

PROFESSOR DE INGLÊS

LEIA ATENTAMENTE AS INSTRUÇÕES A SEGUIR

- Os Cadernos de Prova de cada cargo possuem 4 tipos diferentes, sendo o conteúdo das questões o mesmo para todos, diferenciando-se apenas a ordem das questões e alternativas.
- Verifique acima o tipo do seu Caderno de Prova e preencha no cartão-resposta, em campo específico, o número correspondente ao tipo do seu Caderno de Prova.
- Cada questão da prova objetiva constitui-se de quatro alternativas, identificadas pelas letras A, B, C e D, das quais apenas uma é a resposta correta.
- Todas as respostas julgadas como corretas do Caderno de Prova deverão ser transportadas para o cartão-resposta, o qual será o único documento válido para a correção das provas objetivas e não será substituído em hipótese alguma.
- Faça o preenchimento do tipo de prova e da alternativa que julgar correta, conforme o exemplo a seguir: ●
- Confira se este Caderno de Prova corresponde ao cargo para o qual você se inscreveu e se o mesmo contém **35** questões, numeradas de **1 a 35**.
- 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 **3h00min**, 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 11.

Tax rises and benefit cuts are on the horizon as Reeves prepares the UK for a bad-news budget

The UK chancellor, Rachel Reeves, has made it clear that taxes will go up, and more cuts to welfare spending are on the horizon. The moves will be deeply unpopular and controversial – but in an extraordinary press conference ahead of the UK budget on November 26, Reeves made it clear that she believes both will be necessary.

In a highly unusual move, the chancellor used the press conference to set out her priorities for balancing the books while growing the economy. Notably, she did not mention the pledge in Labour's manifesto not to raise taxes on working people or increase national insurance, VAT or income tax.

Instead, she said her focus was on lowering the burden of excessive government borrowing and debt, improving public services and tackling the cost of living.

Reeves gave particular importance to sticking with her "iron-clad" fiscal rules. These, she argued, were essential for showing she is being responsible with the nation's finances and preventing a further rise in the cost of borrowing (the interest the government pays on its debt).

At more than £100 billion per year, this already makes up 10% of all government spending. The government's spending watchdog, the Office for Budget Responsibility (OBR), projects the total to rise to £111 billion by the next financial year.

She also emphasised the importance of measures to boost UK productivity. Productivity forecasts are expected to be downgraded by the OBR, heaping yet more pressure on the chancellor's budget choices. Reeves questioned whether the forecast would accurately predict the future – but has accepted that she will have to work within the OBR's constraints in this year's budget.

The chancellor is right that there is a pressing need to boost productivity. But it is by no means certain that planned investment in things like housing, nuclear power and a third runway at Heathrow will yield big gains, at least in the near term.

At the same time, she made it clear that to meet her budget target there will need to be cuts to public spending. Some cuts will come from more "efficiency" savings by government departments (that perennial option that all chancellors reach for).

But they will also come from tackling the UK's rapidly rising welfare budget, focusing on the large number of young people who are not in education, employment or training but depend on state benefits (so-called "Neets").

Any cuts to the welfare budget, as well as a failure to

abolish the two-child benefit limit (although she is under pressure from colleagues to bite the bullet and axe it), will cause dismay within the parliamentary Labour party as well as many party activists.

As ever, the budget choices will be political as well as economic. Both the Conservatives and Reform UK will accuse Labour of breaking its manifesto promises. They will also claim Labour is undermining any chance of growth by raising taxes by a larger amount than any UK government has done in the last 50 years.

At the same time, it will become even more difficult for Labour to manage its large but fractious parliamentary majority. Earlier this year, backbenchers forced the government to restore the winter fuel payment for some pensioners and abandon plans to cut personal independence payments for disabled claimants.

Local government elections, as well as elections to the Scottish and Welsh parliaments, are looming next May. Reeves risks further alienating Labour's grassroots supporters and pushing them towards smaller left-wing parties such as the Greens. They already seem to be pulling ahead of Labour among younger voters.

The stakes could not be higher. A bad result could even lead to questions about the future of both the chancellor and the prime minister Keir Starmer.

Finally, the chancellor's goal to cut the cost of living for working people does not seem particularly ambitious. Her suggested approach involves cutting energy costs by investing more in electricity generation, and reducing the cost of food by changing the business rates system to help small businesses.

Even if effective, these changes will take some time to work through and may not be enough to convince voters that Labour is on their side – particularly if inflation is not brought under control.

Reeves' appeal to the public to back her long-term approach to sorting out the British economy may be admirable. But the political risks to her personally – and Labour more broadly – remain considerable.

<https://theconversation.com/tax-rises-and-benefit-cuts-are-on-the-horizo-n-as-reeves-prepares-the-uk-for-a-bad-news-budget-269008>

Questão 01

The text contains several instances of passive voice constructions. Examine this sentence: "Productivity forecasts are expected to be downgraded by the OBR, heaping yet more pressure on the chancellor's budget choices." This sentence uses passive voice with an infinitive construction. Understanding the transformation between active and passive voice, particularly with complex verb structures, is crucial for advanced writing. Which of the following correctly identifies the grammatical structure and appropriate active voice transformation?

- (A) Present perfect passive structure. Active form: "The OBR has expected downgrading productivity forecasts already."

- (B) Present simple passive with reporting verb plus infinitive passive. Active: "Analysts expect the OBR to downgrade forecasts."
- (C) Present continuous passive structure. Active: "The OBR is expecting to downgrade productivity forecasts currently."
- (D) Double passive construction that is grammatically incorrect. Should be rewritten: "The OBR downgrades productivity forecasts."

Questão 02

Examine this sentence from the article: "Even if effective, these changes will take some time to work through and may not be enough to convince voters that Labour is on their side – particularly if inflation is not brought under control." This sentence contains two conditional structures. The phrase "Even if effective" represents a concessive conditional (acknowledging a possibility while suggesting it may not change the outcome), while "if inflation is not brought under control" is a first conditional (real possibility in the future). Understanding conditional structures is essential for both comprehension and production in English. Which of the following statements correctly analyzes the conditional structures and their functions in academic and journalistic English?

- (A) The structure "even if effective" is an elliptical conditional (with "these changes are" implied), while "if inflation is not brought under control" is a complete first conditional clause; both are grammatically correct and commonly used in formal written English.
- (B) The first conditional "even if effective" is incorrectly formed and should be "even if it will be effective" to maintain grammatical consistency with the future tense in the main clause.
- (C) Both conditional clauses express impossible or hypothetical past situations, requiring the past perfect tense in standard formal English, which makes the sentence grammatically incorrect as written.
- (D) The passive voice "is not brought under control" is always grammatically incorrect in conditional clauses and should be replaced with an active construction in all contexts.

Questão 03

The Communicative Language Teaching (CLT) approach emphasizes meaningful communication and functional language use over mechanical grammar drills. Task-Based Language Teaching (TBLT), an extension of CLT, organizes instruction around tasks that reflect real-world language use. Using the article about UK budget policy, a teacher could design a task-based lesson where students engage with authentic content. The task cycle typically includes: pre-task (introducing topic and useful language), task (students complete the task in pairs/groups), planning (preparing to report to class), report (presenting findings), analysis (examining language features), and practice (focused work on language forms that emerged). Which lesson design

exemplifies task-based principles while using this article?

- (A) Lecture for the entire class period about British political system without allowing students to speak or interact with the text, then assign rote memorization of 50 vocabulary words from the article.
- (B) Have students translate the entire article word-by-word from English to their native language, then complete a grammar worksheet on passive voice, without any discussion of the content or communicative practice.
- (C) Skip the article entirely and conduct traditional grammar drills using decontextualized sentences unrelated to any meaningful content or authentic communication.
- (D) Design a task where students read an article on austerity, discuss their opinions in groups, create and present arguments supporting their stance, then analyze key language chunks from the text and practice them in new contexts.

Questão 04

The article discusses Chancellor Rachel Reeves' budget strategy and its political implications. Consider this passage: "Reeves' appeal to the public to back her long-term approach to sorting out the British economy may be admirable. But the political risks to her personally – and Labour more broadly – remain considerable." The author's tone reveals an implicit assessment. Additionally, the text states: "The stakes could not be higher. A bad result could even lead to questions about the future of both the chancellor and the prime minister Keir Starmer." Based on comprehensive analysis of explicit and implicit meanings, what can be accurately inferred about the author's perspective?

- (A) The author presents Reeves' situation as precarious with merit but facing significant political challenges from party backlash, opposition attacks, elections, and potential slow results that risk both positions.
- (B) The author implies Reeves' budget will definitely fail because welfare cuts are always counterproductive and no chancellor has ever balanced fiscal responsibility with economic growth successfully.
- (C) The author argues Reeves should resign immediately because her budget is ineffective and has no chance of improving the British economy under any circumstances whatsoever.
- (D) The author suggests budget challenges are entirely Reeves' fault and the previous government left perfect economic conditions, making current difficulties purely Labour's incompetence.

Questão 05

The article uses several idiomatic expressions and collocations that are characteristic of British political and economic discourse. For example: "balancing the books" (managing finances to ensure income matches expenditure), "iron-clad fiscal rules" (extremely firm

financial regulations), "bite the bullet" (make a difficult decision), and "the stakes could not be higher" (the consequences are extremely serious). Understanding these expressions is crucial for authentic comprehension of English texts. A teacher planning a lesson on idiomatic expressions from authentic political texts should consider both their literal and figurative meanings, as well as register and context. Which pedagogical approach would effectively help intermediate-level students understand and use such expressions appropriately?

- (A) Avoid teaching idiomatic expressions altogether, as they are too difficult for non-native speakers and should only be introduced at advanced levels when students have perfect grammar.
- (B) Teach idioms only through rote memorization of dictionary definitions without any contextual practice or analysis of when and how they are used in authentic communication.
- (C) Provide direct translations of each idiom into students' first language and have them memorize lists of expressions without contextual examples, as this is the most efficient method for vocabulary acquisition.
- (D) Present idioms in context, analyze their figurative meanings, discuss the situations where they are appropriately used, provide multiple authentic examples, and have students practice using them in similar contexts while understanding register constraints.

Questão 06

The text describes multiple interconnected factors affecting Reeves' budget decisions: government debt, borrowing costs, productivity forecasts, welfare spending, tax policy, fiscal rules, upcoming elections, intra-party tensions, and cost of living concerns. Understanding how these elements relate causally is essential for deep comprehension. Which statement accurately represents the complex causal chains and constraints described in the article?

- (A) Reeves faces interconnected constraints: high borrowing costs pressure debt reduction; downgraded productivity forecasts limit fiscal space; fiscal rules restrict borrowing; forcing difficult tax and spending choices that risk alienating supporters.
- (B) The text indicates productivity forecasts were upgraded by the OBR, giving Reeves more fiscal space and making decisions easier, which explains why she faces no Labour or opposition resistance.
- (C) The OBR's productivity forecasts are irrelevant to Reeves' decisions, as she explicitly stated she will disregard their projections and base her budget on optimistic assumptions without constraints.
- (D) The text states Reeves has unlimited fiscal flexibility and no meaningful constraints, allowing her to simultaneously cut taxes, increase welfare, eliminate debt, and guarantee growth without trade-offs.

Questão 07

The text employs sophisticated vocabulary specific to economics, government finance, and political analysis. Terms like "fiscal," "manifesto," "productivity," "borrowing costs," "welfare," "backbenchers," "grassroot supporters," and "OBR" (Office for Budget Responsibility) carry specific meanings in British political-economic discourse. Understanding these terms requires knowledge of their precise meanings within specialized contexts. Which analysis accurately defines these terms as used in this political-economic context?

- (A) "Fiscal" means physical exercise; "manifesto" is Italian pasta; "productivity" refers to movie production; "welfare" means farewell greeting; "backbenchers" are furniture makers; "OBR" is British beer brand.
- (B) "Fiscal rules" means fish farming regulations; "manifesto" means transportation cargo lists; "productivity" means having children; "welfare" means happiness; "backbenchers" means concert attendees; "grassroot supporters" means grass farmers.
- (C) "Fiscal" relates to government revenue and expenditure; "manifesto" is policy declaration; "productivity" measures economic efficiency; "welfare" means government financial support; "backbenchers" are non-minister MPs; "OBR" provides economic forecasts.
- (D) These technical terms are too specialized for English learners to understand and should be avoided in language teaching, as only native speakers with economics degrees can comprehend political journalism.

Questão 08

The article discusses Chancellor Rachel Reeves' approach to the upcoming UK budget, highlighting various economic and political challenges. According to the text, Reeves held an "extraordinary press conference" before the budget announcement, which was described as "highly unusual." The purpose of this pre-budget communication was to prepare the public for difficult decisions ahead. In the press conference, Reeves notably avoided mentioning certain Labour manifesto pledges while emphasizing other priorities. Based on a comprehensive reading of the article, which statement accurately reflects the strategic communication choices made by Chancellor Reeves during the press conference?

- (A) Reeves explicitly reaffirmed Labour's manifesto pledge not to raise taxes on working people, national insurance, VAT, or income tax, using the press conference primarily to announce increased welfare spending for young people.

- (B) The Chancellor focused on her commitment to fiscal rules, reducing government debt burden, improving public services, and tackling the cost of living, while conspicuously not mentioning the manifesto pledge against raising certain taxes.
- (C) Reeves announced that the Office for Budget Responsibility's productivity forecasts would be completely disregarded in her budget planning, as she questioned their accuracy and refused to work within their constraints.
- (D) The press conference revealed that all budget adjustments would come exclusively from efficiency savings in government departments, with no cuts to welfare spending or increases in any form of taxation.

Questão 09

In authentic spoken English, native speakers use features of connected speech including linking (connecting final consonant sounds to initial vowel sounds), elision (dropping sounds), assimilation (sounds changing when they meet), and weak forms. In the sentence "Reeves gave particular importance to sticking with her iron-clad fiscal rules," native speakers would likely link sounds between words, use weak forms for function words, and potentially reduce certain sounds. Understanding these features is crucial for both listening comprehension and pronunciation teaching. A teacher preparing students for oral communication should address these phenomena. Which approach effectively develops students' ability to understand and produce natural connected speech?

- (A) Insist that students pronounce every word carefully and separately with clear pauses between each word, as this is the only acceptable pronunciation for non-native speakers.
- (B) Tell students that pronunciation is not important as long as they can write correctly, and that accent reduction is impossible, so no instruction should be provided.
- (C) Require students to imitate only Received Pronunciation (RP) British English, rejecting any other accent as incorrect and refusing to expose students to the variety of English accents that exist globally.
- (D) Expose learners to real audio, teach connected speech features with examples, let them identify these in listening tasks, and give guided practice before free speaking.

Questão 10

The article employs collocations and fixed expressions characteristic of British political journalism. The text includes: "balancing the books," "iron-clad fiscal rules," "heaping pressure," "bite the bullet," "the stakes could not be higher," and "pulling ahead." These phrases carry meanings beyond literal interpretations. Understanding these conventional word combinations is essential for comprehension and production. Which of the following

demonstrates accurate understanding of the collocations and idiomatic expressions used in the text?

- (A) All expressions are outdated Victorian idioms no longer used in contemporary British English and would never appear in modern political journalism, making their inclusion here anachronistic and inappropriate.
- (B) "Balancing the books" means placing books on a scale; "iron-clad" refers to metal armor; "bite the bullet" means eating ammunition; "stakes could not be higher" refers to tall fence posts.
- (C) "Balancing the books" means writing balanced sentences; "iron-clad" refers to ship regulations; "bite the bullet" means showing aggression; "heaping pressure" means making piles; "stakes" means casino gambling.
- (D) "Balancing the books" means managing finances to match income and expenditure; "iron-clad" means extremely firm; "bite the bullet" means making difficult decisions; "stakes could not be higher" means serious consequences.

Questão 11

The article presents an argumentative structure where the author analyzes Reeves' budget strategy, provides evidence, and evaluates potential consequences. The text employs cohesive devices such as "At the same time," "As ever," "Finally," and contrastive structures like "But" to connect ideas logically. In teaching argumentative writing in English, particularly for students preparing to write opinion essays or analytical texts about current events, it is essential to focus on thesis statements, supporting evidence, counterarguments, and appropriate linking words. Consider a teacher who wants students to write a 250-word argumentative essay responding to the question: "Should governments prioritize reducing debt over increasing welfare spending?" Which instructional sequence would prepare students for this task?

- (A) Focus on grammar exercises about verb tenses and sentence structure without any attention to content organization, argumentation strategies, or vocabulary related to the topic.
- (B) Have students immediately begin writing without any preparation, as spontaneous writing produces the most authentic language and reflects real-world writing conditions.
- (C) Require students to write the essay in their native language first, then use translation software to convert it to English, submitting the direct translation as their final work.
- (D) Conduct pre-writing activities including brainstorming arguments for both sides, teaching relevant vocabulary and linking devices, analyzing model texts for structure, creating an outline, then drafting and revising with peer and teacher feedback.

Questão 12

Read the passage below:

_____ is a game-based learning platform that makes English lessons more dynamic and engaging. Teachers can create interactive quizzes, surveys, and challenges that motivate students to participate actively. By answering questions in real time, learners improve vocabulary, grammar, and reading comprehension while having fun. The competitive element encourages focus and quick thinking. This tool also allows teachers to assess understanding instantly. It can be used to review content, introduce new topics, or prepare for exams. The colorful interface and background music help create a relaxed and enjoyable atmosphere. In group activities, students collaborate and communicate in English. Overall, this approach transforms traditional lessons into exciting and meaningful learning experiences.

Fill in the blank above and mark the correct alternative.

- (A) Genially
- (B) H5P
- (C) Kahoot
- (D) Oppia

Questão 13

American English diverged from British English following colonial settlement in the 17th century, developing distinctive features through various influences. Noah Webster's "American Dictionary of the English Language" (1828) standardized American spelling (color vs colour, theater vs theatre). Regional dialects emerged from different settlement patterns: Southern American English, New England dialects, Midwestern English, and African American Vernacular English (AAVE). Immigration waves introduced vocabulary from Spanish, German, Italian, and other languages. The Great Vowel Shift had largely concluded before American colonization, meaning some features preserved older English pronunciations. What factors primarily contributed to American English developing as a distinct variety from British English?

- (A) American English developed solely from French influence after the Louisiana Purchase, with no connection to British colonial English or any other linguistic sources from European settlement.
- (B) American English is identical to British English in all aspects, with no phonological, lexical, or orthographic differences, making the concept of American English variety linguistically invalid.
- (C) American English diverged through geographic isolation, Webster's spelling reforms, diverse immigration influences, Native American language contact, and regional settlement patterns creating distinct dialects across the territory.

- (D) The divergence resulted from deliberate government legislation mandating different spelling and pronunciation after independence, with no natural linguistic evolution or immigration influence occurring subsequently.

Questão 14

Charles Dickens (1812-1870) is recognized not only for his memorable characters and engaging narratives but also for his incisive social criticism of Victorian England. His novels exposed injustices including child labor, workhouse conditions, legal system corruption, educational inadequacies, and class inequalities. Dickens drew from personal experience: his father's imprisonment for debt forced twelve-year-old Charles to work in a blacking factory, a traumatic experience that profoundly influenced his writing. Novels like "Oliver Twist" (1837-1839) criticized the Poor Law Amendment Act of 1834, while "Hard Times" (1854) attacked utilitarian philosophy and industrial capitalism's dehumanizing effects. "Bleak House" (1852-1853) satirized the Court of Chancery's endless legal proceedings. Dickens combined social critique with entertainment, making serious issues accessible to wide audiences through serialization in periodicals. How did Dickens' personal experiences and literary techniques shape his approach to addressing Victorian social problems in his fiction?

- (A) Dickens wrote exclusively political treatises and academic essays, never incorporating reformist views into fiction or creating characters to illustrate social issues affecting Victorian England's working classes.
- (B) Dickens praised Victorian institutions like workhouses and child labor as positive developments, defending industrial capitalism and arguing poverty resulted exclusively from individual moral failures rather than systemic problems.
- (C) Dickens integrated social criticism into entertaining narratives, drawing from his childhood trauma and contemporary issues to expose systemic injustices while maintaining accessible storytelling through serialization and memorable characters.
- (D) Dickens avoided all controversial social topics, focusing exclusively on romantic adventures and happy endings without commentary on Victorian society's problems, injustices, or systemic institutional failures.

Questão 15

English language teachers must explicitly teach reading strategies to help students process texts efficiently. Different reading purposes require different approaches. When students need to find specific information quickly, such as a date, name, price, or particular fact, without reading the entire text, they should employ a particular technique. This strategy involves moving eyes rapidly over the text to locate specific keywords or information, similar to searching for a contact in a phone list. It differs from other strategies like skimming (getting general idea), intensive reading (detailed comprehension), or extensive

reading (reading for pleasure). What is this reading strategy called when students search for specific information without reading every word?

- (A) Scanning.
- (B) Intensive reading.
- (C) Skimming.
- (D) Predicting.

Questão 16

J.R.R. Tolkien (1892-1973) was not only a renowned author but also a distinguished philologist and professor of Anglo-Saxon at Oxford University. His deep knowledge of Old English, Middle English, Old Norse, Finnish, and Welsh profoundly influenced his creative work. Unlike most fantasy authors who create fictional worlds first and add languages as decoration, Tolkien's approach was inverted: he created complex, fully-functional languages with consistent grammar, phonology, and etymology, then built narratives and worlds where these languages could exist naturally. His most developed constructed languages (conlangs) include Quenya (inspired by Finnish) and Sindarin (inspired by Welsh), both Elvish languages with distinct characteristics. Tolkien invented these languages before writing "The Hobbit" or "The Lord of the Rings," and his fiction essentially served as a mythology to house his linguistic creations. Which statement accurately reflects Tolkien's unique contribution to fantasy literature and the relationship between his philological expertise and creative writing?

- (A) Tolkien's philological background enabled him to create linguistically authentic constructed languages with complete grammar systems, and his fantasy narratives were fundamentally shaped by these linguistic inventions rather than vice versa.
- (B) Tolkien's languages were simple naming systems with random sounds, created after completing his novels as superficial decoration without grammatical structure or linguistic authenticity.
- (C) Tolkien copied his Elvish languages directly from existing Finnish and Welsh without any original creative contribution, merely translating European languages into his fictional world without modification.
- (D) Tolkien's academic work in philology was completely separate from his creative writing, and his knowledge of ancient languages had no influence whatsoever on Middle-earth's creation.

Questão 17

In English pronunciation practice, teachers often use a technique that involves students repeating words, sounds, or sentences several times after the teacher. This repetition helps learners internalize the rhythm, intonation, and pronunciation patterns of the language, building accuracy and fluency through controlled imitation. Which teaching technique does this description refer to?

- (A) Role-play.

- (B) Shadowing.
- (C) Drilling.
- (D) Backchaining.

Questão 18

Dialogue:

Anna: Hey, Tom! You look tired. What happened?

Tom: I stayed up all night finishing my project.

Anna: Oh no! You should take a short nap to catch up on your sleep.

Tom: I know, but I have another meeting in an hour. Maybe I'll just grab a coffee instead.

Anna: Don't burn yourself out! You need some rest.

In the dialogue above, the expression "catch up on" means to:

- (A) Try to compensate for lost time or missed activity.
- (B) Begin a new task enthusiastically.
- (C) Stop doing something because it's difficult.
- (D) Delay an activity until later.

Questão 19

Autonomous learning refers to students' ability to take charge of their own learning process, setting goals, selecting strategies, and self-evaluating progress. Digital technologies offer unprecedented opportunities for autonomous English learning through apps, online platforms, podcasts, and authentic materials. However, effective autonomy requires explicit instruction in learning strategies, digital literacy skills, and critical evaluation of online resources. Teachers play a crucial role in scaffolding learner autonomy rather than simply assigning independent work. Responsible technology use involves understanding privacy concerns, identifying credible sources, managing screen time, and recognizing AI limitations. How can English teachers effectively promote genuine learner autonomy while ensuring responsible technology use?

- (A) Responsible technology use means students must memorize internet safety rules without actual practice or critical thinking about digital contexts, sources, privacy, or appropriate communication online.
- (B) Teachers should provide explicit training in learning strategies and digital literacy, guide students in setting realistic goals, teach evaluation of online resources, scaffold self-assessment skills, and discuss responsible technology practices.
- (C) Teachers should eliminate all guidance and simply tell students to use any websites or apps independently without instruction, support, or discussion about effective strategies or responsible practices.

(D) Autonomous learning means students work completely alone without any teacher interaction, feedback, or instructional support, as any guidance contradicts the principle of learner independence and self-direction.

Questão 20

In English language teaching, some oral activities focus on helping learners organize their ideas, speak fluently, and use intonation naturally while narrating events or retelling personal experiences. These techniques emphasize structure, coherence, and expressiveness, encouraging students to practice rhythm, pronunciation, and creativity as they construct meaning through speech. Which pedagogical strategy represents this approach?

- (A) Jazz Chants.
- (B) Tongue Twisters.
- (C) Minimal Pairs Practice.
- (D) Storytelling and Retelling.

Língua Portuguesa

O texto seguinte servirá de base para responder às questões de 21 a 30.

Como descobrir se o vídeo que você está vendo é real ou gerado por IA

Nos últimos meses, os geradores de vídeo baseados em inteligência artificial evoluíram a tal ponto que a confiança nas imagens captadas por câmeras começa a se abalar. O cenário inevitável é o de um público cada vez mais desconfiado: enganado repetidas vezes, o espectador passará a questionar tudo o que vê.

Por enquanto, ainda é possível identificar alguns sinais de que um vídeo pode não ser real. Um dos principais é a baixa qualidade da imagem: filmagens borradas, granuladas ou pixeladas podem indicar o uso de IA. Segundo o professor Hany Farid, da Universidade da Califórnia em Berkeley, especialista em forense digital, esse é um dos primeiros aspectos a observar.

As ferramentas de vídeo com IA continuarão a se aperfeiçoar, e esse tipo de orientação logo se tornará obsoleto. Ainda assim, por ora, vale a pena usá-la para evitar cair em vídeos falsos. O professor Matthew Stamm, da Universidade Drexel, lembra que imagens de má qualidade não são necessariamente falsas, mas que vídeos de IA costumam recorrer a essa aparência para disfarçar falhas visuais.

Esses vídeos apresentam inconsistências sutis — texturas de pele excessivamente lisas, padrões irregulares em cabelos ou roupas e movimentos improváveis de pequenos objetos. Quanto mais nítida a imagem, maiores as chances de perceber esses detalhes. Por isso, vídeos supostamente gravados por câmeras antigas ou de segurança podem esconder imperfeições típicas da IA.

Nos últimos meses, diversos vídeos gerados por IA

enganaram milhões de pessoas. Um deles mostrava coelhos saltando sobre um trampolim; outro, um casal se apaixonando no metrô de Nova York; e um terceiro, um pastor pregando contra bilionários — todos falsos. Em comum, tinham a aparência amadora e a baixa resolução.

Hany Farid afirma que há três fatores essenciais para desconfiar: resolução, qualidade e duração. Os vídeos de IA costumam ser curtos — geralmente entre seis e dez segundos — porque sua produção é cara e mais propensa a falhas em trechos longos. Além disso, a baixa qualidade e a compressão proposital das imagens ajudam a mascarar os indícios de falsificação.

Enquanto isso, as grandes empresas de tecnologia investem bilhões para tornar a IA cada vez mais realista. De acordo com Stamm, as falhas visuais que hoje servem de pista tendem a desaparecer em pouco tempo. Ainda assim, os especialistas acreditam que novas técnicas de autenticação ajudarão a distinguir o que é real do que é criado artificialmente.

Farid e Stamm explicam que vídeos gerados ou modificados deixam rastros invisíveis — impressões digitais que podem ser detectadas com ferramentas estatísticas. Além disso, câmeras e programas de IA poderão, em breve, incorporar informações de origem diretamente nos arquivos, facilitando a verificação da autenticidade.

No passado, imagens e vídeos pareciam provas incontestáveis; hoje, podem ser facilmente manipulados. O essencial passa a ser quem criou o conteúdo, de onde ele veio e se foi verificado por fontes confiáveis. Trata-se, segundo Stamm, de um dos maiores desafios da segurança da informação no século atual — um problema recente, mas que mobiliza um número crescente de pesquisadores e profissionais em busca de soluções conjuntas entre tecnologia, educação e políticas públicas.

<https://www.bbc.com/portuguese/articles/cz0xp8p5vzmo>. adaptado.

Questão 21

Essas falhas podem desaparecer em pouco tempo, "ou" novas técnicas de autenticação ajudarão a distinguir o real do artificial.

De acordo com a relação estabelecida entre as orações, é correto afirmar que o conectivo destacado expressa:

- (A) adição, pois o conectivo "ou" tem valor equivalente a "e", somando duas ações possíveis que podem ocorrer simultaneamente.
- (B) explicação, uma vez que a segunda oração justifica a primeira, introduzindo a causa pela qual as falhas podem desaparecer.
- (C) adversidade, visto que o conectivo "ou" estabelece oposição de sentido entre as duas orações.
- (D) alternância, indicando que há duas possibilidades excludentes: "ou" as falhas desaparecerão, "ou" as novas técnicas permitirão diferenciar o que é real do que é artificial.

Questão 22

Além disso, a baixa qualidade e a compressão propositais das imagens ajudam a "mascarar" os indícios de falsificação.

De acordo com as regras de regência verbal, é correto afirmar que o verbo destacado é:

- (A) intransitivo, pois apresenta sentido completo e não exige complemento.
- (B) transitivo direto, pois exige complemento sem preposição, tendo como objeto direto o termo "os indícios de falsificação".
- (C) bitransitivo, pois exige dois complementos — um direto e outro indireto — para completar seu sentido, sendo "os indícios de falsificação" o objeto direto e "às imagens" o objeto indireto.
- (D) transitivo indireto, pois exige complemento precedido da preposição "a", que indica o alvo da ação de disfarçar.

Questão 23

As ferramentas de vídeo com IA continuarão a "se aperfeiçoar", e esse tipo de orientação logo "tornar-se-á" obsoleto.

De acordo com as regras de colocação pronominal, é correto afirmar que ocorrem, respectivamente:

- (A) mesóclise e próclise.
- (B) ênclise e mesóclise.
- (C) próclise e mesóclise.
- (D) anáclise e ênclise.

Questão 24

O professor Matthew Stamm, "da Universidade Drexel", lembra que imagens de má qualidade não são necessariamente falsas.

Sintaticamente, o termo destacado trata-se de:

- (A) adjunto adverbial, pois indica lugar de onde o professor se origina, expressando circunstância espacial.
- (B) aposto, pois explica o substantivo "professor" e vem isolado por vírgulas, apresentando valor explicativo.
- (C) vocativo, pois identifica o interlocutor a quem se dirige a fala, sendo empregado com valor de chamamento.
- (D) adjunto adnominal, pois especifica o substantivo "professor", indicando vínculo de pertencimento à instituição mencionada.

Questão 25

Vídeos supostamente gravados por câmeras antigas ou de segurança podem esconder imperfeições típicas da IA, "que revelam o uso da tecnologia."

O termo destacado na frase trata-se de uma oração subordinada:

- (A) adverbial causal, já que expressa a razão pela qual os vídeos podem esconder imperfeições.
- (B) adjetiva restritiva, pois o pronome relativo "que" retoma o termo "imperfeições típicas da IA", especificando apenas aquelas que denunciam o uso da tecnologia.
- (C) substantiva objetiva direta, pois completa o sentido do verbo "podem esconder", funcionando como complemento verbal.
- (D) adverbial consecutiva, pois expressa a consequência de as imperfeições serem típicas da IA.

Questão 26

O texto analisa a crescente dificuldade de distinguir vídeos reais de conteúdos gerados por inteligência artificial, abordando causas, efeitos e possíveis soluções para o problema da desinformação visual.

Com base na tipologia textual predominante, assinale a alternativa correta.

- (A) O texto é narrativo, pois relata uma sequência de ações e eventos protagonizados por personagens que vivenciam situações de engano com vídeos falsos.
- (B) O texto é predominantemente expositivo, pois apresenta informações, explicações e análises sobre o avanço dos vídeos criados por IA e seus impactos na confiança das pessoas nas imagens.
- (C) O texto é injuntivo, porque orienta o leitor a executar ações específicas para identificar vídeos falsos, usando linguagem prescritiva e imperativa.
- (D) O texto é descritivo, já que busca retratar detalhadamente as características físicas dos vídeos e das imagens geradas por inteligência artificial.

Questão 27

Hany Farid afirma que há "três fatores essenciais" para desconfiar.

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

- (A) sujeito simples, já que o termo "três fatores essenciais" é o núcleo da oração e realiza a ação expressa pelo verbo "há".
- (B) objeto direto, pois completa o sentido do verbo "há", que é transitivo direto e não exige preposição.
- (C) complemento nominal, pois o termo destacado completa o sentido do substantivo "fatores" e se liga a ele por meio de preposição.
- (D) objeto indireto, uma vez que o termo destacado completa o verbo "há" e vem precedido de preposição.

Questão 28

A crescente sofisticação dos vídeos produzidos por inteligência artificial vem transformando a relação das pessoas com as imagens. O texto apresenta uma

reflexão sobre a perda de confiança no que é visto e as estratégias possíveis para reconhecer conteúdos falsos.

De acordo com o texto-base, analise as afirmações a seguir e assinale a alternativa correta.

- (A) O texto afirma que as filmagens borradas e pixeladas são sempre falsas, pois a baixa qualidade é a principal característica dos vídeos produzidos por IA.
- (B) O texto sugere que os vídeos continuarão sendo evidências seguras da realidade, desde que sejam observados com atenção e reproduzidos em alta resolução.
- (C) O texto defende que as empresas de tecnologia já conseguiram eliminar completamente as falhas visuais e que os vídeos criados por IA são indistinguíveis dos reais.
- (D) O texto alerta para o avanço das tecnologias de geração de vídeos por IA e destaca a importância de adotar critérios de análise crítica diante das imagens, já que até vídeos simples e de baixa qualidade podem ser falsos.

Questão 29

Nos últimos meses, diversos vídeos gerados por IA enganaram milhões de pessoas.

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

- (A) Vídeos diversos gerados - por IA nos últimos meses, enganaram milhões de pessoas.
- (B) Diversos vídeos gerados por IA, nos últimos meses, enganaram milhões de pessoas.
- (C) Milhões de pessoas enganaram diversos vídeos gerados por IA: nos últimos meses.
- (D) Diversos vídeos gerados por IA; nos últimos meses enganaram milhões de pessoas.

Questão 30

Além disso, a baixa qualidade e a compressão propositais das imagens ajudam "a mascarar os indícios de falsificação".

Em relação ao uso ou não do acento indicativo de crase, é correto afirmar que, no termo destacado:

- (A) o uso da crase é facultativo porque a preposição "a" pode se unir a um artigo implícito antes do verbo "mascarar", dependendo da intenção do falante.
- (B) não se usa crase diante de verbo, pois o acento grave ocorre apenas quando há fusão da preposição "a" com o artigo feminino "a" ou com o pronome demonstrativo "aquela(s)", o que não acontece antes de verbos.
- (C) não se usa crase porque o termo seguinte inicia-se por palavra masculina, e a crase só ocorre diante de palavras femininas.

- (D) o uso da crase é opcional, pois a presença de verbo no infinitivo permite dupla regência, com ou sem o acento grave.

Conhecimentos Gerais

Questão 31

Durante a COP30, realizada em Belém no mês de novembro de 2025 e marcada por intensas negociações sobre metas globais de mitigação climática, diversos grupos de povos indígenas organizaram manifestações nos arredores do evento. Nesse contexto, os protestos destacaram:

- (A) A demanda por exclusão de comunidades tradicionais das discussões ambientais.
- (B) O apoio irrestrito a megaprojetos industriais na Amazônia.
- (C) A reivindicação por proteção territorial e contra projetos de exploração predatória.
- (D) A liberação de maior mineração em áreas protegidas.

Questão 32

Em 2025, autoridades brasileiras, em articulação com parceiros internacionais, realizaram uma operação de grande escala no rio Madeira que resultou na destruição de mais de 270 dragas utilizadas para garimpo ilegal. Considerando o cenário de governança ambiental, políticas de enfrentamento ao crime organizado e compromissos assumidos pelo Brasil em conferências climáticas recentes, essa ação evidencia:

- (A) A autorização permanente para exploração minerária em áreas de preservação, desde que sob supervisão técnica de organismos multilaterais.
- (B) O fortalecimento de estratégias de combate ao garimpo ilegal, combinando inteligência territorial, cooperação internacional e cumprimento de acordos ambientais.
- (C) A flexibilização do controle ambiental em áreas sensíveis, sinalizando que a repressão direta deixou de ser prioridade na região amazônica.
- (D) A incapacidade dos órgãos federais de integrar operações complexas, motivo pelo qual a ação foi conduzida exclusivamente por forças estrangeiras.

Questão 33

Analise as sentenças referentes aos direitos do servidor municipal previstos no Art. 90 da Lei Orgânica Municipal:

I.A lei garante férias anuais remuneradas com adicional de 2/4.

II.O servidor tem direito à licença-paternidade de 5 dias.

III.A jornada de trabalho deve seguir determinações legais, com repouso semanal remunerado preferencialmente aos domingos.

Está correto o que se afirma em:

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

Questão 34

Sobre o topônimo, a colonização e a liderança política inicial de Bandeirante, julgue as afirmativas com V quando verdadeiras, e F quando falsas:

(__)A origem do nome "Bandeirante" liga-se às bandeiras usadas pela colonizadora para demarcar áreas de instalação.

(__)A Colonizadora foi formada por famílias italianas, alemãs e polonesas de São Paulo.

(__)O primeiro prefeito eleito do município foi Edmundo Afonso Bracht.

Assinale a sequência CORRETA:

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

Questão 35

Ao estudar o regime de pensões, o candidato observa que a legislação diferencia pensão vitalícia e pensão temporária, estabelecendo critérios distintos para distribuição de valores. Quando ocorre habilitação simultânea de beneficiários, o cálculo precisa respeitar partes iguais e proporções definidas em lei, garantindo tratamento equitativo entre os dependentes. Considerando o Art. 226 do Estatuto do Servidor, assinale a alternativa correta.

- (A) A pensão é sempre dividida igualmente entre vitalícia e temporária.
- (B) Beneficiários da pensão temporária sempre recebem o dobro dos vitalícios.
- (C) A pensão temporária sempre tem prioridade sobre a vitalícia.
- (D) O titular da pensão vitalícia recebe o valor integral, exceto quando existirem beneficiários da pensão temporária.