

Professor I e II Língua Estrangeira 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 transparente 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 10.

How World War Two changed how France eats

By June 1940, German forces had blitzed through France in just six weeks, leading more than half of the country to be occupied. As a result, French staples like cheese, bread and meat were soon rationed, and by 1942 some citizens were living on as few as 1,110 calories per day. Even after World War Two ended in 1945, access to food in France would continue to be regulated by the government until 1949.

Such austerity certainly had an impact on how the French ate during and just after the war. Yet, more than 80 years after Allied forces landed in Normandy to begin liberating the nation on D-Day (6 June 1944), few visitors realise that France's wartime occupation still echoes across the nation's culinary landscape.

In the decades following WW2, the French abandoned the staples that had got them through the tough times of occupation; familiar ingredients like root vegetables and even hearty pain de campagne (country bread) were so eschewed they were nearly forgotten. But as wartime associations have slowly faded from memory, a bevy of younger chefs and tastemakers are reviving the foods that once kept the French alive.

There aren't many French residents old enough to vividly recall life in wartime France today, and fewer still would deign to discuss it. Author Kitty Morse only discovered her great-grandparents' "Occupation diary and recipe book" after her own mother's death. Morse released them in 2022 in her book *Bitter Sweet: A Wartime Journal and Heirloom Recipes from Occupied France*.

"My mother never said any of this to me," she said.

Aline Pla was just nine years old in 1945 but, raised by small-town grocers in the south of France, she remembers more than others might. "You were only allowed a few grams of bread a day," she recalled. "Some [people] stopped smoking – especially those with kids. They preferred trading for food."

Such widespread lack gave rise to ersatz replacements: saccharine stood in for sugar; butter was supplanted by lard or margarine; and instead of coffee, people brewed roots or grains, like acorns, chickpeas or the barley Pla recalls villagers roasting at home. While many of these wartime brews faded from fashion, chicory coffee remained a staple, at least in northern France. Ricoré – a blend of chicory and instant coffee – has been on supermarket shelves since the 1950s. More recently, brands like Cherico are reimagining it for a new generation, marketing it as a climate-conscious, healthful alternative traditional coffee.

According to Patrick Rambourg, French culinary historian and author of *Histoire de la Cuisine et de la Gastronomie Françaises*, if chicory never wholly disappeared in

France, it's in large part thanks to its flavour. "Chicory tastes good," he explained. "It doesn't necessarily make you think of periods of austerity."

Other products did, however, such as swedes and Jerusalem artichokes, which WW2 historian Fabrice Grenard asserted "were more reserved for animals before the war." The French were nevertheless forced to rely heavily on them once potato rationing began in November 1940, and after the war, these vegetables became almost "taboo", according to Rambourg. "My mother never cooked a swede in her life," added Morse.

Two generations later, however, Jerusalem artichokes, in particular, have surged to near-omnipresence in Paris, from the trendy small plates at Belleville wine bar Paloma to the classic chalkboard menu at bistro Le Bon Georges. Alongside parsnips, turnips and swedes, they're often self-awaredly called "les légumes oubliés" ("the forgotten vegetables") and, according to Léo Giorgis, chef-owner of L'Almanach Montmartre, French chefs have been remembering them for about 15 years.

"Now you see Jerusalem artichokes everywhere, [as well as] swedes [and] golden turnips," he said. As a chef dedicated to seasonal produce, Giorgis finds their return inspiring, especially in winter. "Without them, we're kind of stuck with cabbages and butternut squash."

According to Apollonia Poilâne, the third generation of her family to run the eponymous bakery Poilâne, founded in 1932, a similar shift took place with French bread. Before the war, she explained, white baguettes, which weren't subject to the same imposed prices as sourdough, surged to popularity on a marketplace rife with competition. But in August 1940, bread was one of the first products to be rationed, and soon, white bread was supplanted by darker-crumbed iterations bulked out with bran, chestnut, potato or buckwheat. The sale of fresh bread was forbidden by law, which some say was implemented specifically to reduce bread's palatability.

"I never knew white bread!" said Pla. When one went to eat at a friend's home during wartime, she recalled, "You brought your bread – your bread ration. Your own piece of bread."

Hunger for white bread surged post-war – so much so that while Poilâne's founder, Pierre Poilâne, persisted in producing the sourdoughs he so loved, his refusal to bake more modern loaves saw him ejected from bakery syndicates, according to his granddaughter, Apollonia. These days, however, the trend has come full circle: Baguette consumption fell 25% from 2015 to 2025, but the popularity of so-called "special" breads made with whole or heirloom grains is on the rise. "It's not bad that we're getting back to breads that are a bit less white," said Pla.

For Grenard, however, the most lasting impact the war left on French food culture was a no-waste mindset. "What remains after the war is more of a state of mind than culinary practices," he said. Rambourg agreed: "You know the value of food when you don't have any."

The French were forced to get creative with what they

had. In France's south-eastern Ardèche department, Clément Faugier rebranded its sweetened chestnut paste as Génovité, a name whose medical consonance made it easier to market as a fortifier and even prescribe. In the coastal Camargue region, local samphire suddenly stood in for green beans. Morse's great-grandfather foraged for wild mushrooms in the nearby Vosges mountains, and in cities, those with balconies planted their window boxes with carrots or leeks. Paris' public Jardin des Tuileries was even transformed into collective kitchen gardens.

According to Rambourg, this subsistence mindset "would affect the entire generation that lived through the war, and our parents, because they were the children of our grandparents, who knew the war."

As the need for these subsistence methods dissipated, French cuisine underwent another period of change. In 1963, the country welcomed its first Carrefour hypermarket, and large-scale supermarkets soon supplanted small shops. According to Grenard, this was partly due to "suspicion" following corruption during the German occupation, when some grocers inflated prices far past the norm, just because they could. "At the end of the war, consumers held real rancour against small shopkeepers," said Grenard. "In a supermarket, the prices are fixed."

Fast-forward eight decades, and some locals, now motivated by climate change are turning back to small, local grocers, such as the locavore Terroir d'Avenir shops dotting Paris. Others are reaching into the nation's past to resuscitate techniques like canning, preserving and foraging that saved many French residents during the war, according to Grenard. "The people that got by the best were the ones who had reserves."

Today, filling the larder with foraged food has become popular once again. In Kayserberg, Alsace, chef Jérôme Jaegle of Alchémille puts this ancestral knowledge centre-stage by offering wild harvesting workshops culminating in a multi-course meal. And in Milly-la-Forêt, just outside Paris, François Thévenon highlights the foraging techniques he learned from his grandmother with classes teaching others how to seek out these edible plants themselves.

"After the war", he explained, "people wanted to reassure themselves that they wouldn't lack anything anymore." They turned, he said, to overconsumption, specifically of meat, which even his foraging grandmother ate every day, at every meal.

"You often hear when you ask older folk why they no longer eat wild plants, that it's because they don't have to," Thévenon said, who forages for wild plants because he believes it's good for his health and that of the planet.

According to Apollonia, the war didn't only change how France eats. "It probably changed the way the world eats," she asserted. Today, the techniques and philosophies that helped the French survive are slowly coming back to life.

<https://www.bbc.com/travel/article/20250605-how-world-war-two-changed-the-french-diet>

Questão 01

Identify the verb tense used in the sentence:

"By 1942 some citizens were living on as few as 1,110 calories per day."

Select the correct alternative.

- (A) Past continuous.
- (B) Present continuous.
- (C) Past perfect.
- (D) Present perfect continuous.

Questão 02

In the sentence "Others are reaching into the nation's past to resuscitate techniques like canning, preserving and foraging...", what is the meaning of "preserving" in this context?

- (A) To maintain a legal right.
- (B) To store food using methods to prevent spoilage.
- (C) To keep something in its original condition.
- (D) To protect endangered species.

Questão 03

Read the excerpt:

"Others are reaching into the nation's past to resuscitate techniques like canning, preserving and foraging..."

What does the phrasal verb "reach into" mean in this sentence?

- (A) To escape an unpleasant memory.
- (B) To change one's cultural background.
- (C) To criticize historical events.
- (D) To investigate or draw inspiration from something.

Questão 04

Read the excerpt:

"The French were forced to get creative with what they had."

Considering the polysemy of the word "get", what does it most likely mean in this context?

- (A) To achieve a state or condition.
- (B) To buy ingredients.
- (C) To arrive at a location.
- (D) To receive permission.

Questão 05

What is the main idea conveyed by the article as a whole?

- (A) The enduring culinary and cultural impact of wartime austerity on how France eats today.

- (B) The decline of supermarkets and rise of online grocery delivery in France.
- (C) The modernization of French cuisine through international fusion.
- (D) The way World War II shaped France's economy permanently.

Questão 06

Read the excerpt:

"Some [people] stopped smoking – especially those with kids. They preferred trading for food."

From the context, what can be inferred about the relationship between smoking and food during the war?

- (A) Children were forbidden to see anyone smoking.
- (B) Cigarettes were commonly used as trade currency due to food scarcity.
- (C) Tobacco was banned, so people had no choice.
- (D) Smoking was a symbol of resistance.

Questão 07

In the text, hunger, scarcity, and food rationing during and after World War II are central themes. From the perspective of human rights and educational policy, which principle should guide discussions about these issues in the school context?

- (A) Education as a social right that includes food security and dignity.
- (B) Avoidance of sensitive topics that might disturb students.
- (C) Emphasis on memorizing historical dates and regulations.
- (D) Reinforcement of nutritional guidelines without historical context.

Questão 08

The text presents different regional practices (e.g., Alsace, Camargue, Ardèche) and intergenerational memories. What concept from multicultural education does this best illustrate?

- (A) Linguistic determinism in regional dialects.
- (B) Cultural assimilation through modern supermarkets.
- (C) Valorization of local knowledge and cultural diversity.
- (D) Suppression of ancestral food traditions.

Questão 09

Read the excerpt:

"According to Grenard, this was partly due to 'suspicion' following corruption during the German occupation, when some grocers inflated prices far past the norm."

What reading strategy allows the reader to understand that this behavior influenced post-war shopping habits?

- (A) Identifying passive voice as a grammatical structure.
- (B) Predicting content based on the subtitle.
- (C) Making inferences based on socio-economic context.
- (D) Scanning for cognates in the paragraph.

Questão 10

The text describes how wartime experiences transformed food habits, attitudes, and identities in France. Which educational approach would best help students understand such historical and cultural shifts?

- (A) Structuralist approach, reducing cultural elements to linguistic rules.
- (B) Behaviorist approach, focused on stimulus-response activities about food vocabulary.
- (C) Traditional grammar-translation method applied to the vocabulary in the article.
- (D) Critical pedagogy, encouraging reflection on historical impacts and contemporary relevance.

Questão 11

A teacher is planning a unit on environmental issues in an English class. She decides to use project-based learning and digital tools for research and presentation. Which approach best reflects this planning according to contemporary pedagogical practices?

- (A) Evaluation is based solely on a grammar test at the end of the unit.
- (B) Teacher selects a documentary, and students answer pre-defined questions.
- (C) Teacher lectures on environmental vocabulary; students complete worksheets.
- (D) Students co-create an action plan on local issues, using English as a communication tool.

Questão 12

Read the excerpt:

"The school was a second home for many of those children — not because it resembled one, but because they had no other safe place to be."

What is the author's main purpose in this sentence?

- (A) To criticize schools as poor substitutes for homes.
- (B) To describe the school's architectural design.
- (C) To emphasize discipline in educational institutions.
- (D) To highlight the school's emotional and protective role.

Questão 13

A teacher witnesses a colleague humiliating a student in front of the class. According to ethical principles and public service responsibility, what is the most appropriate action?

- (A) Ask the student's parents to contact the principal.

- (B) Wait for the student to file a complaint.
- (C) Speak about the situation with other colleagues informally.
- (D) Report the incident to the school administration and document the case.

Questão 14

A public school decides to involve parents, students, teachers, and community members in the decision-making process for the next school year's priorities. Which educational principle is being applied in this scenario?

- (A) External curricular standardization.
- (B) Institutional autonomy.
- (C) Technical-administrative centralization.
- (D) Democratic management.

Língua Portuguesa

Questão 15

Entrar no espaço muda o corpo humano — e, inicialmente, isso parece incrível.

Fonte: <https://www.bbc.com/portuguese/articles/cpq2329ex05o>.

adaptado

Assinale a alternativa correta quanto à nova pontuação sem alteração do sentido original da frase.

- (A) E, inicialmente, isso parece incrível: entrar no espaço muda o corpo humano.
- (B) Entrar no espaço muda o corpo humano; e inicialmente isso parece incrível.
- (C) Entrar no espaço – muda o corpo humano e; inicialmente isso parece incrível.
- (D) E, inicialmente isso parece incrível: entrar no espaço muda o corpo humano.

Questão 16

Quando "se trata" de músculos, é um caso de "usá-los" ou "perdê-los".

Fonte: <https://www.bbc.com/portuguese/articles/cpq2329ex05o>.

adaptado

As normas-padrão de colocação pronominal destacadas na frase denominam-se, respectivamente:

- (A) mesóclise – ênclise – ênclise.
- (B) mesóclise – próclise – próclise.
- (C) ênclise – próclise – próclise.
- (D) próclise – ênclise – ênclise.

Questão 17

A força muscular assume "um significado diferente" quando tudo é praticamente sem peso.

Fonte: <https://www.bbc.com/portuguese/articles/cpq2329ex05o>.

adaptado

Sintaticamente, o termo destacado nesta frase trata-se de:

- (A) Complemento nominal.
- (B) Objeto direto.
- (C) Agente da passiva.
- (D) Adjunto adnominal.

Conhecimentos Gerais

Questão 18

Segundo a Lei Orgânica de Barra Bonita/SC, existem, basicamente, três formas pelas quais a aposentadoria de um servidor pode acontecer. Desconsiderando as particularidades de cada uma delas, qual das alternativas abaixo **NÃO** cita uma dessas formas?

- (A) Voluntariamente.
- (B) Por invalidez permanente.
- (C) Por decisão do chefe do Poder Executivo.
- (D) Compulsoriamente.

Questão 19

Quais são as principais etnias que compõem a população de Barra Bonita/SC?

- (A) Polonesa e alemã.
- (B) Italiana e alemã.
- (C) Alemã e portuguesa.
- (D) Portuguesa e italiana.

Questão 20

Em 2025, o Ministério da Saúde reforçou a importância da vacinação e lançou campanhas nacionais para aumentar a cobertura vacinal de crianças e adolescentes, após anos de queda nos índices. Uma das principais medidas adotadas para enfrentar esse desafio foi:

- (A) A ampliação do Programa Nacional de Imunizações (PNI), com vacinação em escolas públicas e campanhas educativas nas redes sociais.
- (B) A criação de clínicas privadas em todo o país, com vacinação obrigatória apenas para doenças tropicais.
- (C) A exclusão da vacinação infantil do Sistema Único de Saúde (SUS), priorizando apenas adultos e idosos.
- (D) A substituição das vacinas tradicionais por medicamentos fitoterápicos, como forma alternativa de prevenção.