. And for 52 days during SQuARE, it was also the location where one crew member kept their toiletry kit.

It makes a kind of sense to put one's toiletries near the toilet and the exercise machines that each astronaut uses for hours every day. But this is a highly public space, where others are constantly passing by. The placement of the toiletry kit shows how inadequate the facilities are for hygiene and privacy.

What does this mean?

Our analysis of Squares 03 and 05 helped us understand how restraints such as velcro create a sort of transient gravity.

Restraints used to hold an object form a patch of active gravity, while those not in use represent potential gravity. The artefact analysis shows us how much potential gravity is available at each location.

The main focus of the space station is scientific work. To make this happen, astronauts have to deploy large numbers of objects. Square 03 shows how they turned a surface intended for maintenance into a halfway house for various items on their journeys around the station.

Our data suggests that designers of future space stations, such as the commercial ones currently planned for low Earth orbit, or the Gateway station being built for lunar orbit, might need to make storage a higher priority.

Square 05 shows how a public wall space was claimed for personal storage by an unknown crew member. We already know there is less-than-ideal provision for privacy, but the persistence of the toiletry bag at this location shows how crew adapt spaces to make up for this.

What makes our conclusions significant is that they are evidence-based. The analysis of the first two squares suggests the data from all six will offer further insights into humanity's longest surviving space habitat.

Current plans are to bring the space station down from orbit in 2031, so this experiment may be the only chance we have to gather archaeological data.

<https://www.astronomy.com/space-exploration/archaeologists-conduct-first-space-excavation-on-international-space-station/>

Questão 01

In the article, the authors mention that astronauts on the International Space Station "create their own 'gravity' to replace Earth's." Considering the multiple meanings of the word "gravity," which strategy would best help a reader understand its specific meaning in this context?

- (A) Identifying the metaphorical use of "gravity" by analyzing how astronauts adapt to serious situations in space.
- (B) Examining the surrounding text to see how "gravity" relates to the methods astronauts use to keep objects stationary.
- (C) Replacing "gravity" with the word "weightlessness" to see if the sentence still makes sense.
- (D) Consulting a scientific dictionary to find all possible definitions of "gravity" related to physics.

Questão 02

What conclusion did the researchers draw regarding the design of future space stations based on their findings?

- (A) Personalization of spaces should be discouraged to maintain order.
- (B) Enhanced storage solutions are necessary to accommodate astronauts' needs.
- (C) Scientific workspaces should be separated from living quarters to improve privacy.
- (D) The design should prioritize more dedicated maintenance zones over leisure areas.

Questão 03

How did the researchers adapt traditional archaeological methods for use in the microgravity environment of the space station?

- (A) By physically excavating stored items from hidden compartments aboard the station.
- (B) By studying the decay of organic materials exposed to the space environment.
- (C) By instructing astronauts to create grid-like sample areas and photograph them daily.
- (D) By deploying robotic tools to simulate excavation in a zero-gravity setting.

Questão 04

What can be inferred about the astronauts' personal space and privacy aboard the International Space Station from the article?

- (A) Privacy is not a concern for astronauts during long-duration space missions.
- (B) Personal items are often stored in public areas due to limited private storage.
- (C) The station provides ample private facilities, including showers and personal lockers.
- (D) Astronauts avoid personalizing their surroundings to maintain a professional environment.

Questão 05

In the article, the authors discuss how astronauts adapt to the microgravity environment of the International Space Station (ISS). Consider the following excerpt:

"We've also studied the simple technologies, such as Velcro and resealable plastic bags, which astronauts use to recreate the Earthly effect of gravity in the microgravity environment – to keep things where you left them, so they don't float away."

In this context, the phrase "recreate the Earthly effect of gravity" is an example of:

- (A) Historical reference
- (B) Literal description
- (C) Scientific terminology
- (D) Metaphorical context

Questão 06

According to the article, how does the International Space Station serve as a "rich cultural landscape"?

- (A) It showcases a blend of cultural expressions created by a diverse crew.
- (B) It preserves ancient Earth cultures through artifacts taken into space.
- (C) It primarily functions as a scientific laboratory with little cultural significance.
- (D) It acts as a museum displaying human history for educational purposes.

Questão 07

You need to find specific information in the article about the duration of the SQuARE experiment conducted on

the International Space Station. Which reading method would be most effective for quickly locating this precise detail?

- (A) Scanning.
- (B) Skimming.
- (C) Critical Reading.
- (D) Extensive Reading.

Questão 08

Based on the article, what was the primary purpose of the SQuARE experiment conducted on the International Space Station?

- (A) To analyze how astronauts adapt and utilize space station environments for various needs.
- (B) To train astronauts in archaeological methods for future extraterrestrial excavations.
- (C) To compare the efficiency of different storage solutions in space habitats.
- (D) To study the long-term effects of microgravity on ancient artifacts placed in space.

Questão 09

An educator is designing a curriculum that emphasizes critical analysis and advanced problem-solving skills. To optimize the teaching-learning process, the educator plans to integrate both formative and summative assessments strategically. The goal is to facilitate continuous learning while accurately measuring student achievement at the end of the course.

- (A) Assigning ungraded reflective journals with detailed feedback to encourage self-assessment and growth.
Facilitating peer-review sessions where students critique each other's work based on established criteria.
Concluding with a capstone project evaluated against a rubric aligned with course outcomes.
- (B) Using pop quizzes to ensure students keep up with readings, with scores impacting the final grade.
Providing general class feedback without individualizing comments.
Assigning a research paper graded solely by the educator with no prior drafts or feedback.
- (C) Conducting mid-term and final exams as the primary means of assessment.
Incorporating group projects graded collectively, affecting each student's final grade.
Offering extra credit assignments for students who underperform on exams.

- (D) Requiring monthly presentations evaluated by the educator, contributing to the final grade.

Offering optional office hours for students seeking additional help.

Ending the course with a standardized test to benchmark student performance against national standards.

Questão 10

In the context of developing writing skills through contextualization and text production based on everyday situations, which of the following activities would be most effective in helping students connect their writing to real-life experiences?

- (A) Encouraging students to write daily journal entries about their personal observations and experiences.
- (B) Having students compose a fantasy story set in a mythical world.
- (C) Asking students to summarize historical texts from ancient civilizations.
- (D) Instructing students to create a poem using complex literary devices they have not yet studied.

Questão 11

An educator teaching a diverse graduate-level class aims to foster a collaborative and inclusive learning environment that accommodates various cultural backgrounds, learning styles, and abilities. She seeks to implement evidence-based strategies that not only encourage mutual respect and understanding among students but also actively engage them in the learning process. Which of the following approaches best achieves this goal by integrating principles of social interdependence theory and universal design for learning (UDL)?

- (A) Applying direct instruction methods, where the teacher delivers content uniformly to the entire class, ensuring all students receive the same information in a controlled environment.
- (B) Allowing students to self-select peer partners for collaborative projects, enabling them to work with peers they are comfortable with, thus enhancing communication and efficiency.
- (C) Utilizing the jigsaw classroom technique, assigning each student to become an expert on a subtopic and then teaching it to their diverse group members, fostering interdependence and valuing each member's contribution.
- (D) Implementing competitive group work, where students are grouped based on similar abilities and compete against other groups for rewards, motivating high performance through competition.

Questão 12

In the field of foreign language education, understanding the intricate relationship between language and culture is

crucial. Which of the following pedagogical approaches best embodies this relationship by emphasizing that language learning cannot be separated from its cultural context, thus promoting learners' ability to navigate and interpret culturally embedded meanings?

- (A) Audio-Lingual Method: Emphasizes repetitive drills and mimicry to instill language patterns, relying on habit formation without integrating cultural understanding.
- (B) Total Physical Response (TPR): Involves physical movement in response to verbal input, facilitating language learning through action but not explicitly addressing cultural nuances.
- (C) Direct Method: Immerses learners in the target language by prohibiting the use of the native language, focusing on speech and listening skills without overt cultural instruction.
- (D) Communicative Language Teaching (CLT): Prioritizes interaction and the practical use of language in real-life situations, incorporating cultural norms and practices to develop communicative competence.

Questão 13

An experienced educator aims to enhance her elementary school students' critical and reflective comprehension skills in an English Language class. She selects an instructional strategy that requires students to actively engage with texts through a structured process. This process involves:

1. Self-questioning to monitor understanding and identify areas of confusion.
2. Expressing thoughts during discussions to make reasoning explicit.
3. Reflective journaling through drawings or short writings to explore their ideas and feelings about the stories.
4. Collaborative dialogues where students share perspectives and listen to others.
5. Summarizing and synthesizing ideas to demonstrate understanding of the texts.

Which of the following instructional strategies is the educator most likely implementing to achieve her goal?

- (A) Direct Instruction with Emphasis on Lecture
- (B) Phonics-Based Instruction
- (C) Flipped Classroom Model
- (D) Metacognitive Teaching Strategies

Questão 14

An experienced educator is designing a lesson about analytical writing. She aims to create learning objectives that clearly define specific skills and are aligned with educational best practices. According to the principles of effective lesson planning, which of the following learning objectives best incorporates a specific skill with measurable criteria and aligns with the SMART framework (Specific, Measurable, Achievable, Relevant,

Time-bound)?

- (A) Students will analyze complex texts and write critical essays demonstrating their ability to construct coherent arguments with supporting evidence.
- (B) Students will engage in peer review sessions to enhance their understanding of analytical writing.
- (C) Students will improve their writing skills by reading various analytical essays.
- (D) Students will understand the importance of analytical writing in professional contexts.

Língua Portuguesa

O texto seguinte servirá de base para responder às questões de 15 a 17.

Os cenotes mexicanos são um complexo sistema de cavernas e cursos d'água, de beleza única.

Eles abrigam flora e fauna em abundância. Algumas espécies não são encontradas em nenhum outro lugar do planeta.

São mais de 7 mil poços de calcário que se formaram há milhões de anos na península de Yucatán, no sudeste do país. Elas datam do impacto do asteroide Chicxulub, que praticamente dizimou os dinossauros.

Os cenotes vêm sendo reverenciados ao longo da história humana. Há mais de 2,5 mil anos, os maias utilizaram alguns deles como poços de água e outros, como locais sagrados.

Eles acreditavam que os cenotes seriam os portais para Xibalba, o submundo maia, para onde vão os humanos depois da morte.

Muitos moradores locais ainda acreditam nos mitos e praticam os rituais dos seus ancestrais. E, hoje, os cenotes são a única fonte natural de água doce da região de Yucatán.

Turistas nacionais e estrangeiros também apreciam os cenotes de outras formas. Sua configuração faz com que eles sejam poços ideais para natação e um refúgio muito apreciado contra o intenso calor da região.

Alguns cenotes chegam a oferecer tirolesas, decks para banho de sol, plataformas de mergulho e lanchonetes.

Um grupo específico de visitantes é especialmente atraído pelos cenotes. São os mergulhadores.

Os poços são um paraíso para o mergulho em apneia.

Cada um deles tem uma configuração específica e eles ficam isolados dos efeitos das correntes, das ondas e do vento.

Como o mergulho em apneia exige equipamento mínimo e seus praticantes não estão sujeitos às regras do mergulho com escafandro (como limites de tempo, intervalos de segurança e subida lenta à superfície), eles podem passear pela água, contornar obstáculos e encontrar criaturas marinhas.

Estas experiências e locais únicos são inspiradores, não só para os mergulhadores, mas também para os observadores que veem as fotos e vídeos produzidos por eles.

Os cenotes estão ameaçados pela má gestão da terra, pelo desenvolvimento excessivo e pela falta de tratamento de lixo e esgoto. E, como os poços são interligado, pode ser questão de tempo para que todos eles fiquem poluídos ou acabem destruídos.

Felizmente, existe cada vez mais consciência ecológica entre as empresas, turistas e ativistas. Eles fazem a sua parte para proteger os cenotes sagrados do México.

Os mergulhadores, particularmente, divulgam a grandiosidade dos cenotes com meios visuais. Eles criaram uma comunidade forte e ativa e alguns até se tornaram embaixadores e defensores da sua proteção.

(<https://www.correiobraziliense.com.br/mundo/2024/10/6962508-as-maravilhas-ocultas-dos-cenotes-o-mundo-subaquatico-sagrado-do-mexico.html>)

Questão 15

Analise as afirmativas abaixo:

I. Apresentam o mesmo acento tônico as palavras 'cenotes', 'isolados' e 'proteger'.

II. O vocábulo 'apneia' pertence ao grupo de palavras paroxítonas que perderam o acento com o Novo Acordo Ortográfico.

III. O vocábulo 'vêm' pertence ao grupo dos verbos que apresentam acento diferencial, da mesma forma que os verbos 'manter' e 'conter'.

IV. O vocábulo 'para' não sofreu alteração com o Novo Acordo Ortográfico.

V. Assim como o vocábulo 'também' é uma oxítona acentuada, as palavras 'aloés' e 'uretér' também estão acentuados corretamente como oxítonas.

VI. A palavra 'atraído' está corretamente acentuada, e pela mesma regra o vocábulo 'feiúra' também recebe acento gráfico.

Estão corretas:

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

Questão 16

O termo destacado que é considerado termo essencial da oração está na alternativa:

- (A) **E, hoje**, os cenotes são a única fonte natural de água doce da região de Yucatán.
- (B) Eles fazem **a sua parte** para proteger os cenotes sagrados do México.

(C) **Eles** criaram uma comunidade forte e ativa e alguns até se tornaram embaixadores e defensores da sua proteção.

(D) Os cenotes mexicanos são um complexo **sistema de cavernas** e cursos d'água, de beleza única.

Questão 17

Em um dos enunciados abaixo, retirados do texto, há uma falha referente à concordância verbal e/ou nominal identificado na alternativa:

- (A) Os cenotes vêm sendo reverenciados ao longo da história humana.
- (B) ...mas também para os observadores que veem as fotos e vídeos produzidos por eles.
- (C) E, como os poços são interligado, pode ser questão de tempo para que todos eles fiquem poluídos ou acabem destruídos.
- (D) São mais de 7 mil poços de calcário que se formaram há milhões de anos na península de Yucatán, no sudeste do país.

Conhecimentos Gerais

Questão 18

A Lei Orgânica de São João do Oeste (Lei nº 539/2000) veda determinadas práticas relacionadas aos tributos municipais. Assinale a alternativa que NÃO é permitida ao Município, conforme a legislação.

- (A) Aplicar sanções por inadimplência de tributos municipais.
- (B) Arrecadar taxas e contribuições de melhorias nas áreas urbanas.
- (C) Cobrar pedágio em vias conservadas pelo poder público.
- (D) Estabelecer diferenciação de tributos com base na procedência dos bens.

Questão 19

A Independência do Brasil não marcou imediatamente a consolidação de uma nação unificada. Ao longo dos séculos XIX e XX, diversos conflitos internos ocorreram. Qual das alternativas abaixo se refere a um conflito ocorrido em Santa Catarina, marcado pela disputa territorial e social entre camponeses e o governo federal, envolvendo também questões religiosas e econômicas?

- (A) Revolta da Chibata (1910)
- (B) Revolta dos Marimbondos (1850)
- (C) Guerra do Contestado (1912-1916)
- (D) Revolta Liberal (1842)

Questão 20

O Mercado Comum do Sul (Mercosul) foi criado para promover a integração econômica e política entre países da América do Sul. Em contextos recentes, novas

dinâmicas desafiaram o funcionamento do bloco. Qual desses desafios representa um dilema central na atuação atual do Mercosul?

- (A) A resistência interna de países-membros ao alinhamento com acordos comerciais da União Europeia
- (B) A expansão do bloco para incluir países do hemisfério norte
- (C) A competição direta com o NAFTA e outras organizações asiáticas
- (D) A dificuldade de regular o comércio digital entre os países-membros