



INSTITUTO FEDERAL
Rio Grande do Norte

Concurso Público para Provimento de Cargos de Professor da Carreira do Magistério de Ensino Básico, Técnico e Tecnológico do Quadro Permanente de Pessoal do IFRN.

EDITAL Nº 01/2025

EBTT CONCURSO PÚBLICO
PROFESSOR DE ENSINO BÁSICO
TÉCNICO E TECNOLÓGICO



CADERNO DE PROVAS

EBTT – P14

LÍNGUA INGLESA

Edital Nº. 01/2025 – REITORIA/IFRN

Data: ___/___/___

INSTRUÇÕES GERAIS PARA A REALIZAÇÃO DA PROVA

- Use apenas caneta esferográfica de tinta na cor preta e fabricada em material transparente.
- Escreva a data, a sua assinatura e o seu número de inscrição no espaço indicado nesta capa.
- A prova terá duração máxima de 4 (quatro) horas, incluindo o tempo para responder a todas as questões do **Caderno de Provas** e preencher as **Folhas de Respostas**.
- O tempo mínimo de permanência na sala de provas é de 1 (uma) hora.
- Antes de retirar-se **definitivamente** da sala, entregue as **Folhas de Respostas** e o **Caderno de Provas** ao fiscal.
- Este **Caderno de Provas** contém, respectivamente, 30 (trinta) questões Objetivas e 01 (uma) questão Discursiva.
- Se o **Caderno de Provas** contiver alguma imperfeição gráfica que impeça a leitura, comunique isso imediatamente ao fiscal, para que seja efetuada de imediato a troca do Caderno.
- Cada questão de múltipla escolha apresenta apenas **uma** resposta correta. Para a marcação da opção escolhida na **Folha de Respostas**, pinte completamente o campo correspondente conforme a figura a seguir:

	A	B	C	D
1	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
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4	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
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- Os rascunhos e as marcações feitas neste **Caderno de Provas** não serão considerados para efeito de avaliação.
- Interpretar as questões faz parte da avaliação; portanto, não é permitido solicitar esclarecimentos aos fiscais.
- O preenchimento das **Folhas de Respostas** é de sua inteira responsabilidade.
- A quantidade de questões e respectivas pontuações deste Caderno de Provas estão apresentadas a seguir:

<i>Provas</i>	<i>Número de questões</i>	<i>Pontos</i>
Objetiva de Legislação do Serviço Público Federal	05 questões	70 pontos
Objetiva de Conhecimentos Específicos	25 questões	
Discursiva	01 questão	30 pontos
PONTUAÇÃO TOTAL		100 pontos

ASSINATURA DO CANDIDATO:

NÚMERO DE INSCRIÇÃO:

PROVA DE LEGISLAÇÃO – QUESTÕES DE MÚLTIPLA ESCOLHA

1. Constitui forma de provimento de cargo público, de acordo com a Lei nº 8112/90, a
 - A) recondução, que consiste no retorno do servidor ao cargo de origem, quando invalidada sua demissão por decisão administrativa ou judicial.
 - B) reversão, que consiste no retorno à atividade de servidor aposentado, no mesmo cargo ou cargo resultante de sua transformação.
 - C) readaptação, que consiste no retorno à atividade de servidor aposentado por invalidez, quando junta médica oficial declarar insubsistentes os motivos da aposentadoria.
 - D) reintegração, que consiste na investidura de servidor em cargo de menor complexidade, quando inabilitado em estágio probatório de cargo efetivo originalmente provido.

2. Dentre as hipóteses de afastamento do servidor, a Lei nº 8112/90 prevê a concessão para atividade política e a licença para tratar de assuntos particulares. Sobre tais atos administrativos, é correto afirmar que
 - A) o primeiro é ato discricionário e revogável, enquanto o segundo é ato vinculado e irrevogável.
 - B) ambos são atos discricionários e revogáveis.
 - C) o primeiro é ato vinculado e irrevogável, enquanto o segundo é ato discricionário e revogável.
 - D) ambos são atos vinculados e irrevogáveis.

3. Segundo a Lei nº 8027/90, a conduta do servidor de se ausentar da repartição, durante o expediente, sem prévia autorização da chefia imediata, enseja a aplicação de pena de
 - A) advertência.
 - B) multa.
 - C) demissão.
 - D) suspensão.

4. O Decreto nº 1171/94 aprova o Código de Ética Profissional do Servidor Público Civil do Poder Executivo Federal. Segundo esse decreto, é dever do servidor público
 - A) contribuir para a previdência social com a alíquota definida em decreto, tendo em vista garantir a futura aposentadoria.
 - B) declarar, anualmente, os bens e fontes de renda que estejam em nome do servidor público, excluindo os de seu cônjuge e dependentes.
 - C) participar de cursos de capacitação e ações de desenvolvimento oferecidos pela administração pública, visando aprimorar suas habilidades e conhecimentos
 - D) comunicar, imediatamente, aos seus superiores, todo e qualquer ato ou fato contrário ao interesse público ou que possa comprometer o serviço.

5. De acordo com a Lei nº 12772/2012, que trata da carreira do Magistério do Ensino Básico, Técnico e Tecnológico (EBTT), a progressão funcional será concedida em conformidade com
 - A) a obtenção de títulos acadêmicos em conjunto com a participação em cursos de aperfeiçoamento e em projetos de pesquisa e extensão.
 - B) a convergência de interstício de tempo na classe e a aprovação em avaliação de desempenho individual.
 - C) a avaliação unilateral da chefia imediata, baseada em critérios de reconhecimento do trabalho do servidor.
 - D) o tempo de efetivo exercício na classe atual, com mínimo de 36 meses, independentemente, de avaliação da chefia imediata.

PROVA DE CONHECIMENTOS ESPECÍFICOS – QUESTÕES DE MÚLTIPLA ESCOLHA

06. Read the excerpt from *Pride and Prejudice*, by Jane Austin, and answer the question below.

“If I were determined to get a rich husband, I dare say I would adopt it.”

Adapted from: AUSTEN, Jane. *Pride and Prejudice*. Edited by James Kinsley. Oxford: Oxford University Press, 2008. Oxford World's Classics.

Based on the excerpt and standard English grammar rules, it is correct to affirm that

- A) the sentence uses the Second Conditional to express an unreal or hypothetical situation.
 - B) the sentence uses the Third Conditional to refer to things that are always true.
 - C) the sentence uses the Third Conditional to express a past situation that didn't happen and its possible outcomes.
 - D) the sentence uses the First Conditional to describe a realistic action that might lead to a future result.
07. A collocation is a natural combination of words that frequently appear together in English. Choose the alternative where all of the collocations are correct.
- A) Take a nap; Make a decision; Do a favor; Break a promise; Catch a glimpse.
 - B) Take a shower; Make progress; Do the laundry; Break a leg; Catch a meal.
 - C) Take a break; Make a decision; Do a party; Break a record; Catch a train.
 - D) Take a nap; Make homework; Do your best; Break a promise; Catch a cold.

08. Read the excerpt below and answer the question.

Cambridge Dictionary defines an idiom as *a group of words in a fixed order that has a particular meaning that is different from the meaning of each word on its own.*

From: CAMBRIDGE UNIVERSITY PRESS. *Cambridge Dictionary*.
Available at: <https://dictionary.cambridge.org/>.

In the sentences: *“I can't go to school today. I'm feeling **under the weather.**”*; *“When healthy eating became popular, many people **jumped on the bandwagon**”*; *“I'm ready to **paint the town red** with my friends.”* and *“He **spilled the beans** about coming home for the holidays.”*, the idiomatic expressions in bold have the following meanings:

- A) enduring pain or a difficult situation bravely; to make an extra effort; join a popular activity or trend; give up or admit defeat.
- B) feeling lucky or blessed; to give up; say exactly the right thing; make people feel comfortable in a new situation.
- C) feeling sad or bored; stay up late; do something the easy way; say things that are not true.
- D) feeling sick or unwell; to join an activity that has become popular; go out and enjoy yourself by partying and having fun; reveal a secret.

Questions 09, 10 and 11 must be answered based on the following text.

Read the lines of Bon Jovi's *Misunderstood*.

Should I... could I have said the wrong things right a thousand times?
If I could just rewind, I see it in my mind
If I could turn back time, you'd still be mine

You cried, I died
I should have shut my mouth, things headed south
As the words slipped off my tongue, they sounded dumb
If this old heart could talk, it'd say you're the one
I'm wasting time
When I think about it

I should have drove all night
Would have run all the lights, I was misunderstood
I stumbled like my words
Did the best I could, damn
Misunderstood

Could I... should I apologize for sleeping on the couch that night?
Staying out too late with all my friends
You found me passed out in the yard again

You cried, I tried
To stretch the truth, but didn't lie
It's not so bad
You think about it

Available at: <https://www.letras.mus.br/bon-jovi/64854/>

09. In the sentence: "I **should** have shut my mouth, things headed south", the modal verb "should"
- A) expresses a sense of regret about a past action.
 - B) expresses a skill or ability.
 - C) expresses future intentions or suggestions.
 - D) expresses a polite request or willingness.
10. Observe the following sentences: "I should have shut my mouth, things **headed south**" and "As the words **slipped off my tongue**, they sounded dumb.". The expressions in bold have, in this context, the following meanings:
- A) moved in a southern direction; shared bad news.
 - B) stopped trying; said something funny.
 - C) did something painful; joked about a situation or someone.
 - D) deteriorated, worsened or failed; said something by accident.

11. Songwriters often bend grammar rules to express emotions or to fit the rhythm of the song. However, in standard English, certain structures follow specific rules. The sentence: “**I should have drove all night**”
- A) is an example of grammar alteration and its correct standard English version is: I should have been drove all night.
 - B) is an example of grammar alteration and its correct standard English version is: I should have driven all night.
 - C) is an example of grammar alteration and its correct standard English version is: I should have driven all night.
 - D) is an example of grammar alteration and its correct standard English version is: I should have drove all night.

Question 12 must be answered based on the following text.

In this passage from Alice’s Adventure in Wonderland, by Lewis Carroll, Alice meets the Cheshire Cat and asks for directions.

"Would you tell me, please, which way I ought to go from here?" Alice asked.
"That depends a good deal on where you want to get to", said the Cat.
"I don't much care where—" said Alice.
"Then it doesn't matter which way you go", said the Cat.
—so long as I get somewhere", Alice added as an explanation.
"Oh, you're sure to do that," said the Cat, "if you only walk long enough".

Available at: <https://standardebooks.org/ebooks/lewis-carroll/alices-adventures-in-wonderland/john-tenniel/text/single-page#chapter-6>

12. Study the sentences: "That depends a good deal on where you want to get to," said the Cat. "I don't much care where—" , said Alice. "Then it doesn't matter which way you go" , said the Cat". Choose the option in which the Indirect Speech is used correctly.
- A) The Cat replied that it depends a good deal on where she wants to get to. Alice said that she doesn't care much where, so the Cat answered that it doesn't matter which way she goes.
 - B) The Cat replies that it depended a good deal on where she wants to get to. Alice says that she doesn't care much where, so the Cat answers that it doesn't matter which way she went.
 - C) The Cat replied that it depended a good deal on where she had wanted to get to. Alice said that she didn't care much where, so the Cat answered that it didn't matter which way she had gone.
 - D) The Cat replied that it depended a good deal on where she wanted to get to. Alice said that she didn't care much where, so the Cat answered that it didn't matter which way she went.

Question 13 must be answered based on the following text.

This passage from “The Sign of the Four” by Arthur Conan Doyle, captures Holmes’ logical approach to deduction and showcases his analytical abilities.

"When you have eliminated the impossible, whatever remains, however improbable, must be the truth", said Sherlock Holmes.

Available at: <https://standardebooks.org/ebooks/arthur-conan-doyle/the-sign-of-the-four/text/single-page#chapter-6>

13. Study the sentence: "When you have eliminated the impossible, whatever remains, however improbable, must be the truth", said Sherlock Holmes. Choose the option in which the Indirect Speech is used correctly.
- A) Sherlock Holmes explains that when he has eliminated the impossible, whatever remains, no matter how improbable, must be the truth.
 - B) Sherlock Holmes explained that when one had eliminated the impossible, whatever remained, no matter how improbable, must be the truth.
 - C) Sherlock Holmes explained that when you had eliminated the impossible, whatever had remained, no matter how improbable, must have been the truth.
 - D) Sherlock Holmes explained that when you have eliminated the impossible, whatever has remained, no matter how improbable, must have been the truth.

Question 14 must be answered based on the following passage.

As fashions in language teaching come and go, the teacher in the classroom needs **reassurance** that there is some bedrock **beneath** the shifting sands. Once solidly founded on the bedrock, like the sea **anemone**, the teacher can sway to the **rhythms** of any tides or **currents**, without the trauma of being swept away **purposelessly**.

Adapted from: Rivers, Wilga M. *Communicating Naturally in a Second Language: Theory and Practice*. Cambridge University Press, 1992. p. 373.

14. Study the words in bold and select the correct option.
- A) Two words are spelled incorrectly: "beneath" and "rhythms".
 - B) One word is spelled incorrectly: "purposelessly".
 - C) All the words highlighted are spelled correctly.
 - D) Three words are spelled incorrectly: "reassurance", "anemone" and "currents".

Questions 15 and 16 must be answered based on the following text.

The term methods, as currently used in the literature on second and foreign language (L2) teaching, does not refer to what teachers actually do in the classroom; rather, it refers to established methods conceptualized and constructed by experts in the field. The exact number of methods that are commonly used is unclear. A book published in the mid sixties, for instance, provides a list of fifteen "most common" types of methods "still in use in one form or another in various parts of the world" (Mackey, 1965, p. 151). Two books published in the mid eighties (Larsen-Freeman, 1986; and Richards and Rodgers, 1986)—which have long-occupied the top two ranks among the books prescribed for methods classes in the United States—provide, between them, a list of eleven methods that are currently used. They are (in alphabetical order): Audiolingual Method, Communicative Methods, Community Language Learning, Direct Method, Grammar-Translation Method, Natural Approach, Oral Approach, Silent Way, Situational Language Teaching, Suggestopedia, and Total Physical Response.

It would be wrong to assume that these eleven methods provide eleven different paths to language teaching. In fact, there is considerable overlap in their theoretical as well as practical approaches to L2 learning and teaching. Sometimes, as Wilga Rivers (1991, p. 283) rightly points out, what appears to be a radically new method is more often than not a variant of existing methods presented with "the fresh paint of a new terminology that camouflages their fundamental similarity." It is therefore useful, for the purpose of analysis and understanding, to cluster these methods in terms of certain identifiable common features. One way of doing that is to classify them as (a) language-centered methods, (b) learner-centered methods, and (c) learning-centered methods.

Adapted from: Kumaravivelu, B. *Beyond Methods: Macrostrategies for language teaching*. Haven and London: Yale University Press, 2003.

15. Comprehensible input - spoken language that is understandable to the learner - or just a little beyond the learner's level; basic interpersonal communication skills and the belief that learners benefit from delaying production until speech "emerges" are characteristics of
- A) task-based learning.
 - B) the Natural Approach.
 - C) the Audiolingual Method.
 - D) the Direct Method.
16. Language methods provide different paths to language teaching. Thus, Language-Centered Methods
- A) treat language learning as a non-linear, additive process. These methods (e.g., task-based method) are principally concerned with learner needs and seek to provide opportunities for learners to practice preselected, pre-sequenced grammatical structures through task-focused exercises in class.
 - B) treat language learning as a non-linear, additive process. These methods (e.g., the Natural Approach) are principally concerned with learning processes and seek opportunities for learners to participate in open-ended meaningful interaction through communicative activities or problem-solving tasks in class.
 - C) treat language learning as a linear, additive process. These methods (e.g., audiolingual method) are principally concerned with linguistic forms and seek to provide opportunities for learners to practice preselected, pre-sequenced linguistic structures through form-focused exercises in class.
 - D) treat language learning as a linear, additive process. These methods (e.g., communicative approach) are principally concerned with learner needs and seek to provide opportunities for learners to practice preselected, pre-sequenced grammatical structures and participate in open-ended meaningful interaction.

Question 17 must be answered based on the following passage.

English for Specific Purposes (ESP) courses are designed for learners who require English for specific academic or professional fields. According to Hutchinson and Waters (1987, p. 12), "the purpose of an ESP course is to enable learners to function adequately in a target situation".

Adapted from: HUTCHINSON, T.; WATERS, A. *English for Specific Purposes: A learning-centred approach*. Cambridge: Cambridge University Press, 1987.

17. In this perspective, ESP courses include
- A) a learner-centered approach, needs analysis, use of authentic materials, purpose-related orientation and self-direction.
 - B) teacher-centered approach, vocabulary analysis, one-size-fits-all syllabus, general orientation, teacher-led direction.
 - C) language-centered approach, context analysis, use of simplified materials, proficiency-related orientation and self-direction.
 - D) a learning-centered approach, language analysis, fixed curriculum, native-like fluency orientation and teacher autonomy.

Question 18 must be answered based on the following excerpt.

Read the excerpt below from Pennycook's *The Cultural Politics of English as an International Language* and answer the following question.

More important for understanding the global spread of English are close and detailed understandings of the ways in which English is embedded in local economies of desire. We need to evaluate the global spread of English, and the role of English language teachers as its agents, critically and carefully in order to appreciate the ways in which demand for English is part of a larger picture of images of change, modernization, access and longing. It is tied to the languages, cultures, styles and aesthetics of popular culture with its particular attractions for youth, rebellion and conformity; it is enmeshed within local economies, and all the inclusions, exclusions and inequalities this may entail; it is bound up with changing modes of communication, from shifting internet uses to its role in text-messaging; it is increasingly entrenched in educational systems, bringing to the fore many concerns about knowledge, pedagogy, culture and curriculum. [...] To understand the power and politics of ELT, then, we need detailed understandings of the role English plays in relation to local languages, politics and economies. [...] We are never just teaching something called English but rather we are involved in economic and social change, cultural renewal, people's dreams and desires.

Adapted from: PENNYCOOK, Alastair. *The cultural politics of English as an international language*. London: Longman, 1994.

18. According to the text, teaching English internationally involves:

- A) Merely transmitting a neutral linguistic system without any cultural or social implications.
- B) Engaging with local desires, social changes, cultural dynamics, and economic structures.
- C) Preserving English as an unchanged code resistant to local adaptations.
- D) Promoting uniformity by imposing native speaker norms across all global contexts.

For questions 19 and 20, read the text below and select which answers best fit the questions.

Professional sport

When I talk about practice, I mean something individual. If you look at professional golfers or tennis players, you will observe that the practice composes the basis of their preparation for tournaments. Of course it does, (1) for these are individual sports. [...] Part of what is fascinating, and slightly repellent, about sports lies in that curious inversion of values (2) insofar much that we admire in ordinary life - humility, compassion, unwillingness to take advantage of the weakness of others - is reversed on the field of play. Professional sport is all about winning. And, within reason the more you practice (and the more you train) the better your chances of doing so.

Adapted from: WALLACE, David Foster. *String Theory: David Foster Wallace on Tennis*. Little, Brown and Company, 2011.

19. In the sentence "Of course it does, (1) for these are individual sports.", the word "for"

- A) introduces a causal relationship, similar to "because", explaining why the action is happening.
- B) indicates contrast, highlighting the distinction between the individual and collective nature of sports.
- C) acts as a conjunction that connects two independent clauses with a slight shift in tone.
- D) is used to indicate purpose or intention.

20. The conjunction "*insofar*" is the correct choice for the following sentence: "*Part of what is fascinating, and slightly repellent, about sports lies in that curious inversion of values (2) insofar much that we admire in ordinary life - humility, compassion, unwillingness to take advantage of the weakness of others - is reversed on the field of play.*" because
- A) it emphasizes the extent to which a particular idea is true or applicable, exposing how athletic competition inverts normal moral standards.
 - B) it expresses a contrast between two opposing ideas, highlighting the difference between ordinary life and sports.
 - C) it introduces a result or consequence, implying that the inversion of values is a natural outcome of the field of play.
 - D) it signals a temporal relationship, marking the inversion of values as something that happens before a specific event in the future.
21. You have meticulously planned a trip to Japan next year: flights booked, hotels reserved, itinerary finalized. Considering the nuanced differences in future tense constructions and their pragmatic implications, select the option that **most precisely** conveys this situation:
- A) I am going to be traveling to Japan next year.
 - B) I will have traveled to Japan next year.
 - C) I am going to travel to Japan next year.
 - D) I will travel to Japan next year.

Question 22 must be answered based on the following poem.

Brazil, January 1, 1502

Elizabeth Bishop

[...]

Januaries, Nature greets our eyes
exactly as she must have greeted theirs:
every square inch filling in with foliage—
big leaves, little leaves, and giant leaves,
blue, blue-green, and olive,
with occasional lighter veins and edges,
or a satin underleaf turned over;
monster ferns in silver-gray relief,
and flowers, too, like giant water lilies
up in the air—up, rather, in the leaves—
purple, yellow, two yellows, pink,
rust red and greenish white;
solid but airy; fresh as if just finished
and taken off the frame.

A blue-white sky, a simple web,
backing for feathery detail:
brief arcs, a pale-green broken wheel,
a few palms, swarthy, squat, but delicate;
and perching there in profile, beaks agape,
the big symbolic birds keep quiet,
each showing only half his puffed and padded,
pure-colored or spotted breast.

Still in the foreground there is Sin:
five sooty dragons near some massy rocks.
threatened from underneath by moss
in lovely hell-green flames,
attacked abThe rocks are worked with lichens, gray moonbursts
splattered and overlapping,
ove

by scaling-ladder vines, oblique and neat,
“one leaf yes and one leaf no” (in Portuguese).

The lizards scarcely breathe; all eye
sare on the smaller, female one, back-to,
her wicked tail straight up and over,
red as a red-hot wire.

Just so the Christians, hard as nails,
tiny as nails, glinting,
in creaking armor, came and found it all,
not unfamiliar:
no lovers' walks, no bowers,
no cherries to be picked, no lute music,
but corresponding, nevertheless,
to an old dream of wealth and luxury
already out of style when they left home—
wealth, plus a brand-new pleasure.

Directly after Mass, humming perhaps
L'Homme armé or some such tune,
they ripped away into the hanging fabric,
each out to catch an Indian for himself—
those maddening little women who kept calling,
calling to each other (or had the birds waked up?)
and retreating, always retreating, behind it.

Adapted from: <https://voetica.com/poem/2759>

22. The sentences below, from Bishop's poem, are rewritten in the **passive voice**. Select the alternative that shows a grammatically correct option:

- A) Every square inch was fulfilled in the foliage, big leaves and little leaves covering the ground.
- B) The rocks was covered by lichens, gray moonbursts splattered and overlapping them.
- C) The big symbolic birds are shown in profile, their puffed and padded breasts half-hidden.
- D) A honey-skep of straw was hived the bee, who could not help but boast.

Question 23 must be answered based on the following text.

The integration of technology into English language teaching presents a variety of challenges that must be carefully considered. These challenges can range from technical difficulties, such as unreliable internet connections, to pedagogical issues, including the need for teachers to develop new skills and adjust their teaching methods. Furthermore, there are logistical hurdles such as ensuring that all students have access to the necessary devices. As technology becomes an increasingly important tool in education, teachers must adapt to these challenges in order to make the most of the potential benefits.

Adapted from: BOWER, Matt. *Design of Technology-Enhanced Learning: Integrating Research and Practice*. Emerald Group Publishing, 2017.

23. According to the passage from Matt Bower's work, choose the statement that best reflects the challenges associated with integrating technology in English language teaching:

- A) While the majority of students may favor conventional teaching methods, contemporary educational strategies are progressively merging traditional techniques with technological innovations to enrich the learning experience, thereby diminishing this as a pervasive hindrance.
- B) One of the principal difficulties in incorporating technology lies in guaranteeing equitable access to essential tools and resources for all students. This requires confronting disparities in device availability and internet connectivity, which can lead to significant inequities in both learning opportunities and academic outcomes.
- C) The majority of obstacles in integrating technology stem from the adoption of novel tools, rather than any resistance to moving away from traditional print media. Educators rarely prioritize utilizing the most effective resources at their disposal, be they digital or physical.
- D) Although the abundance of available tools can often feel daunting, it is generally regarded as detrimental to students. The main obstacle resides in the process of carefully choosing and skillfully applying the most appropriate resources for pedagogical objectives.

Question 24 must be answered based on the following poem.

The Hill We Climb

by Amanda Gorman

[...]

"When the day comes we step out of the shade,
afire and unafraid.

The new dawn blooms as we free it.

For there is always light,
if only we're brave enough to see it,
if only we're brave enough to be it."

Adapted from: <https://www.cnbc.com/2021/01/20/amanda-gormans-inaugural-poem-the-hill-we-climb-full-text.html>.

24. In the final lines from Amanda Gorman's *"The Hill We Climb"*:

"For there is always light,
if only we're brave enough to see it,
if only we're brave enough to be it."

The quantifier *"enough"* functions syntactically and semantically in this context by.

- A) modifying the noun *"light"* as a postpositive adjective, indicating sufficiency of illumination.
- B) acting as an adverb of degree modifying *"brave"*, setting the minimum threshold for the action.
- C) serving as a pronoun replacing an implied quantity of courage needed.
- D) functioning as a determiner specifying a definite amount of bravery required.

Question 25 must be answered based on the following text.

“English Only”: The movement to limit Spanish speaking in US”

“The reactions against people who speak Spanish are probably not new,” says Heidi Beirich, a researcher at the Southern Poverty Law Center (SPLC). The SPLC monitors hate groups in the US, which they define as any organisation that - based on its official statements or principles, the statements of its leaders, or its activities - has beliefs or practices that attack or malign an entire class of people, typically for their immutable characteristics. In this sense, the SPLC qualifies as hate groups several organisations that it considers anti-immigrant, such as the Federation for American Immigration Reform (FAIR) and the Washington DC-based Center for Immigration Studies (CIS).

Also on their list is ProEnglish, which advocates for English to be designated as the official language of the United States. All of them were created in recent decades by John Tanton, a white American far-right nationalist, who died in July of this year. Mr. Tanton founded at least 12 anti-immigrant organisations, six of which have been designated hate groups by the SPLC. The aforementioned ProEnglish is one of the main organisations pushing the “English Only” movement, also known as “English First” or “Official English” movement. Part of ProEnglish’s official platform states: “In a pluralistic nation such as ours, the function of government should be to foster and support the similarities that unite us, rather than institutionalise the differences that divide us.” The organisation focuses its efforts on lobbying to convince legislators and public opinion of the need to adopt English as an official language at all levels of government.

While ProEnglish establishes on its website that “the right to use other languages must be respected”, the group has been criticised by those who consider their agenda to be discriminatory. “They are careful to be called ProEnglish and not ‘anti-Spanish’. But it is clear that their ideology is supremacist, referring to English as a symbol of US cultural heritage when this country has never been a project only in English, says SPLC researcher Heidi Beirich.

Adapted from: DIÉZ, Beatriz. “English Only”: The movement to limit Spanish speaking in US”.
<https://www.bbc.com/news/world-us-canada-50550742>

25. Based on the following passage of Diéz's article:

“While ProEnglish establishes on its website that ‘the right to use other languages must be respected’, the group has been criticised by those who consider their agenda to be discriminatory. ‘They are careful to be called ProEnglish and not “anti-Spanish”. But it is clear that their ideology is supremacist, referring to English as a symbol of US cultural heritage when this country has never been a project only in English,’ says SPLC researcher Heidi Beirich”.

From the alternatives below, choose the option that best represents the primary rhetorical effect of the passive voice in the passage above:

- A) It deliberately obscures who is responsible for the criticism against ProEnglish.
- B) It weakens the argument by making both ProEnglish and its critics appear less accountable for their positions.
- C) It creates an ironic contrast between ProEnglish's claims and how they are perceived.
- D) It emphasizes institutional actions over individual actors, focusing on the criticism rather than the critics.

Question 26 must be answered based on the following text.

Genre based teaching sees text as discourse, or as the way we use language to communicate, to achieve purposes in particular situations. It is anchored on the idea that one needs to understand and use language to achieve social purposes in a given context. [...] Teaching learners to recognize, analyze and produce written genres will help them participate in academic, occupational and social context in the real world. A genre-based approach to the teaching of writing should focus on identifying how texts work as communication, regarding forms of language as located in social action. This focus on language forms does not imply a focus on grammar, which is detached from meaning and use, but knowledge of grammar that would allow learners to manipulate language in an effective way.

Adapted from: CARNEIRO, Marisa Mendonça; OLIVEIRA, Ana Larissa Adorno Marciotto. *Writing as a social enterprise: sample in-class activities of a genre-based approach to teaching English as a foreign language*. Available at: <https://periodicos.sbu.unicamp.br/ojs/index.php/tla/article/view/8650768>.

26. In Carneiro and Oliveira's article on the genre-based approach to ELT, choose one of the instructional practices below that best reflects the principles: “texts work as communication” and “language forms are located in social action”.
- A) Drilling students on grammatical accuracy in isolated sentences removed from any genre context.
 - B) Assigning creative writing tasks without providing models of target genres or discussing their social functions.
 - C) Having students memorize and reproduce research article abstracts without analyzing their rhetorical moves.
 - D) Guiding students to compare the structure of emails in professional vs. academic settings to understand how purpose shapes language choices.

Question 27 must be answered based on the following text.

The strategy of inferencing is defined as the process of using available information (linguistic or nonlinguistic) to guess the meanings of unfamiliar target language elements to predict outcomes or to fill in missing information. Inferencing is also commonly referred to as educated guessing. It regards guessing as a special way of processing new information for it decodes texts through the use of contextual clues and the reader's own background. It is believed that guessing is an essential skill for reading, as it enables the learner to cope with gaps in understanding. Systematic guessing helps learners accept the idea that it is not essential to understand every single word of the text to derive its overall meaning.

Adapted from: ABSY, Conceição A. *The use of inference in EFL text comprehension*. Available at: <https://periodicos.sbu.unicamp.br/ojs/index.php/tla/article/view/8639246/6842>.

27. When analyzing how English as a Foreign Language students process unfamiliar vocabulary in texts, identify below the most suitable pattern of textual engagement that reflects the cognitive strategy of inferencing:
- A) Stopping to look up every unknown word in a dictionary to confirm its exact meaning before continuing to read.
 - B) Skipping all difficult words and focusing only on the most familiar terms to grasp the general idea.
 - C) Using a word's prefix, surrounding sentences, and prior knowledge about the topic to hypothesize its meaning without pausing.
 - D) Memorizing vocabulary lists before reading to eliminate the need for guessing word meanings.

Question 28 must be answered based on the following song.

"Die With A Smile"
Lady Gaga (feat. Bruno Mars)

Ooh

I, I just woke up from a dream
Where you and I had to say goodbye
And I don't know what it all means
But since I survived, I realized
Wherever you go, that's where I'll follow
Nobody's promised tomorrow
So I'ma love you every night like it's the last night
Like it's the last night
If the world was ending, I'd wanna be next to you
If the party was over and our time on Earth was through
I'd wanna hold you just for a while and die with a smile
If the world was ending, I'd wanna be next to you

Ooh

Ooh, lost, lost in the words that we scream
I don't even wanna do this anymore
'Cause you already know what you mean to me
And our love's the only war worth fighting for
Wherever you go, that's where I'll follow
Nobody's promised tomorrow
So I'ma love you every night like it's the last night
Like it's the last night
If the world was ending, I'd wanna be next to you
If the party was over and our time on Earth was through
I'd wanna hold you just for a while and die with a smile
If the world was ending, I'd wanna be next to you
Right next to you
Next to you
Right next to you

Oh-oh, oh

If the world was ending, I'd wanna be next to you
If the party was over and our time on Earth was through
I'd wanna hold you just for a while and die with a smile
If the world was ending, I'd wanna be next to you
If the world was ending, I'd wanna be next to you

Ooh

I'd wanna be next to you

Available at: <https://www.lettras.mus.br/lady-gaga/die-with-a-smile-feat-bruno-mars/>

28. In the line "I just woke up from a dream where you and I had to say goodbye", choose the correct sequence of verb tenses and forms:
- A) Simple present → relative clause with past perfect → full infinitive
 - B) Simple present → relative clause with past simple → bare infinitive
 - C) Simple past → relative clause with past perfect → bare infinitive
 - D) Simple past → relative clause with past simple → full infinitive

Question 29 must be answered based on the following text.

Digital technologies have revolutionized language teaching by providing access to diverse textual genres and authentic communication contexts. Through virtual environments, learners engage with real-world language use while developing both language skills and genre awareness. This approach aligns with contemporary educational principles that emphasize contextualized, communicative learning while maintaining the crucial role of the teacher in guiding the process.

Adapted from: DOS SANTOS, Roberto-Márcio; COURA-SOBRINHO, Jerônimo. *Computers in the teaching of English as a foreign language: access to diversity of textual genres and language skills*. Available at: <https://dl.ifip.org/db/conf/wcce/wcce2009/SantosS09.pdf>.

29. According to Dos Santos and Coura-Sobrinho's article, select the statement below that most accurately reflects contemporary pedagogical values of digital textual genres in English language teaching:
- A) Technology completely replaces traditional teaching methods by offering unlimited access to perfect language models in various genres.
 - B) The primary value of digital genres lies in their ability to standardize language learning through uniform text structures across all platforms.
 - C) Digital genres provide authentic communication contexts that simultaneously develop language skills and genre awareness while requiring careful pedagogical mediation.
 - D) Effective language teaching now depends entirely on students' independent exploration of digital genres without teacher intervention.

Question 30 must be answered based on the following text.

The internationalization of Brazilian public education requires tools that bridge the gap between traditional English language teaching and the demands of global communication. Digital platforms like ePals.com offer structured intercultural exchanges, combining language learning with the development of digital literacies and multimodal communication skills. These technologies enable authentic interactions while addressing national curricular goals, provided they are implemented with careful pedagogical mediation and alignment with Brazil's educational framework.

Adapted from: SANTIAGO, M. E. V.; DIAS, R. *Using ePals.com in English classes: A tool for internationalization of public elementary education in Brazil*. Available at: <https://revistas.pucsp.br/esp/article/view/38051>.

30. Identify the alternative below that describes how the integration of platforms like ePals.com address the challenge of internationalizing English language teaching in Brazilian public schools while meeting contemporary educational demands:
- A) Through complete replacement of Portuguese-language instruction with English immersion, prioritizing global communication over local cultural preservation.
 - B) By focusing exclusively on grammar drills and standardized testing through digital worksheets to ensure uniform proficiency metrics.
 - C) Through unregulated student-led social media interactions that prioritize informal language acquisition over curricular alignment.
 - D) By facilitating pedagogically structured intercultural exchanges that combine authentic language use, digital literacies, and multimodal communication within the framework of Brazil's national curriculum goals.

PROVA DISCURSIVA – QUESTÃO ÚNICA

Leia o excerto a seguir.

Em seu Projeto Político-Pedagógico (PPP), o IFRN

assume a necessidade de implementar um processo educativo que desvele práticas mediadoras e emancipatórias, capazes de contemplar, em consonância com o rigor científico e com a omnilateralidade humana, as dimensões culturais, linguísticas, artísticas, sociais, técnicas e tecnológicas. A educação, assim entendida, só é possível se “[...] esforçar-se no sentido da desocultação da realidade. Desocultação na qual o homem existencialize sua real vocação: a de transformar a realidade”. (FREIRE, *apud*, IFRN, 2012, p. 48).

Esse posicionamento fundamenta-se tanto nos princípios e nas diretrizes orientadores da prática pedagógica quanto nas concepções de ser humano, de sociedade, de cultura, de ciência, de tecnologia, de trabalho e de educação assumidas pelo IFRN e explicitadas em seu PPP (IFRN, 2012, p. 33-48).

PROPOSTA DE PRODUÇÃO TEXTUAL

Considerando a relevância da discussão sobre currículo integrado no âmbito da Educação Profissional e Tecnológica brasileira, escreva um **texto argumentativo** em que seja apresentado um ponto de vista sobre **a relação entre a formação humana integral fundamentada na omnilateralidade/politecnia e o posicionamento institucional exposto no PPP do IFRN.**

ORIENTAÇÕES ÀS PESSOAS CANDIDATAS

Sua produção textual deverá atender aos seguintes critérios:

- ser redigida no espaço destinado à versão definitiva na Folha de Resposta;
- ser redigida na norma-padrão (linguagem culta) da língua portuguesa escrita;
- ser redigida em prosa (e não em verso);
- conter, no mínimo, 20 (vinte) e, no máximo, 30 (trinta) linhas; e
- não estar assinada (nem mesmo com pseudônimo).

ATENÇÃO!

Será atribuída **NOTA ZERO** à produção textual em **qualquer UM** dos seguintes casos:

- se o espaço destinado ao texto definitivo na Folha de Resposta estiver em branco;
- se for redigida fora do espaço destinado ao texto definitivo na Folha de Resposta;
- se for redigida de forma ilegível;
- se não for redigida com caneta esferográfica de tinta na cor preta;
- se contiver quantidade mínima inferior a 20 (vinte) linhas;
- se fugir ao tema central ou à proposta da questão; e
- se contiver identificação da pessoa candidata fora do espaço reservado para esse fim.

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