

Secretaria de Estado da Educação – SEED/PR

Processo Seletivo
Edital 138/2024



Língua Estrangeira Moderna - Inglês

MANHÃ

PROVA TIPO 1 - BRANCA



ÁREA / DISCIPLINA: LÍNGUA ESTRANGEIRA MODERNA - INGLÊS

FUNDAMENTOS DA EDUCAÇÃO

Questão 01

Em uma aula de ciências para o 9º ano do ensino fundamental, a professora propõe uma discussão sobre a evolução das teorias científicas ao longo do tempo, com foco na compreensão de que o conhecimento científico é provisório e influenciado pelo contexto cultural e histórico. Ela começa apresentando exemplos de teorias antigas, como o modelo geocêntrico de Ptolomeu, e discute como o modelo heliocêntrico de Copérnico e as observações de Galileu mudaram essa visão. Em seguida, incentiva os alunos a refletirem sobre como os avanços científicos e as mudanças culturais impactaram o conhecimento científico, evidenciando que as Ciências da Natureza são construções humanas em constante revisão e aprimoramento. A aula destaca o caráter humano do empreendimento científico, mostrando que as teorias e descobertas refletem o contexto e os valores de cada época, uma das competências específicas de ciências previstas na Base Nacional Comum Curricular (BNCC), que estabelece competências gerais e específicas para a educação básica. Considerando a relação entre essas duas dimensões, analise as afirmativas a seguir.

- I. As competências específicas são pré-requisitos para o desenvolvimento das competências gerais, uma vez que as primeiras fornecem os conhecimentos e as habilidades básicas necessárias para a construção das segundas.
- II. As competências gerais e específicas se desenvolvem de forma isolada, sendo a primeira mais abrangente e a segunda mais específica ao conteúdo de cada área do conhecimento.
- III. As competências gerais e específicas se complementam e se desenvolvem de forma inter-relacionada ao longo da escolaridade, com as primeiras orientando o desenvolvimento das segundas e vice-versa.
- IV. As competências gerais são desenvolvidas de forma isolada no currículo e não interferem nas competências específicas, que são trabalhadas por disciplina, de acordo com os conteúdos estabelecidos pela BNCC.
- V. O desenvolvimento das competências gerais no currículo escolar é integrado ao das competências específicas, de modo que as competências gerais fornecem um fundamento transversal para os conteúdos disciplinares, promovendo uma formação abrangente e contextualizada.

Expressa a dinâmica de desenvolvimento das competências ao longo da escolaridade o que se afirma em

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

Questão 02

A Secretaria Estadual da Educação entregou nesta quarta-feira (9), em Foz do Iguaçu, no Oeste do Estado, 500 celulares a alunos monitores da rede pública. A solenidade de abertura do programa Aluno Monitor contou com a presença do Secretário da Educação, Roni Miranda, e do diretor de Educação da SEED-PR, Anderfabio dos Santos, e destacou o esforço e o protagonismo dos estudantes. O evento reúne 500 alunos de 32 Núcleos Regionais de Educação (NREs), designados pelo desempenho acadêmico e dedicação ao programa, que inclui mais de 28 mil jovens em todo o estado. Com a participação de mais de 28 mil estudantes, o Programa Aluno Monitor se consolidou como uma das iniciativas mais bem-sucedidas da educação paranaense. Em 2024, 500 alunos foram selecionados entre mais de 10 mil participantes.

(Disponível em: <https://www.aen.pr.gov.br/Noticia/>. Acesso em: novembro de 2024. Adaptado.)

De acordo com os canais oficiais da SEED Paraná, o principal objetivo do Programa em referência é:

- A) Oferecer aos alunos a oportunidade de participar de programas governamentais de intercâmbio e mobilidade estudantil, como o Ganhando o Mundo, ampliando seus horizontes, promovendo a interculturalidade e fomentando o desenvolvimento de uma visão global do mundo.
- B) Fortalecer o exercício da liderança e o protagonismo estudantil no espaço educacional, capacitando-os a atuar como agentes transformadores de suas realidades escolares e comunitárias, promovendo uma cultura de participação ativa e corresponsabilidade na construção do conhecimento.
- C) Desenvolver habilidades socioemocionais como empatia, resiliência, autoconhecimento, inteligência emocional e trabalho em equipe, promovendo o bem-estar psicológico e a saúde mental dos estudantes, além de fortalecer suas relações interpessoais e sua capacidade de adaptação às diversas situações da vida.
- D) Ampliar o repertório de habilidades socioemocionais e técnicas dos participantes, preparando-os para o mundo do trabalho e para a vida adulta, através do desenvolvimento de competências como trabalho em equipe, comunicação eficaz, resolução de problemas e pensamento crítico, alinhadas às demandas do mercado de trabalho contemporâneo.

Questão 03

A Secretaria de Estado da Educação do Paraná (SEED-PR) utiliza o Livro Registro de Classe *On-line* (LRCO) como uma ferramenta essencial para o planejamento e registro das aulas, o que auxilia na organização pedagógica e no acompanhamento do processo de ensino-aprendizagem. Considerando a relação entre o planejamento da aula disponibilizada no LRCO, o atendimento aos objetivos de aprendizagem e o desenvolvimento das habilidades, analise as afirmativas a seguir.

- A) A execução do planejamento detalhado no LRCO deve priorizar a quantidade de conteúdos a serem trabalhados, garantindo que todos os objetivos da BNCC sejam cumpridos e que todos os encaminhamentos do currículo do Estado sejam atendidos.
- B) O LRCO permite que o professor registre os conteúdos das aulas, mas ele pode estar divergente dos objetivos de aprendizagem, já que o desenvolvimento das habilidades é uma consequência das intervenções docentes e ocorre de forma natural no processo de ensino.
- C) A observância do planejamento das aulas no LRCO é fundamental para garantir a coerência entre os conteúdos ministrados e os objetivos de aprendizagem, além de orientar o professor a adotar práticas pedagógicas que favoreçam o desenvolvimento das habilidades nos alunos.
- D) O uso do LRCO para o planejamento das aulas prescinde da necessidade de realizar avaliações formativas, pois o registro das atividades no sistema garante o acompanhamento do desenvolvimento dos estudantes em todos os níveis de gestão pedagógica e administrativa.

Questão 04

Na etapa do ensino médio, as expectativas dos jovens estudantes frente ao futuro pessoal e profissional tornam-se mais intensas e profundas. A dupla condição de jovem e estudante coloca em discussão uma amplitude de dilemas e anseios, bem como a preparação que a escola proporciona aos jovens para o enfrentamento desses dilemas. O Novo Ensino Médio (NEM) traz o projeto de vida como um dos eixos fundamentais da formação escolar, visto que o desenvolvimento do componente é fundamental tanto para a formação geral básica quanto para a parte diversificada. De acordo com o Referencial Curricular do Ensino Médio, considerando os fundamentos contidos no caderno dos itinerários formativos, o projeto de vida:

- I. É construído na relação com os outros, ainda que se manifeste internamente; é fruto de exploração externa.
- II. Influencia a vida dos indivíduos, mas também ecoa na vida em sociedade.
- III. É um fenômeno psicossocial, que se assenta na intersecção dos saberes individuais e dos valores presentes na cultura na qual nos inserimos, juntamente com a influência de outras pessoas e projetos coletivos.
- IV. São dimensionados pela ética e por valores morais preciosos, para a construção de uma sociedade civilizada, em que se concretiza o exercício da cidadania.

Está correto o que se afirma

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

Questão 05

Sabemos que o referencial curricular da rede é o documento que define e estabelece, considerando a Base Nacional Comum Curricular (BNCC), os direitos de aprendizagem dos estudantes brasileiros para cada etapa/ano/série da educação básica por meio do desenvolvimento de competências e habilidades. É quase impossível, tendo em vista as dificuldades de aprendizagem, que todos avancem sem algum comprometimento; de outro lado, é importante compreender que não é possível que o estudante avance na escolaridade sem aprender e que, infelizmente, há um acúmulo de defasagens que precisará ser trabalhado. É preciso construir uma trajetória de aprendizagem que dê conta de recompor e interromper a produção de novas defasagens. Para que isso aconteça, a reorganização curricular é indispensável para que os estudantes avancem no desenvolvimento de outras habilidades, devendo ser orientada pelos critérios de:

- A) Flexibilidade, individualização e autonomia, pois tais critérios permitem que cada estudante avance em seu próprio ritmo, sem a necessidade de um currículo padronizado.
- B) Avaliação contínua, formativa e diagnóstica, pois a avaliação permite identificar as dificuldades dos estudantes e ajustar as práticas pedagógicas de acordo com as necessidades individuais.
- C) Essencialidade, pertinência e progressão, pois identifica e seleciona as aprendizagens e as habilidades essenciais do referencial curricular da rede, que estão relacionadas progressivamente entre si.
- D) Contextualização, interdisciplinaridade e projetos de aprendizagem, pois tais abordagens permitem que os estudantes estabeleçam conexões entre os diferentes conteúdos com suas experiências de vida.

CONHECIMENTOS ESPECÍFICOS

Read thoroughly to answer the following questions.

Had the great pleasure of introducing my 14-year-old son to one of my favorite movies tonight. I saw SCREAM five times when it was released theatrically in 1996. I was a freshman in college and working part-time at my hometown movie theater, Cineplex Odeon in Bowie, Maryland, and I remember loving it so much that I would sometimes spend my 15-minute breaks in the back of the theater just to admire the filmmaking.

The movie absolutely knocked the wind out of me in '96, and I'm pleased to report that it still works beautifully for me today.

SCREAM is a riff on the high-school slasher film, where a group of friends are picked off one-by-one by a masked killer. The difference is that both the killer and the intended victims are aware of (and in some cases well-versed in) the very movies that created this genre, and try to use those tropes as a means of attack, or a way to survive. This kind of meta-genre deconstruction was pretty revolutionary in 1996, but SCREAM succeeds at being an exceptional slasher film even as it takes the genre apart, and that is truly miraculous to behold.

Kevin Williamson's script is crackling with wit, humor, and deep respect and love for the genre. Craven's direction is fluid, confident, and full of brilliant misdirection – it feels like watching close-up magic, and his slight of hand is balanced with some truly inspired set pieces and beautiful cinematography. The cast is wonderful, and I found myself smiling about just how affectionately I remember these characters. When the movie started, I didn't think “oh there's Neve Campbell, and there's Matt Lillard” – I was thinking “There's Sid, there's Stu.”

It's easy to forget how revolutionary and astonishing the iconic opening sequence was, and I marvel now at the extended party set-piece, which takes up almost the entirety of the second half of the film. Just wonderful stuff.

SCREAM is a gleeful, brilliant deconstruction of the genre itself, breaking it apart with profound respect and love, and celebrating the very tropes it is exposing. There's a reason it had such impact on release, and that the franchise is still finding some fuel in the tank nearly three decades later. It's also a time capsule of the late 90's, and reminds me so much of my youth – I grinned when the sheriff asks Billy Loomis “Why do you have a cellular telephone, son?” This was, at the time, not an unreasonable question. It's a different world, but horror still works just as well.

If I would have told my 18 year-old self that someday I'd work with (and become great friends with) Matthew Lillard, enjoy meals and social deduction games with Kevin Williamson, and have a relaxed, casual dinner with Neve Campbell... I frankly would never have believed it. I've now gotten to personally thank those artists for the impact this film had on me, and that in and of itself only further blurs the lines between movies and reality – a sensation I faintly felt watching NEW NIGHTMARE in 1994, and felt completely with SCREAM. What a wild world this is.

This movie was formative for me, and changed the way I looked at what was possible in the genre. I loved it when I was 18, and I loved it tonight. And, my son also loved it... so a great evening all around.

(Available: <https://letterboxd.com/flanaganfilm/films/reviews/> Accessed in: November/2024.)

Questão 06

Texts vary in style and structure when it comes to their objectives. The intended message and genre conventions in the previous text classify it as a:

- A) Movie blurb.
- B) Movie guide.
- C) Movie script.
- D) Movie review.

Questão 07

In paragraph 3, what exactly does the author consider “revolutionary” about the movie “Scream”?

- A) The fact that the killer's identity remains unknown until the end of the movie.
- B) It transforms horror clichés as a whole to create an entirely new movie genre.
- C) The film creates a successful parody to the horror genre and still works as an authentic slasher movie.
- D) The meta-genre deconstruction functions in a way to take the genre apart while adding elements of drama to the story.

Questão 08

In paragraph 5, why does the author mention the opening scene as “iconic”?

- A) Drew Barrymore's acting is realistic and impressive.
- B) The soundtrack matches perfectly the tension in the sequence.
- C) The complex and elaborate cinematography which brings an aura of pure horror.
- D) The effectiveness of the sequence to set an innovative and bold tone for the film.

Questão 09

In paragraph 2, the following match the same meaning EXCEPT:

- A) "The movie absolutely flabbergasted me in '96 [...]"
- B) "The movie absolutely left me dumbstruck in '96 [...]"
- C) "The movie absolutely underwhelmed me in '96 [...]"
- D) "The movie absolutely stunned me into silence in '96 [...]"

Questão 10

The word "riff" in paragraph 3 is best replaced by:

- A) Reboot.
- B) Parody.
- C) Remake.
- D) Franchise.

Questão 11

Analyze the following statements:

- I. Praising technical features of the movie indicates the author's appreciation for it.
- II. "Scream" deeply influenced the author's professional and personal growth.
- III. The author is in disbelief on his current relationship with some cast and crew members of the film.
- IV. The author finds connection only with his youth in regard to the movie script.

All of them are true, EXCEPT:

- A) I.
- B) II.
- C) III.
- D) IV.

Questão 12

An English teacher handed this text to his/her students with the following sentence highlighted. Analyze his criteria to do so:

If I would have told my 18 year-old self that someday I'd work with (and become great friends with) Matthew Lillard, enjoy meals and social deduction games with Kevin Williamson, and have a relaxed, casual dinner with Neve Campbell... I frankly would never have believed it.

- I. Use of spoken and informal language.
- II. Non-standard use of past unreal conditional structure.
- III. Commas to enhance formality.
- IV. Conversational tone as a way to create a sense of familiarity.

The correct items are:

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

Questão 13

Which item presents the standard form of the sentence structure in question 12?

- A) "If I tell my 18 year-old self that someday I'd work with (and become great friends with) Matthew Lillard, enjoy meals and social deduction games with Kevin Williamson, and have a relaxed, casual dinner with Neve Campbell... I frankly would never have believed it."
- B) "If I had told my 18 year-old self that someday I'd work with (and become great friends with) Matthew Lillard, enjoy meals and social deduction games with Kevin Williamson, and have a relaxed, casual dinner with Neve Campbell... I frankly would never have believed it."
- C) "If I had had told my 18 year-old self that someday I'd work with (and become great friends with) Matthew Lillard, enjoy meals and social deduction games with Kevin Williamson, and have a relaxed, casual dinner with Neve Campbell... I frankly would never have believed it."
- D) "If I will have told my 18 year-old self that someday I'd work with (and become great friends with) Matthew Lillard, enjoy meals and social deduction games with Kevin Williamson, and have a relaxed, casual dinner with Neve Campbell... I frankly would never have believed it."

Questão 14

Students were asked to read the text thoroughly and answer the following questions about the movie “Scream”:

- Who was the director?
- What is the release date?
- Who played the characters?
- Who wrote the script?

This activity is an example of:

- A) Scanning practice.
- B) Inference practice.
- C) Skimming practice.
- D) Summarizing practice.

Questão 15

The reference to “New Nightmare” alongside “Scream” was stressed out by a teacher with the goal to demonstrate:

- A) Horror movies became popular in the 90’s.
- B) The unquestionable context of Scream’s success.
- C) A link between films that dismantle horror clichés.
- D) The author’s predilection for Wes Craven’s filmography.

Read the poem to answer the following questions:

The road not taken

Two roads **diverged** in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And **looked** down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and **wanted** wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.

(By Robert Frost.)

Questão 16

The fundamental theme of the poem can be pointed out in:

- A) The beauty of nature.
- B) Making choices is hard as it is irreversible.
- C) Making the right choices suppresses regret.
- D) Environmental issues and the effects in humans’ ordinary lives.

Questão 17

Indicate the phonological poetic device spotted in *“Because it was grassy and wanted wear”*:

- A) Sibilance.
- B) Alliteration.
- C) Consonance.
- D) Onomatopoeia.

Questão 18

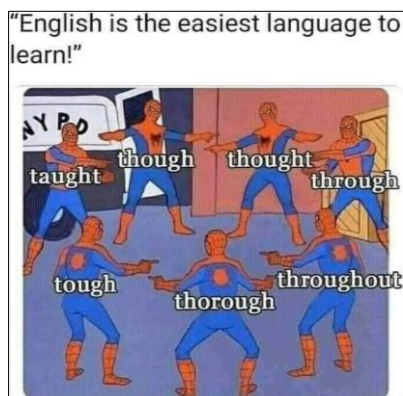
Students were given a set of verbs as follows and asked to separate them in three groups in accordance with the ones highlighted in the poem. Select the option that justifies the teacher’s decision to propose this activity:

NEEDED
LIVED
JUMPED
HATED
WALKED
LOVED

- A) Practice of regular past-tense verb spelling.
- B) Practice of regular past-tense verb location.
- C) Practice of regular past-tense verb meaning.
- D) Practice of regular past-tense verb pronunciation.

Questão 19

Consider verbal and non-verbal language to answer the following:



The English language facet targeted is:

- A) Derived words.
- B) Parts of speech.
- C) Verb formation.
- D) Unorthodox pronunciation.

Questão 20

Inspect the quotes in detail:

- I. “You **should** be the change that you want to see in the world.” – Mahatma Gandhi
- II. “You **may** not control all the events that happen to you, but you **can** decide not to be reduced by them.” – Maya Angelou
- III. “I **might** have been born in a hovel, but I am determined to travel with the greats.” – Tina Turner
- IV. “We **must** accept finite disappointment, but never lose infinite hope.” – Martin Luther King Jr.

The shades of modality can be identified respectively in

- A) deontic – epistemic – dynamic – epistemic – deontic
- B) deontic – dynamic – epistemic – deontic – epistemic
- C) dynamic – deontic – epistemic – epistemic – deontic
- D) deontic – epistemic – epistemic – dynamic – deontic

Questão 21

The sentence *“English is the easiest language to learn!”* functions as a way to:

- A) Inspire individuals to study English.
- B) Sarcastically imply that the assertion is not true.
- C) Compare distinct languages and pronunciations.
- D) Advocate the straightforwardness for picking up English.

Questão 22

Students received the quotes and were asked to reflect on the aspects of modality conveyed in each. As an introductory activity, the teacher encouraged them to find an additional quote that matched the meaning of one of the provided quotes.

All of the following students succeeded, EXCEPT:

- A) *“I can resist anything except temptation.”* – Oscar Wilde
- B) *“It is never too late to be what you might have been.”* – George Eliot
- C) *“You should try to be a rainbow in someone else’s cloud.”* – Maya Angelou
- D) *“You must be the change you wish to see in the world.”* – Mahatma Gandhi

Questão 23

Scan the following content:

From Woolf to Sackville-West

52 Tavistock Square
Tuesday, January 26.

Your letter from Trieste came this morning – But why do you think I don’t feel, or that I make phrases? ‘Lovely phrases’ you say which rob things of reality. Just the opposite. Always, always, always I try to say what I feel. Will you then believe that after you went last Tuesday – exactly a week ago – out I went into the slums of Bloomsbury, to find a barrel organ. But it did not make me cheerful ... And ever since, nothing important has happened – Somehow it’s dull and damp. I have been dull; I have missed you. I do miss you. I shall miss you. And if you don’t believe it, you’re a long eared owl and ass. Lovely phrases? ...

But of course (to return to your letter) I always knew about your standoffishness. Only I said to myself, I insist upon kindness. With this aim in view, I came to Long Barn. Open the top button of your jersey and you will see, nestling inside, a lively squirrel with the most inquisitive habits, but a dear creature all the same – V.

Taking into account verbal and non-verbal language, it is correct to affirm that content consists of:

- A) A letter.
- B) A recipe.
- C) A short story.
- D) Operating instructions.

Questão 24

The author’s sentimental condition is best outlined in:

- A) Rather bitter and irritated towards the recipient.
- B) No significant emotional turmoil, rather peaceful.
- C) Dynamic and excited, overflowed with energy and hope.
- D) Craving for connection and contemplative, somewhat melancholic.

Questão 25

In *“But of course (to return to your letter) I always knew about your STANDOFFISHNESS.”* appoint the fitting option that best substitutes the highlighted word.

- A) Audacity.
- B) Ignorance.
- C) Indifference.
- D) Relentlessness.

Questão 26

As to the featured sentences, there is consistent information in:

The magic realm was just ahead of us, all wrapped in mystery and cloaked by soft haze. No dwellings could be seen at that point, since the winding road did not leave much of a clear spatial prospect, but some characters who had always inhabited imagination were evidently visible then. On the grass sat an enormous frog gazing at a swarm of insects in the distance which sharpened our curiosity, as if unpredictable surprises were to come. The first scenario was promising, so we went on the road. Next, under a tree was lying one of the biggest men we had ever seen peacefully sleeping. Directly in front of him stood a great hut, indicating its landlord was the slumbering creature. As we quietly proceeded and the mist scattered, we were able to view that along the road came a strange procession.

- A) Some punctuation failures help build up ambiguity.
- B) Subjects should be employed after reporting verbs.
- C) Restrictive terms are used for the sake of emphasis.
- D) Intransitive verbs were placed before their subjects.

Questão 27

Students were divided in groups and each group received one of the fragments for analysis and comprehension. The thorough examination highlights the presence and command of one same figure of speech mainly employed in all of them contributing to:

“My friend is dead, my neighbor is dead, my love, the darling of my soul, is dead.”
(A Tale of Two Cities, Charles Dickens.)

“Buddy, you’re a boy, make a big noise
Playing in the street, gonna be a big man someday
Buddy, you’re a young man, hard man
Shouting in the street, gonna take on the world someday.”
(We Will Rock You, Queen.)

“We will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together knowing that we will be free one day.”
(I Have a Dream, Martin Luther King.)

“I came to win, to fight, to conquer, to thrive.
I came to win, to survive, to prosper, to rise.”
(Fly, Nicki Minaj.)

“... and that government of the people, by the people, for the people shall not perish from the Earth.”
(Gettysburg Address, Abraham Lincoln.)

“We saw no houses, no smoke, no footprints, no boats, no people.”
(Lord of the Flies, William Golding.)

- A) The inversion of clausal ordering as a construction resource usage.
- B) Building of the theme progression through conjunction repetitions.
- C) Connecting the items that will establish relationships of opposition.
- D) Meaning enhancement regarding information and terms’ numbering.

Questão 28

A handout containing the pairs of sentences that follow was given 9th graders for translation, observation and comparison. Being the use of a specialized online dictionary, indicated by the teacher, allowed and encouraged, by means of the teacher's orientations and guidance while it happens the sharing of students' perceptions it should be possible to:

- 1.a) Bill had a golden opportunity this semester.
 - 1.b) Bill had a golden chance this semester.
 - 2.a) She is stubborn, and won't change her mind.
 - 2.b) She is stubborn, and won't change her thought.
 - 3.a) Unfortunately mom is a heavy smoker.
 - 3.b) Unfortunately mom is a big smoker.
 - 4.a) Are you fully aware of this medicine's side effects?
 - 4.b) Are you entirely aware of this medicine's side effects?
 - 5.a) The teacher gave us advice.
 - 5.b) The teacher offered us advice.
- A) Recognize that idiomatic language usage is very rich.
B) Understand phrasal verbs are formed in diverse ways.
C) Keep the same meaning in different diachronic contexts.
D) Know some basic and conventional word combinations.

Questão 29

Every language has, due to several factors, variations in its structure, speech, grammar and pronunciation. That is, in the same language we may find different ways of speaking, that enrich even more the linguistic content and the dynamism in communication. Some of these possibilities are related to the linguistic variations that occur in specific regions, namely, there is a difference in words and phonemes, according to the place where certain language is spoken. For example, does a person who was born in Rio Grande do Sul speak in the same way as someone who was born in Bahia? Certainly not. Each region has its own variations of a same language. The same applies to international examples, such as The United States, England, New Zealand, The Virgin Islands, and South Africa, to quote just a few of the locations where English is mainly spoken, in different places and regions, different forms develop. This linguistic phenomenon happens in locations with different cultures, habits, customs and traditions, thus creating other language structures, diverse lexicon, as well as sounds and accents. The dimension of linguistic variation described is:

- A) Diatopic.
- B) Diaphasic.
- C) Diastratic.
- D) Diachronic.

Questão 30

The word list, extracted from previously studied texts, was tabled as vocabulary review, as well as to prompt word structure awareness and deeper study, being the criterion that applies to all of the words on the list, and grounds lexical choice:

breakage
refusal
starvation
payee
independence
brotherhood
dictatorship
happiness
communism
farming

- A) Suffixes change verbs into nouns.
- B) Free morphemes have suffix value.
- C) Affixation provides noun formation.
- D) Affixes cannot be attached to verbs.

Questão 31

The text coming next was submitted to study through activities such as reading and interpretation, aiming at featuring language's referential function in a practical way, since its author focuses on:

A survey released on Thursday (18) by MapBiomias shows that, in 2022, 77% of the illegal mining areas in the Brazilian Amazon were less than 500 meters away from water streams, such as rivers and lakes. According to satellite images recently revealed, the Amazon had 186,000 hectares of illegal mining areas near water streams, out of a total of 241,000 hectares occupied by illegal miners (known in Brazil as "garimpeiros") in the region. At the time, the Amazon accounted for 92% of all the area mined in the country.

"The proximity of gold mines to watercourses is the DNA of mining activities in the Amazon, especially gold, which is almost always linked to rivers and their alluvial deposits. While deforestation is confined to the area mined, the siltation caused by mining near the edges of rivers and other water streams coupled with the contamination of water by mercury, and more recently by cyanide, reach much larger areas," said Cesar Diniz, a technical coordinator of mining mapping at MapBiomias. The survey also showed that around 10% of the area mined in the Amazon (25,100 hectares) is located within Indigenous Lands, especially in the Kayapó, Munduruku and Yanomami lands. MapBiomias points out that Indigenous lands are the best-preserved areas in the Amazon: from 1985 to 2022, they lost less than 1% of their native vegetation, compared to 26% recorded in private areas.

(Available in: <https://www.brasildefato.com.br/>. Accessed in: April/2014.)

- A) Personal opinion, substantiated by facts.
- B) Linguistic resources to persuade readers.
- C) Accurate and straightforward information.
- D) Disclosing a connotative view of the matter.

Questão 32

The review of the Simple Present topic proposed to 8th graders by means of the sentences' analysis will enable to remind them of an instance when the Simple Present must be employed which is to describe:

The summer term starts on April 10th.
What time does the bus arrive in Seattle?
My plan leaves at three o'clock sharp.
Are you on duty next week?
The sun rises exactly at 6:13 tomorrow.
The restaurant opens at 19.30 tonight.
Does she have a yoga class tomorrow morning?

- A) Predictions when there is obvious outside evidence about them.
- B) Future events which are part of the timetable or a regular schedule.
- C) Predictions when there is no obvious outside evidence about them.
- D) Actions with future meaning since they refer to subordinate clauses.

Questão 33

The featured figure of speech in the image is:



(Available in: <https://www.redbubble.com>)

- A) Litote.
- B) Allusion.
- C) Metaphor.
- D) Metonymy.

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Questão 34

Cohesion helps readers to focus well on the text topic by building clearer emphasis and understanding. Concerning the highlighted cohesive devices, it is compatible information they function as:

The official journal of the IFIP Technical Committee on Education covers the complex relationships that are established between information and communication technologies and education. Especially those providing perspectives at all levels which range from the micro of specific applications or instances of use in classrooms to macro concerns of national policies and major projects; from classes of five year olds to adults in tertiary institutions; from teachers and administrators, to researchers and designers; from institutions to open, distance and lifelong learning. This breadth of coverage allows Education and Information Technologies to examine fundamental issues at all levels that discuss specific instances and cases, drawing inference and probing theory. This journal is embedded in the research and practice of professionals who look for boosting their performances by bringing in innovation. We are also very proud to acknowledge that over 50% of the articles published in this journal in 2023 were related to one or more of the 17 Sustainable Development Goals (SDGs).

(Available in: <https://link.springer.com/journal/10639>. Adapted.)

- A) Objects.
- B) Subjects.
- C) Predicates.
- D) Determiners.

Questão 35

Having examined verbal and visual data, students should be able to recognize that the main source of humor is specifically found in acknowledging that:



(Available in: <https://www.cartoonstock.com>)

- A) Polysemy helps build humor and criticize prejudice.
- B) Either backward or forward word reading is feasible.
- C) Lexical richness will be reached through connotation.
- D) The denotative meaning of some words is overlooked.

Questão 36

Although higher education institutions offer self-paced massive open online courses (MOOCs) on platforms like edX, little systematic effort has been made to examine their instructional design features. Therefore, to review self-paced MOOCs on edX and examine their instructional design features for those interested in designing and offering them is essential. Aiming at offering reliable data, a significative amount of MOOCs that represent engineering, computer science, communications, business and management should be randomly selected for analysis if a realistic view is sought. Moreover the instructional design features of the MOOCs ought to be organized in terms of course structure and elements of course information, as well as types of instructional videos, assessments, and online discussion boards, for by catering to those aspects, issues of current instructional design features will be also involved.

(Available in: <https://www.tandfonline.com>, Adapted.)

According to what is inferred from usage, the ING forms are:

- A) Gerunds.
- B) Infinitives.
- C) Participles.
- D) Bare infinitives.

Questão 37

The cartoon analysis and observation enables one to state that:



(Available in: <https://www.cartoonstock.com>)

- A) Sociolects are going to be used in different social groups.
- B) Linguistic variation is represented by old-fashioned forms.
- C) Regionalism employment is averted in family relationships.
- D) Linguistic variation will not cover grammar and morphology.

Questão 38

The dialogue describing an everyday purchase situation was presented for role playing, and oral practice, being the underlined segments examples of:

Salesman: Madam, how may I help you?

Customer: I'm looking for a leather purse.

Salesman: What size do you prefer?

Customer: Medium.

Salesman: What about the brand?

Customer: Maybe an Italian one in red.

Salesman: It won't be a problem. The section on the left has new famous Italian arrivals but I'm not sure we have all of them in red.

Customer: The variety there seems far less. Anyway I will see the second, fourth and sixth red Italian ones on the first row to start with.

- A) Predicative position use.
- B) Descriptive words' order.
- C) Qualifiers modifying nouns.
- D) Nouns in attributive position.

Questão 39

Concerning the word pairs on the list, the item displaying consistent knowledge is:

- tyre, tire
- grey, gray
- realise, realize
- harbor, harbour
- catalogue, catalog
- traveled, travelled
- likeable, likable

- A) Pronunciation changes as word spelling changes too.
- B) Each pair bears difference in spelling and in meaning.
- C) There are clear spelling mistakes in either of the pairs.
- D) Diverse spelling does not mean diverse pronunciation.

Questão 40

A *wh*-question usually refers to the main clause which starts with the question word, however, questions can also refer to subordinate *That*-clauses. **THAT** must be dropped in:

- A) “Who do you wish that you’d married, then?”
- B) “How long do you think that we should wait?”
- C) “What do you suppose that will happen now?”
- D) “What did you say that you wanted for Christmas?”

ATENÇÃO



NÃO é permitida a anotação das respostas da prova em nenhum meio.
O candidato flagrado nessa conduta poderá ser eliminado do processo.



INSTRUÇÕES

1. Somente será permitida a utilização de caneta esferográfica de tinta azul ou preta, feita de material transparente e de ponta grossa.
2. É proibida, durante a realização das provas, a comunicação entre os candidatos e 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 de calcular, máquina fotográfica, controle de alarme de veículo, relógio de qualquer modelo, pulseiras magnéticas e similares etc., o que não acarreta em qualquer responsabilidade do Instituto Consulplan sobre tais equipamentos.
3. Com vistas à garantia da segurança e da integridade do certame, no dia da realização das provas escritas, os candidatos serão submetidos ao sistema de detecção de metais na entrada e na saída dos sanitários. Excepcionalmente, poderão ser realizados, a qualquer tempo durante a realização das provas, outros procedimentos de vistoria além do descrito.
4. A prova terá duração de três horas e trinta minutos para todos os cargos. Esse período abrange a assinatura, assim como a transcrição das respostas para o Cartão de Respostas (gabarito).
5. O caderno de provas é composto por quarenta questões para todos os cargos.
6. As questões das provas objetivas são do tipo múltipla escolha, com quatro opções (A a D) e uma única resposta correta. Ao terminar a prova, o candidato, obrigatoriamente, deverá devolver ao Fiscal de Aplicação o Cartão de Respostas (gabarito) devidamente assinado no local indicado.
7. 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 ao cargo a que está concorrendo, bem como se os dados constantes no Cartão 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, não cabendo reclamações posteriores nesse sentido.
8. Os Fiscais de Aplicação não estão autorizados a emitir opinião nem 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 suas respostas (cópia de gabarito) no comprovante de inscrição ou em nenhum outro meio.
10. O candidato somente poderá se retirar do local de realização das provas levando o caderno de provas no decurso dos últimos trinta minutos anteriores ao horário previsto para o seu término. O candidato, também, poderá retirar-se do local de provas somente a partir dos noventa minutos do início de sua realização, contudo não poderá levar consigo o caderno de provas.
11. Os três últimos candidatos de cada sala só poderão sair juntos. Caso algum candidato insista em sair do local de aplicação antes de autorizado pelo Fiscal de Aplicação, será lavrado Termo de Ocorrência, assinado pelo candidato e testemunhado pelos outros dois candidatos, pelo Fiscal de Aplicação da sala e pelo Coordenador da Unidade de Provas, para posterior análise pela Comissão de Acompanhamento do Concurso.

RESULTADOS E RECURSOS

- Os gabaritos oficiais preliminares das provas objetivas serão divulgados na *internet*, no endereço eletrônico www.institutoconsulplan.org.br.
- O candidato que desejar interpor recurso, poderá fazê-lo em requerimento próprio disponibilizado no *link* correlato ao processo seletivo no endereço eletrônico www.institutoconsulplan.org.br.
- A interposição de recursos deverá ser feita apenas no prazo recursal, conforme informações contidas no edital do certame.