

PROFESSOR(A) DE INGLÊS

LEIA ATENTAMENTE AS INSTRUÇÕES A SEGUIR

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

'First there is trust, then passion, then death': Why the 'Virgin Queen' never married

Neil Armstrong

Elizabeth I, daughter of Henry VIII, is the only English queen never to have married. The iconic Tudor monarch's last visit to Kenilworth 450 years ago may hold some clues to her solo reign – as revealed in a new art installation at the castle, depicting betrayal, beheadings and an elaborate declaration of love.

On a July evening in 1575, 41-year-old Queen Elizabeth I arrived at Kenilworth Castle in Warwickshire, UK, for what would be her longest and last visit. She had given the castle to Robert Dudley in 1563 and granted him the title of Earl of Leicester the following year. Dudley was a great favourite of the Queen and is thought to have been her childhood friend. The precise nature of their close relationship was the subject of much gossip.

Prior to the unmarried Queen's arrival, Dudley had given the magnificent castle a major refurb. New buildings had gone up, a new garden had been created and the estate had been landscaped. And the earl pulled out all the stops to lay on extraordinary entertainment in the form of music, dancing, acrobatics, spectacular fireworks and dramatic interludes performed by costumed actors. On the huge mere surrounding the castle, there was a moving island inhabited by the "Lady of the Lake". There was a 24ft (7.3m) dolphin that concealed musicians, and an 18ft-(5.5m) long swimming mermaid.

No expense was spared. It cost Dudley £1,000 (\$1,400) a day – millions in today's money, and the whole extravaganza has been interpreted as an elaborate and expensive courtship display; the 16th-Century ruling class's equivalent of hiring a plane to fly a "Marry Me" banner. "The 1575 festivities were an attempt to woo Elizabeth – marriage is a theme in some of the events," Jeremy Ashbee, head curator of properties at English Heritage, tells the BBC. "Dr Elizabeth Goldring, who has made a detailed study of Lord Leicester, has called it 'his last throw of the dice'."

Dudley's gamble seemed to be going swimmingly, but then everything changed. The highlight of the stay was to have been a masque – or performance – on Wednesday 20 July. It never took place. Was it simply a case of bad weather preventing the event, as the official version had it? Or had the monarch got wind of the subject matter and been angered? The masque featured Diana, goddess of chastity, searching for one of her chaste nymphs, pointedly called Zabetta – a version of the name Elizabeth.

It concluded with a messenger of Juno, goddess of marriage, directly addressing Elizabeth, and imploring her not to follow the path of Diana but to marry instead. Dudley had a certain amount of leeway with the Queen,

but this perhaps was going too far. Whatever the reason, the masque never took place, and the revelries were over. The Queen remained in her quarters for a few more days before leaving on 27 July.

Elizabeth I, daughter of Henry VIII, is the only English queen never to have married. She came to power in 1558 at the age of 25, inheriting religious, political and financial problems from her two predecessors, her half-brother, Edward VI (1537-1553), and her half-sister, Mary I (1516-1558).

Advisers and members of Parliament repeatedly urged her to marry to protect England's security. A woman ruling alone? Inconceivable. A queen needed to marry, it was believed, not just to produce a male heir in order to avoid succession disputes but also so that a man could take charge of political and military matters. The entreaties to marry were ceaseless, and numerous matrimonial candidates were suggested or suggested themselves. Elizabeth repeatedly parried, deflected and refused. Why?

It's entirely possible that she simply found the idea of having to obey or defer to a husband – any husband – intolerable. After all, she was very well educated (she learned five languages – French, Italian, Spanish, Latin and Flemish – and had studied history and rhetoric), highly intelligent, proud and fiery. She is said to have declared: "I will have but one mistress here and no master."

Also, Elizabeth knew that a woman could govern perfectly well without a man looking over her shoulder. In the summer of 1544, at Hampton Court, she witnessed the scholarly Katherine Parr, Henry's sixth wife, ruling with full authority while the king was on campaign in France. Katherine was a more than capable regent, and Elizabeth seems to have been profoundly influenced by seeing her stepmother exercising power, and accepting as her due the humble deference of powerful male ministers and courtiers.

Besides, her own immediate family had hardly furnished her with an image of the joys of marriage. Her father had her mother, Anne Boleyn, arrested on trumped-up charges of adultery and conspiracy, and then, shockingly, had her beheaded when Elizabeth was just three years old. Some commentators have suggested that Elizabeth might have been afraid of sex.

In fact, Elizabeth enjoyed the company of handsome men, and could be flirtatious with them. However, she had plenty of reasons to fear pregnancy and childbirth. Childbirth was a very high-risk enterprise in the Tudor era. Jane Seymour, Henry's third wife, died in childbirth, and Katherine Parr died of an illness shortly after giving birth, as had Elizabeth's grandmother, Elizabeth of York.

But there were political reasons, as well as personal, for not marrying. Keeping the country free from the influence of foreign powers may have been a consideration. Also, the prospect of Elizabeth's hand in marriage might have strengthened her negotiating position in her dealings with France, Spain and other nations. Meanwhile, if she'd married an English nobleman (and Dudley might have

been a possibility had not his wife, Amy Robsart, died in somewhat suspicious circumstances in 1560), she would have automatically put another English nobleman's nose out-of-joint.

So she kept everyone waiting and wondering. She seems to have had an instinctive grasp of what we now call PR, and liked to present herself as wholly devoted to her realm. From early in her reign she cultivated the image of the Virgin Queen. In 1559 she declared, in response to MPs asking her to marry, that eventually "a marble stone shall declare that a queen, having reigned such a time, lived and died a virgin".

Had the real Elizabeth allowed Dudley to think he might be in with a chance? And what did the Kenilworth visit mean for their relationship? "I don't believe that he felt humiliated by her rejection of his proposal," says Ashbee. "He was happy for an official account of the festivities to be published soon afterwards, and in his will, he stipulated that the castle was to be left exactly as it had been. I rather get the feeling that he saw 1575 as his 'finest hour'. He certainly didn't retire quietly into private life after 1575."

Elizabeth was furious with Dudley for a while when he married Lettice Knollys in 1578 – but she forgave him. When he died, in 1588, she locked herself in her room for so long that her chief adviser ordered that the doors be forced open. And when Elizabeth died in 1603, a note Dudley had sent her shortly before his death was found in a casket she kept by the side of her bed. She had written on it "his last letter".

<https://www.bbc.com/culture/article/20250714-why-the-virgin-queen-never-married> (adapted)

Questão 01

Teacher Sandra wants to develop integrated language skills using the Elizabeth I text. She plans activities that combine reading comprehension with speaking practice, listening exercises with writing tasks. Her objective is to create meaningful connections between the four language skills while exploring the historical content about the Virgin Queen.

Analyze the statements about integrated language skills and indicate the correct sequence of TRUE (T) or FALSE (F):

() Integrated skills activities promote more authentic language use, reflecting real-world communication situations.

() Speaking activities should be isolated from reading tasks to avoid confusion in language processing.

() Listening skills can be developed through audio materials about Elizabethan England, connecting to the written text.

() Writing tasks based on the text should focus exclusively on grammar exercises, separating content from form.

The CORRECT sequence is:

- (A) T, T, F, F.
- (B) F, F, T, T.
- (C) F, T, F, T.
- (D) T, F, T, F.

Questão 02

Consider the following statements about reading methods applied to the Elizabeth I text:

I. Skimming techniques help students identify the main ideas about the Queen's relationship with Robert Dudley.

II. Scanning allows students to locate specific information such as dates, places, and historical facts mentioned in the text.

III. Pre-reading activities should activate students' background knowledge about Tudor England and royal marriage customs.

IV. Reading comprehension depends solely on vocabulary knowledge, making cultural context irrelevant for understanding.

Which statements are correct?

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

Questão 03

Teacher Roberto is planning English lessons that respect students' rights and development needs according to the ECA (Estatuto da Criança e do Adolescente). He considers how to create age-appropriate activities using the Elizabeth I text while ensuring inclusive and respectful learning environments. His approach aims to balance academic rigor with developmental appropriateness for adolescent learners.

Regarding this topic, select the INCORRECT alternative.

- (A) The ECA guarantees children and adolescents the right to education and cultural access, supporting comprehensive language learning approaches that include historical and literary texts.
- (B) Inclusive teaching practices must accommodate diverse learning needs while maintaining high academic expectations for all students in English language classes.
- (C) Age-appropriate content selection ensures that historical texts like the Elizabeth I narrative contribute positively to students' cognitive and social development.
- (D) The Statute requires that foreign language instruction focus exclusively on contemporary topics, prohibiting the use of historical or classical literary materials.

Questão 04

Professor Carlos is preparing a lesson plan based on the

Elizabeth I text for his high school students. He needs to establish clear learning objectives that integrate reading comprehension, vocabulary development, and cultural understanding. His goal is to create a coherent didactic sequence that aligns with Base Nacional Comum Curricular (BNCC) competencies for foreign language teaching. Regarding this topic, select the INCORRECT alternative.

- (A) Lesson planning should focus exclusively on grammatical structures, postponing cultural and communicative aspects for advanced levels.
- (B) Assessment strategies must be coherent with established objectives and methodology used during the lesson development.
- (C) Didactic organization should consider students' prior knowledge and provide scaffolding for complex historical and linguistic content.
- (D) Lesson objectives should be specific, measurable, and aligned with students' proficiency levels, integrating multiple language skills contextually.

Questão 05

Read the excerpt below:

Professor Roberto is discussing the cultural aspects presented in the Elizabeth I text with his students. He emphasizes how understanding Tudor society, marriage customs, and political arrangements helps students develop intercultural competence. The teacher wants to explore how historical contexts influence language use and meaning construction in different cultural settings. The study of foreign language through cultural texts like the Elizabeth I story promotes _____ by exposing students to different historical periods, social values, and communication patterns.

Fill in the blank above and select the correct alternative.

- (A) grammatical accuracy and pronunciation skills
- (B) linguistic competence and structural knowledge
- (C) vocabulary memorization and translation abilities
- (D) intercultural awareness and critical thinking

Questão 06

Professor Ana wants her students to produce texts based on everyday situations, connecting them to the historical narrative about Elizabeth I. She plans activities where students write diary entries, letters, or news reports, imagining themselves in Tudor England or comparing past and present relationship customs. Her objective is to promote meaningful writing through relevant communicative contexts.

Analyze the statements about contextualized text production:

- () Contextualized writing activities motivate students by connecting historical content to contemporary experiences and interests.
- () Text production should focus primarily on

grammatical accuracy, with content relevance being a secondary consideration.

() Creative writing based on historical texts develops both linguistic competence and cultural understanding simultaneously.

() Everyday situations provide authentic contexts for language use, making writing more meaningful and engaging for students.

Correct sequence of TRUE (T) or FALSE (F):

- (A) T, T, F, T.
- (B) T, F, T, T.
- (C) F, F, T, F.
- (D) F, T, F, F.

Questão 07

Teacher Maria is working with the text about Elizabeth I in her 9th grade class. After reading, she notices that some students show difficulties in understanding complex structures and specific vocabulary from the Tudor period. To support these students, Maria plans differentiated remediation strategies that consider the diverse learning styles in her classroom. Mark the correct alternative:

- (A) Remediation in English teaching should include differentiated activities that address the same skills through varied strategies, considering individual student needs.
- (B) The remediation process should repeat the same initial activities, maintaining the original methodology to ensure learning consistency.
- (C) Remediation strategies should prioritize literal translation of the text, facilitating content access for struggling students.
- (D) Remediation assessment should focus primarily on grammatical aspects, leaving textual comprehension for later moments.

Questão 08

Teacher Patricia is working on pronunciation with the Elizabeth I text, focusing on words that may cause confusion due to similar sounds. She notices students struggling with words like "queen/clean," "reign/rain," and "marriage/carriage." Her goal is to help students develop phonemic awareness and improve their listening discrimination skills through contextualized practice. Regarding this topic, select the INCORRECT alternative.

- (A) Pronunciation instruction should be completely separated from reading activities, focusing only on isolated sound production without textual context.
- (B) Contextual pronunciation practice allows students to understand how sound differences can change meaning in authentic communication situations.
- (C) Phonemic awareness activities help students distinguish between similar sounds in meaningful contexts, improving both listening and speaking skills.

- (D) Minimal pairs exercises using vocabulary from the text provide focused practice on problematic sound distinctions for language learners.

Questão 09

The English coordinator is training teachers on text comprehension strategies using the Elizabeth I passage. She explains how students can develop skills to understand complex sentences, identify verb tenses, and interpret contextual meanings. The focus is on building comprehension skills that go beyond literal translation, encouraging inference and critical analysis of the historical narrative. Regarding this topic, select the CORRECT alternative.

- (A) Complex texts like historical narratives should be avoided until students master basic grammatical structures completely.
- (B) Interpretation skills develop naturally through extensive reading, making explicit instruction in comprehension strategies unnecessary.
- (C) Text comprehension involves understanding literal meaning, inferring implicit information, and analyzing linguistic structures within cultural contexts.
- (D) Reading comprehension requires students to memorize all vocabulary before attempting to understand the overall text meaning.

Questão 10

Consider the following statements about polysemic words and homonyms found in the Elizabeth I text:

I. The word "court" can mean both royal residence and legal proceeding, requiring contextual analysis for proper understanding.

II. "Fair" may refer to physical beauty or justice/equality, depending on the historical and linguistic context presented.

III. Polysemic vocabulary should be taught through isolated definitions, avoiding contextual confusion for beginning learners.

IV. Understanding multiple meanings enhances students' reading comprehension and cultural awareness of language evolution.

Which statements are correct?

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

Questão 11

Teacher Helena is studying the main theorists who provide foundations for pedagogical practices in English language education. During her continuing education course, she analyzes contributions from different authors to better understand artistic and linguistic learning

processes. Her objective is to apply this theoretical knowledge to her daily teaching practice with historical texts like the Elizabeth I narrative. Regarding this topic, select the CORRECT alternative.

- (A) Piaget formulated the zone of proximal development as a central concept for understanding mediated language learning in collaborative classroom environments.
- (B) Emília Ferreiro created the taxonomy of educational objectives, establishing hierarchical levels specifically designed for foreign language education and cultural competence.
- (C) Paulo Freire developed multiple intelligence theory, highlighting the significance of linguistic intelligence in cognitive development and language learning processes.
- (D) Vygotsky emphasizes the importance of social and cultural mediation in developing higher psychological functions, including second language acquisition and literary comprehension.

Questão 12

Read the excerpt below:

The pedagogical coordinator João is organizing a meeting about the legal framework supporting English language teaching in basic education. He needs to clarify how Brazilian legislation establishes and regulates foreign language instruction. During his presentation, he will address aspects of the Base Nacional Comum Curricular (BNCC) related to English language competencies and their implementation in school curricula. According to BNCC guidelines, English language teaching should develop _____ by integrating linguistic, cultural, and critical competencies in meaningful communicative contexts.

Fill in the blank above and select the correct alternative.

- (A) vocabulary memorization and structural knowledge
- (B) pronunciation perfection and native-like fluency
- (C) communicative competence and intercultural awareness
- (D) grammatical accuracy and translation skills

Questão 13

Principal Maria is discussing with English teachers the legal requirements for foreign language instruction in Brazilian schools. She references the LDB (Lei de Diretrizes e Bases) and its implications for curriculum design and implementation. The meeting focuses on understanding how legislation shapes English language education policies and classroom practices.

I. Law 9.394/96 establishes foreign language instruction as a mandatory component of basic education curriculum in Brazil.

II. The LDB emphasizes the importance of developing communicative competence rather than focusing solely on grammatical structures.

III. According to Brazilian legislation, English language teaching should prioritize cultural awareness alongside linguistic development.

IV. The law requires that foreign language instruction be limited to reading and writing skills, excluding oral communication.

Which statements are correct?

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

Questão 14

Coordinator Sandra is reviewing English curriculum alignment with PNE goals and targets. She analyzes how foreign language instruction contributes to improving educational quality and reducing regional inequalities. Her work involves ensuring that English teaching practices support broader educational objectives established in the Plano Nacional de Educação (PNE) while maintaining linguistic and cultural authenticity. Regarding this topic, select the CORRECT alternative.

- (A) PNE goals prioritize standardized testing in English, requiring all students to achieve identical proficiency levels regardless of regional or socioeconomic differences.
- (B) The PNE establishes goals for improving educational quality in all subjects, including foreign languages, through teacher training, resource allocation, and curriculum enhancement.
- (C) The Plan restricts foreign language teaching to private schools, limiting public education access to international communication and cultural competencies.
- (D) The National Education Plan focuses exclusively on Portuguese and Mathematics, considering foreign languages as optional subjects without specific quality targets.

Língua Portuguesa

Questão 15

Na última quarta-feira, a cidade de São Paulo foi afetada por uma forte tempestade, com rajadas de vento que ultrapassaram os 60 km/h.

Fonte: <https://www.bbc.com/portuguese/articles/c4g944q07vlo>.

adaptado

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

- (A) Com rajadas de vento, que ultrapassaram os 60 km/h na última quarta-feira, a cidade de São Paulo, foi afetada por uma forte tempestade.

- (B) São Paulo, a cidade na última quarta-feira, foi afetada por uma forte tempestade, com rajadas de vento de que ultrapassaram os 60 km/h.
- (C) Foi afetada por uma forte tempestade, a cidade de São Paulo, na última, quarta-feira, com rajadas de vento que ultrapassaram os 60 km/h.
- (D) A cidade de São Paulo, na última quarta-feira, foi afetada por uma forte tempestade, com rajadas de vento que ultrapassaram os 60 km/h.

Questão 16

A cidade está sob alerta para nova tempestade nesta quinta, segundo o Inmet (Instituto Nacional de Meteorologia).

Fonte: <https://www.bbc.com/portuguese/articles/c4g944q07vlo>.

adaptado

Na frase em questão, tem-se a presença de um predicado:

- (A) Um verbo-nominal.
- (B) Um nominal.
- (C) Dois verbais.
- (D) Dois nominais.

Questão 17

O cientista também referencia "a falta de políticas preventivas", como a poda de árvores e o aterramento de fios elétricos.

Fonte: <https://www.bbc.com/portuguese/articles/c4g944q07vlo>.

adaptado

De acordo com as regras de colocação pronominal, a forma correta do pronome oblíquo para substituir o termo destacado é:

- (A) O cientista também a referencia, como a poda de árvores e o aterramento de fios elétricos.
- (B) O cientista também lhe referencia, como a poda de árvores e o aterramento de fios elétricos.
- (C) O cientista também referencia-lhes, como a poda de árvores e o aterramento de fios elétricos.
- (D) O cientista também referencia-as, como a poda de árvores e o aterramento de fios elétricos.

Conhecimentos Gerais

Questão 18

Nos últimos anos, o Brasil vem enfrentando surtos de dengue em diversas regiões, especialmente nas áreas urbanas com alta densidade populacional e presença constante do mosquito *Aedes aegypti*. Em resposta, o Ministério da Saúde vem implementando ações como forma de reduzir casos graves, internações hospitalares e óbitos relacionados à doença. Qual das alternativas abaixo cita uma dessas ações?

- (A) Realização de campanhas apenas de conscientização sobre higiene pessoal.
- (B) Introdução de mosquitos geneticamente modificados em todas as áreas urbanas do país.
- (C) Distribuição de medicamentos antivirais que curam a dengue após a infecção.
- (D) Vacinação contra a dengue, priorizando grupos etários específicos e regiões com maior incidência da doença.

Questão 19

Santa Catarina apresenta grande diversidade geográfica, com regiões que variam do litoral às serras e planaltos. A economia do estado é marcada por atividades agrícolas, industriais e turísticas. Entre os fatores que fortalecem a economia catarinense está o destaque na produção de suínos, aves e alimentos processados, além de expressiva participação na indústria têxtil e metalúrgica.

Qual destes fatores contribui de forma significativa para a economia de Santa Catarina?

- (A) Produção de petróleo e gás natural como atividade principal.
- (B) Agroindústria de suínos e aves, associada à indústria têxtil e metalúrgica.
- (C) Extração de carvão como principal fonte de receita.
- (D) Exploração exclusiva de recursos minerais de ferro e cobre.

Questão 20

Segundo a Lei Orgânica de Guarujá do Sul/SC, qual das alternativas abaixo NÃO constitui um objetivo fundamental da Educação Municipal:

- (A) Preparo para o exercício da cidadania.
- (B) Formação para a vida.
- (C) Desenvolvimento integral da pessoa humana.
- (D) Formação para o trabalho.