

INTERPRETAÇÃO DE TEXTO

O texto seguinte servirá de base para responder às questões de 1 a 10.

A corrida contra o tempo para resgatar mais de duzentas pessoas presas no Monte Everest

Equipes de resgate foram enviadas às encostas tibetanas do Monte Everest, na fronteira entre o Tibete e o Nepal, após uma forte tempestade de neve deixar centenas de pessoas presas em acampamentos. Centenas de moradores locais e equipes especializadas trabalham para remover a neve que bloqueia o acesso à região, situada a quase cinco mil metros de altitude.

Cerca de trezentas e cinquenta pessoas já foram resgatadas e levadas a um local seguro, enquanto outras duzentas permanecem isoladas, aguardando evacuação. As nevascas começaram na noite de sexta-feira e se intensificaram rapidamente, surpreendendo os grupos de trilheiros e alpinistas.

Uma das sobreviventes relatou que o frio intenso tornou a hipotermia um risco real e que o clima deste ano está fora do normal. O grupo dela, formado por mais de dez pessoas, enfrentou ventos fortes e neve contínua durante a noite e precisou retornar no dia seguinte, caminhando por horas sobre trilhas completamente cobertas.

Moradores tibetanos auxiliaram os socorristas, levando alimentos e suprimentos para as equipes. A nevasca ocorreu durante o feriado nacional chinês conhecido como Semana Dourada, período de grande fluxo de turistas, o que agravou a situação.

As autoridades suspenderam o acesso à área turística do Everest, enquanto continuam as operações de resgate. A região enfrenta condições meteorológicas extremas: no Nepal, chuvas e deslizamentos de terra já causaram dezenas de mortes.

O Monte Everest, com quase nove mil metros de altitude, é o pico mais alto do mundo e atrai milhares de visitantes todos os anos. Nos últimos tempos, tem sofrido com superlotação, impactos ambientais e sucessivas mortes de alpinistas. O acesso ao Tibete é restrito e a circulação de informações é rigidamente controlada pelo governo, o que torna mais difícil acompanhar a situação em tempo real.

Mesmo assim, a imprensa estatal confirmou que o clima severo no Himalaia continua desafiando as equipes, que seguem em uma verdadeira corrida contra o tempo para retirar todos os sobreviventes da tempestade de neve.

<https://www.bbc.com/portuguese/articles/cy4jzlvvp05o>. adaptado.

Questão 01

As nevascas começaram na noite de "sexta-feira" e se intensificaram rapidamente.

Em relação à classe gramatical, o termo destacado trata-se de:

- (A) uma locução nominal formada por preposição e substantivo.
- (B) um substantivo composto formado por um numeral ordinal e um substantivo.
- (C) um substantivo simples formado por um radical e um sufixo de tempo.
- (D) um adjetivo composto formado por dois substantivos, indicando qualidade do termo "noite".

Questão 02

Mesmo assim, a imprensa estatal confirmou "que" o clima severo no Himalaia continua desafiando as equipes, "que" seguem em uma verdadeira corrida contra o tempo.

Em relação à classe gramatical, os termos destacados são, respectivamente,

- (A) conjunção integrante e pronome relativo.
- (B) pronome indefinido e conjunção explicativa.
- (C) pronome relativo e conjunção integrante.
- (D) conjunção coordenativa e pronome relativo.

Questão 03

A região enfrenta condições meteorológicas extremas: no Nepal, chuvas e deslizamentos de terra já causaram dezenas de mortes.

De acordo com as regras de acentuação, é correto afirmar que:

- (A) "meteorológicas" é acentuado por ser um vocábulo proparoxítono legítimo.
- (B) há um vocábulo acentuado por ser oxítono terminado em "es".
- (C) "já" recebe acento por ser um vocábulo oxítono terminado em "a".
- (D) há um vocábulo acentuado por ser oxítono terminado em "o".

Questão 04

O Monte Everest, com quase nove mil metros de altitude, é o pico mais alto do mundo e "atrai" milhares de visitantes todos os anos.

De acordo com as regras de regência verbal, o verbo destacado nesta frase funciona como verbo:

- (A) transitivo direto, pois exige complemento sem preposição, representado pelo termo "milhares de visitantes".
- (B) intransitivo, pois a ação de "atrair" não recai sobre nenhum objeto expresso.
- (C) transitivo indireto, pois exige complemento iniciado por preposição, implícita na estrutura.
- (D) bitransitivo, pois possui dois complementos, um direto e outro indireto.

Questão 05

O grupo dela, formado por mais de dez pessoas, enfrentou ventos fortes e neve contínua durante a noite e precisou retornar no dia seguinte, caminhando por horas sobre trilhas completamente cobertas de neve.

De acordo com a regência nominal, a preposição "de" é exigida pelo termo "cobertas" para indicar:

- (A) lugar, por assinalar a posição em que ocorreu a ação de cobrir.
- (B) instrumento, por indicar o meio utilizado para encobrir as trilhas.
- (C) causa, por revelar o motivo de as trilhas estarem encobertas.
- (D) matéria, pois expressa o elemento que recobre ou constitui a superfície mencionada.

Questão 06

Outras duzentas permanecem isoladas, aguardando "evacuação".

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

- (A) Outras duzentas permanecem isoladas, lhe aguardando.
- (B) Outras duzentas permanecem isoladas, aguardando-a.
- (C) Outras duzentas permanecem isoladas, a aguardando.
- (D) Outras duzentas permanecem isoladas, aguardando-lhe.

Questão 07

A intensa tempestade de neve nas encostas do Everest, descrita no texto base, revela um contexto em que o fenômeno natural, o turismo descontrolado e as restrições políticas se entrelaçam, evidenciando as múltiplas dimensões do desafio enfrentado pelas equipes de resgate.

De acordo com o texto base, é correto afirmar que:

- (A) a tempestade foi prevista com antecedência e, por isso, os trilheiros conseguiram se preparar adequadamente para enfrentá-la.
- (B) a atuação das equipes de resgate foi facilitada pelo livre acesso ao Tibete, onde jornalistas e estrangeiros puderam acompanhar os trabalhos de forma autônoma.
- (C) o aumento do turismo na região, embora traga benefícios econômicos, tem contribuído para agravar os impactos ambientais e os riscos de acidentes nas encostas do Everest.
- (D) a complexidade da operação de resgate decorre não apenas das condições meteorológicas extremas, mas também do isolamento geográfico e do controle de informações imposto pelas autoridades locais.

Questão 08

Centenas de moradores locais e equipes especializadas trabalham.

Sintaticamente, é correto afirmar que o núcleo do sujeito é reconhecido:

- (A) pelos vocábulos "centenas" e "equipes".
- (B) pelo termo "centenas", pois "equipes especializadas" funciona como adjunto adnominal que complementa o primeiro núcleo.
- (C) pelo substantivo "equipes", visto que o termo "centenas" atua como quantificador e não exerce função de núcleo.
- (D) como inexistente, já que o verbo "trabalham" tem sujeito indeterminado e expressa ação genérica.

Questão 09

Trecho 1: Centenas de moradores locais e equipes especializadas trabalham para remover a neve que "bloqueia" o acesso à região, situada a quase cinco mil metros de altitude.

Trecho 2: O acesso ao Tibete é "restrito" e a circulação de informações é rigidamente controlada pelo governo, o que torna mais difícil acompanhar a situação em tempo real.

Em relação à significação das palavras destacadas, é correto afirmar que:

- (A) "bloqueia" sugere apenas lentidão no acesso, enquanto "restrito" indica abundância de informações disponíveis.
- (B) ambas expressam ideia de permissão, já que indicam acesso monitorado e controlado.
- (C) ambas indicam ideia de limitação, pois "bloqueia" transmite o sentido de impedir fisicamente a passagem e "restrito" expressa o controle ou limitação de acesso a algo.
- (D) "bloqueia" e "restrito" possuem o mesmo valor de proibição absoluta, sendo sinônimos perfeitos em qualquer contexto.

Questão 10

As autoridades suspenderam o acesso à área turística do Everest, enquanto continuam as operações de resgate.

Em relação ao sinal indicativo de crase, é correto afirmar que, nesta frase,

- (A) o uso da crase em "as operações" é facultativo, já que o "a" pode ser interpretado como preposição e não como artigo.
- (B) o uso do acento indicativo de crase em "à área" é obrigatório, pois há a fusão da preposição exigida pelo substantivo "acesso" com o artigo definido feminino que acompanha o substantivo "área".

- (C) o uso da crase em "as operações" é obrigatório, pois o substantivo "continuam" exige a preposição "a", que se funde ao artigo plural do substantivo; no entanto, o novo acordo ortográfico permite o uso ou não da crase por questões estilísticas.
- (D) o uso da crase em "à área" é facultativo, pois o verbo "suspender" não exige preposição.

RACIOCÍNIO LÓGICO

Questão 11

Um técnico de laboratório tem 5 frascos idênticos, sendo 2 com solução contaminada e 3 com solução pura. Ao escolher aleatoriamente um frasco, qual é a probabilidade de escolher uma solução pura?

- (A) A probabilidade é de 60%.
- (B) A probabilidade é de 52%.
- (C) A probabilidade é de 14%.
- (D) A probabilidade é de 25%.

Questão 12

Beto participou de um processo seletivo na empresa TechSol Inovações Digitais, que realizou um concurso interno de promoção para selecionar um novo coordenador de projetos. O processo avaliativo foi dividido em três etapas, cada uma com peso diferente, de acordo com sua importância na função. O peso de cada avaliação, sua descrição e a pontuação obtida por Beto foram:

Prova 1 (peso 2): avaliação teórica sobre gestão de processos — pontuação obtida: 6,0

Prova 2 (peso 3): estudo de caso prático em equipe — pontuação obtida: 8,0

Prova 3 (peso 5): apresentação individual de um plano de inovação — pontuação obtida: 7,0

Com base nesses resultados, o setor de Recursos Humanos determinou que a média final do candidato será a sua nota.

Qual nota Beto obteve no processo seletivo?

- (A) Beto obteve a nota 7,3.
- (B) Beto obteve a nota 7,1.
- (C) Beto obteve a nota 7,0.
- (D) Beto obteve a nota 7,5.

Questão 13

Em uma palestra sobre ética e raciocínio lógico, o professor Leonardo afirma:

"Ou o servidor cumpre suas obrigações, ou não as cumpre."

Essa afirmação representa logicamente:

- (A) A sentença é inválida, pois falta uma hipótese.

- (B) A sentença é uma tautologia, pois é verdadeira em qualquer situação.
- (C) A sentença é uma contradição, pois é sempre falsa.
- (D) A sentença é uma contingência, pois depende do contexto.

Questão 14

A empresa MetalArte Indústria de Componentes, especializada na fabricação de peças metálicas para bicicletas, recebeu um grande pedido de uma montadora internacional.

Durante a fase de testes de produtividade, verificou-se que 6 funcionários, trabalhando 8 horas por dia durante 5 dias, conseguiram produzir 360 peças.

Com o novo contrato, o gerente de produção Rogério Lima decidiu ampliar a equipe e ajustar a jornada de trabalho para atender à demanda dentro do prazo. Assim, a nova configuração contará com 9 funcionários, cada um trabalhando 10 horas por dia durante 6 dias, mantendo as mesmas condições de eficiência.

Nessas circunstâncias, quantas peças a equipe deverá produzir ao final do período de 6 dias?

- (A) A equipe deverá produzir 910 peças.
- (B) A equipe deverá produzir 810 peças.
- (C) A equipe deverá produzir 925 peças.
- (D) A equipe deverá produzir 890 peças.

Questão 15

Durante uma reunião de equipe, a gerente Sandra afirmou:

"Se as metas forem alcançadas, os funcionários receberão um bônus.

As metas foram alcançadas.

Logo, os funcionários receberam um bônus"

Qual é o tipo de raciocínio lógico aplicado neste argumento?

- (A) Dedução.
- (B) Indução.
- (C) Negação.
- (D) Analogia.

Conhecimentos Específicos

O texto seguinte servirá de base para responder às questões de 16 a 23.

Cold Kimchi Tomato Bibim Noodles



Ingredients

For the sauce

- 3 tablespoons tomato paste
- 2 tablespoons gochujang
- 1 teaspoon kosher salt
- 1 1/2 tablespoons sesame oil
- 3 tablespoons apple cider vinegar
- 3 tablespoons kimchi juice
- 1 tablespoon honey
- 1 cup chopped kimchi

For the noodles

- 150 grams somen noodles

For the toppings

- 2 Persian cucumbers, sliced into matchsticks
- 1 shallot, minced
- 2 cups cherry tomatoes, halved
- 2 soft-boiled eggs (7 minutes, jammy yolks)
- 4 radishes, thinly sliced

To finish

- Extra sesame oil, for drizzling
- 2 tablespoons furikake
- Handful of cilantro

Directions

•Step 1

Make the sauce: In a medium bowl, whisk together the tomato paste, gochujang, salt, sesame oil, vinegar, kimchi juice, and honey until smooth. Stir in the chopped kimchi until evenly coated.

•Step 2

Cook the noodles: Bring a pot of water to a rolling boil. Add the somen noodles and cook for 3 to 4 minutes, until just tender. Drain and rinse under cold water until completely cooled, then shake off excess water.

•Step 3

Toss together: Add the chilled noodles to the sauce bowl. Using tongs, gently mix until each strand is coated in the kimchi-gochujang sauce.

•Step 4

Assemble: Divide the noodles between bowls. Top with cucumbers, shallot, tomatoes, soft-boiled eggs, and radishes.

•Step 5

Finish & serve: Drizzle with a little extra sesame oil, sprinkle with furikake, and top with cilantro. Mix everything together at the table before eating.

<https://food52.com/recipes/cold-kimchi-tomato-bibim-noodles>

Questão 16

Analyze the semantic aspects below:

An English semantics professor is teaching a graduate seminar on polysemy and context-dependent meaning using culinary vocabulary from the recipe. The professor highlights the word "tender" in the instruction "cook for 3 to 4 minutes, until just tender" and asks students to analyze its semantic range across different contexts: "tender meat," "a tender moment," "legal tender," "tender loving care," and "tender one's resignation." When discussing how context disambiguates polysemous meanings and how semantic features shift across different domains (physical texture, emotional quality, monetary function, affectionate care, formal offering), which linguistic analysis demonstrates the most sophisticated understanding of lexical semantics?

- (A) Each use of "tender" represents completely unrelated homonyms with no semantic connections, simply coincidentally sharing the same phonological form in English through historical accident.
- (B) "Tender" exemplifies radical polysemy with multiple related senses forming a semantic network; culinary "tender" denotes desirable texture achieved through proper cooking, sharing semantic features of gentleness and yielding quality with other senses, though each context activates different semantic components.
- (C) "Tender" has one core literal meaning (physical softness) from which all other uses metaphorically derive through systematic cognitive processes of conceptual mapping from concrete source domains to abstract target domains.
- (D) The word "tender" in recipes should be avoided entirely because its polysemous nature creates unavoidable ambiguity that prevents readers from understanding whether the instruction refers to texture, emotion, or monetary transactions.

Questão 17

Read the pedagogical context below:

An English teacher is designing a lesson sequence based on the Cold Kimchi Tomato Bibim Noodles recipe, aiming to align with Brazil's Base Nacional Comum Curricular (BNCC) competencies for English language teaching. The BNCC emphasizes developing students' repertoires through contact with linguistic and cultural manifestations, critical language awareness, intercultural communication, and English as a lingua franca. The teacher plans activities exploring the recipe's fusion of Korean, Japanese, and Western ingredients as a metaphor for linguistic and cultural hybridity, discussing food globalization, analyzing how recipes constitute intercultural texts, and having students create their own fusion recipes using Brazilian ingredients. Regarding the BNCC's theoretical framework and contemporary approaches to English language teaching that reject native-speaker models and emphasize pluricentric, decolonial perspectives, which pedagogical approach best exemplifies BNCC-aligned practice?

- (A) Use the recipe as a springboard for critical discussions about cultural globalization, food as intercultural practice, and linguistic borrowing (kimchi, gochujang), while having students reflect on how English serves as lingua franca in international recipe sharing; engage students in multimodal text production creating fusion recipes that blend Brazilian and international ingredients, connecting language learning to students' lived experiences and fostering critical intercultural awareness.
- (B) Teach the recipe purely as grammar exercise for drilling verb forms without addressing its cultural content, global fusion nature, or connections to students' lives and contemporary intercultural communication realities.
- (C) Have students memorize the recipe text verbatim and reproduce it exactly in written tests, focusing solely on spelling accuracy and grammatical correctness without any cultural discussion or creative production.
- (D) Tell students that only native English speakers can truly understand recipes written in English, therefore Brazilian learners should only study Portuguese culinary texts and avoid English-language cooking content entirely.

Questão 18

Regarding morphosyntactic structures and verb phrase analysis in the recipe "Cold Kimchi Tomato Bibim Noodles," judge the statements below.

I. The phrasal verb "shake off" in "shake off excess water" consists of a transitive separable phrasal verb where "shake" functions as the lexical verb and "off" as an adverbial particle modifying the verb's meaning to indicate removal or elimination, and this construction could be paraphrased as "remove by shaking" without significant semantic loss.

II. The passive voice construction "until each strand is coated" demonstrates a grammatical transformation from an active equivalent "until the sauce coats each strand," where the patient (each strand) becomes the syntactic subject while the agent (sauce) is demoted or omitted, and this passivization serves the rhetorical function of maintaining focus on the noodles rather than the sauce throughout the instructional sequence.

III. The temporal subordinate clause "until completely cooled" in "rinse under cold water until completely cooled" exhibits ellipsis of the subject and auxiliary verb, with the complete structure being "until [the noodles are] completely cooled," and this syntactic reduction represents a common feature of procedural discourse where redundant elements are omitted for brevity and efficiency.

The following statement(s) is/are CORRECT:

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

Questão 19

Read the following excerpt from the recipe:

"Bring a pot of water to a rolling boil. Add the somen noodles and cook for 3 to 4 minutes, until just tender. Drain and rinse under cold water until completely cooled, then shake off excess water." An English teacher specializing in pragmatics and speech act theory is analyzing this instructional sequence with advanced students. When examining the illocutionary force of imperative constructions in procedural discourse and their pragmatic functions within the recipe genre, particularly how directives function to guide reader behavior while maintaining cooperative communication principles, the teacher should recognize that:

- (A) The directives function as expressive speech acts conveying the author's emotional state about cooking rather than guiding procedural execution.
- (B) a) The imperative sentences function exclusively as threats or warnings, utilizing face-threatening acts that establish hierarchical power dynamics between the recipe author and the reader. b) c) These sentences represent assertive speech acts that merely describe cooking procedures objectively without any intention to influence reader behavior or guide practical action. d) e)
- (C) The imperatives constitute directive speech acts with perlocutionary effects intended to cause the reader to perform specific actions, functioning within Gricean maxims of quantity and manner to provide necessary information efficiently without excessive elaboration.
- (D) The imperative constructions violate politeness principles by lacking modal softeners like "please" or "could you," thereby demonstrating culturally inappropriate communication strategies.

Questão 20

Consider the following translation challenge:

A professional translator working on a Brazilian Portuguese edition of an international cookbook encounters the recipe title "Cold Kimchi Tomato Bibim Noodles" and several culture-specific ingredients including "gochujang," "furikake," "Persian cucumbers," and "somen noodles." The translator must decide between foreignization (maintaining source-language terms to preserve cultural authenticity) and domestication (adapting to target-culture equivalents for familiarity). Regarding translation theory, particularly Lawrence Venuti's concepts of foreignization versus domestication and Eugene Nida's formal versus dynamic equivalence, which approach demonstrates the most theoretically informed and contextually appropriate translation strategy?

- (A) Literal word-for-word translation: translate "bibim" as "misturado," "kimchi" as "repolho fermentado," creating awkward Portuguese constructions that obscure cultural significance and original meaning.
- (B) Complete domestication: translate all foreign terms into Portuguese equivalents like "macarrão com pasta de pimenta coreana," replacing all Asian ingredients with familiar Brazilian substitutes to ensure target readers comprehend without cultural barriers.
- (C) Foreignization with glossary support: maintain transliterated loanwords "kimchi," "gochujang," "bibim," "somen," and "furikake" while providing explanatory footnotes or glossary entries, preserving cultural authenticity and educating readers about Korean culinary traditions.
- (D) Inconsistent strategy: translate some terms while maintaining others randomly without systematic criteria, creating confusion about which items are culturally specific versus generally available in Brazilian markets.

Questão 21

Read the excerpt below:

"In a medium bowl, whisk together the tomato paste, gochujang, salt, sesame oil, vinegar, kimchi juice, and honey until smooth. Stir in the chopped kimchi until evenly coated."

A translation professor analyzing this instructional text for a Brazilian audience must address the challenge of translating the adverb "evenly" in the phrase "until evenly coated," which modifies the past participle and specifies the manner and distribution quality of the coating action. When considering semantic precision, register appropriateness, and naturalness in Brazilian Portuguese while maintaining the instructional clarity essential for successful recipe execution, the most adequate translation strategy for "until evenly coated" would be _____.

Fill in the blank above and select the correct alternative.

- (A) "até que fique uniformemente coberto" or "até cobrir uniformemente" - adding the subjunctive verb "fique" or infinitive "cobrir" to create more natural Portuguese syntax while preserving the semantic content of even distribution, which aligns with Brazilian Portuguese recipe register where explicit verb forms enhance clarity.
- (B) "até coberto uniformemente" - maintaining word order and adverbial position from English, though this creates a less natural Portuguese construction that sounds overly literal and potentially confusing for Brazilian readers unfamiliar with recipe discourse conventions.
- (C) "até o final" - using extreme simplification that completely omits the semantic content of "evenly coated," providing only temporal information without the crucial manner specification, which would result in inadequate instruction and potential recipe failure.
- (D) "until evenly coated" - maintaining the English phrase untranslated as a foreignization strategy that preserves source-language authenticity but completely fails to serve the target audience's comprehension needs and violates basic translation ethics of accessibility.

Questão 22

Judge the sentences below as TRUE (T) or FALSE (F) regarding lexical-semantic analysis and vocabulary comprehension of culinary terms in the recipe "Cold Kimchi Tomato Bibim Noodles."

(___)The verb "drizzle" in the instruction "Drizzle with a little extra sesame oil" belongs to the semantic field of liquid application techniques, denoting controlled pouring of liquid in thin stream, and shares semantic features with verbs like "sprinkle" and "pour," though with distinct manner specifications regarding quantity and distribution pattern.

(___)The compound adjective "soft-boiled" in "2 soft-boiled eggs (7 minutes, jammy yolks)" functions as a hyphenated attributive modifier specifying a cooking method, and its morphological structure combines adjective + past participle to create a specialized culinary term that would be translated into Portuguese as "ovos cozidos moles" or "ovos quentes."

(___)The noun "matchsticks" in "sliced into matchsticks" represents a metaphorical extension through shape similarity, where the lexical item originally denoting small wooden sticks for lighting fires has undergone semantic broadening to describe a cutting technique (julienne) in culinary contexts, demonstrating how concrete nouns can acquire specialized technical meanings in professional domains.

The CORRECT sequence is:

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

Questão 23

Consider the following pedagogical scenario:

An English teacher planning a lesson for Brazilian high school students using this recipe as authentic material wants to analyze the syntactic complexity and verb phrase structures to assess text difficulty level and design appropriate scaffolding activities. Examining sentences like "Bring a pot of water to a rolling boil," "Stir in the chopped kimchi until evenly coated," and "Using tongs, gently mix until each strand is coated," the teacher conducts a syntactic analysis focusing on verb phrase types, clause structures, and non-finite constructions. Regarding the syntactic features that impact text difficulty and pedagogical implications for supporting reading comprehension among intermediate EFL learners, which analysis is syntactically and pedagogically accurate?

- (A) The recipe contains only simple sentences with single finite verbs, making it syntactically elementary and appropriate for beginning-level students without any scaffolding or vocabulary support needed.
- (B) All sentences are compound structures joined exclusively by coordinating conjunctions, creating repetitive syntactic patterns that bore advanced learners and offer no linguistic challenge whatsoever.
- (C) The recipe's syntax is impossibly complex for non-native speakers, containing only subordinating conjunctions and embedded relative clauses that make comprehension unattainable without complete grammar mastery first.
- (D) The text demonstrates syntactic complexity through imperative main clauses complemented by subordinate clauses of purpose and result (e.g., "until evenly coated"), present participial phrases functioning as adverbials of manner ("Using tongs"), and passive voice constructions ("is coated"), requiring explicit grammar instruction and syntax awareness activities.

O texto seguinte servirá de base para responder às questões de 24 a 30.

Digital archeology

The City Gallery presents Filip Popov with his exhibition "Digital Archeology"

With a large exhibition, including works from his most famous cycles, the visual artist Filip Popov will exhibit in the Hall "2019" at 32 Gladstone Street from March 2 to 31.

For the first time the artist makes such a large-scale performance in the city where he was born.

The opening will be on March 2 from 17:00 to 19:30.

The topics that excite the author of the exhibition "Digital Archeology" can be deciphered in the titles of the series of works created over the past 8 years: TransOrganic, Para Bellum, Order, Posthuman, Paleomatic Monologues and Prayers to the latest series - Bunker City and Zero

City. As Velizara Ivanova emphasizes in her analysis:

Combining works dating back to 2014, Digital Archeology reflects Philip Popov's continuing focus on the posthumanism and transhumanism, confronting technology and our uncertain future and insight into the way machines are woven into our tomorrow's world. "

Born in 1964 in Plovdiv, Filip Popov spent several years of his childhood in Germany, where he formed his ideas for unity between art, architecture, design and technology. He studied art at the National Academy of Arts in Sofia, moved to Basel to study at the Kunstgewerbeschule, and later lived in Zurich.

He has had solo exhibitions at EASA, West Berlin (1988), EKG, Wetzikon, CH (1993), Binz Foundation 39, Zurich (1994), Kunsthalle Liesthal, CH (1996), ArtFront Gallery, Tokyo (2005). It is presented in the most famous galleries in Sofia and the country. In 2014 he participated in the National Autumn Exhibitions in Plovdiv. Filip Popov exhibits his works in numerous group exhibitions in Bulgaria, Switzerland, Austria, France.

<https://www.visitplovdiv.com/en/node/10577>

Questão 24

Judge the sentences below as TRUE (T) or FALSE (F) regarding translation theory and practice applied to the text "Digital Archeology."

(__)The phrase "large-scale performance" presents a translation challenge requiring the translator to consider register, domain-specific vocabulary, and context; a functionally equivalent Brazilian Portuguese translation would be "mostra de grande escala" or "exposição abrangente," prioritizing dynamic equivalence over formal equivalence to ensure target audience comprehension of the exhibition's scope and importance.

(__)The series titles "TransOrganic," "Para Bellum," "Posthuman," and "Bunker City" should all be systematically translated into Portuguese as "TransOrgânico," "Para a Guerra," "Pós-humano," and "Cidade Bunker" to ensure Brazilian readers fully comprehend the thematic content, as maintaining English titles would create unnecessary barriers to understanding and contradict accessibility principles in translation for non-specialist audiences.

(__)The sentence "The topics that excite the author of the exhibition" contains the verb "excite" which shares identical semantic range with Portuguese "excitar," making direct cognate translation appropriate and recommended, as both verbs carry the same connotations of intellectual stimulation and enthusiasm across academic and professional contexts in both languages without semantic divergence.

The CORRECT sequence is:

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

Questão 25

A professor of discourse analysis and textual genres is conducting a graduate seminar on professional communication in the contemporary art world, using the exhibition announcement "Digital Archeology" as case study material for analyzing genre conventions, register appropriateness, and rhetorical strategies. Students are asked to evaluate various aspects of the text's linguistic construction, audience positioning, and communicative effectiveness within the institutional context of gallery announcements and press releases. The professor emphasizes the importance of recognizing how lexical choices, structural organization, and intertextual references work together to establish credibility, inform audiences, and persuade potential visitors to attend exhibitions. Regarding the textual genre and discourse analysis of "Digital Archeology," mark the INCORRECT alternative.

- (A) The text employs exclusively informal, conversational register throughout all sections, utilizing colloquial expressions, contractions, and personal anecdotes to create intimate connection with readers, which is the standard convention for all professional art exhibition announcements in English-speaking contexts.
- (B) The lexical choices such as "large-scale," "posthumanism," "transhumanism," and references to philosophical concepts position the text within academic and intellectual art criticism discourse, targeting an educated audience familiar with contemporary art theory and philosophical movements rather than general public.
- (C) The discourse demonstrates intertextuality through the inclusion of Velizara Ivanova's quoted analysis, which provides expert validation of the exhibition's thematic coherence and positions the artist within contemporary philosophical and technological art discourses, thereby enhancing the text's authority and persuasive power.
- (D) The chronological presentation of Filip Popov's biographical information (birth, childhood, education, exhibitions) follows conventional biographical narrative structure, establishing ethos through documentation of international training and exhibition history across multiple countries and prestigious venues.

Questão 26

Read the excerpt below:

"For the first time the artist makes such a large-scale performance in the city where he was born."

An English teacher analyzing this sentence with advanced students identifies a potential ambiguity in the noun "performance" within this artistic context. When discussing polysemy, context-dependent meaning, and the semantic challenges this presents for translation into Portuguese, particularly distinguishing between "performance" as artistic presentation versus "performance" as theatrical/live art form, the most

linguistically precise interpretation considering the broader textual context of an art exhibition would be_____.

Fill in the blank above and select the correct alternative.

- (A) The word "performance" here functions as a false cognate creating translation difficulty, and should be rendered as "apresentação" or "mostra" in Portuguese, as the context indicates a static exhibition of visual works rather than live performance art, with "large-scale performance" meaning comprehensive presentation or showing.
- (B) "Performance" in this context is semantically equivalent to "atuação" in Portuguese, suggesting the artist will perform theatrical actions, and the sentence structure with "makes" instead of "gives" or "presents" confirms this interpretation unambiguously.
- (C) The term represents technical art vocabulary that must remain untranslated as "performance" in Portuguese to preserve authentic contemporary art discourse, as Brazilian Portuguese has fully adopted this English loanword with identical meaning across all contexts.
- (D) "Performance" should be translated literally as "desempenho" in Portuguese, maintaining the cognate form, as this preserves the semantic field related to achievement and execution quality regardless of artistic context considerations.

Questão 27

Regarding the morphological and syntactic structures in the text "Digital Archeology," judge the statements below.

I. The compound noun "posthumanism" in the phrase "Philip Popov's continuing focus on the posthumanism and transhumanism" exhibits derivational morphology through the prefix "post-" (meaning after/beyond) attached to the base "humanism," creating a philosophical term denoting ideology beyond traditional humanism, and this word formation process exemplifies productive morphological patterns in academic and philosophical English vocabulary.

II. The prepositional phrase "from 2014" in "Combining works dating back to 2014" functions as a temporal adjunct modifying the present participle "dating," and the phrasal verb "dating back to" is a three-word intransitive phrasal verb meaning to originate or have existed since a particular time, commonly used in historical and chronological contexts.

III. The relative clause "where he was born" in "the city where he was born" is a restrictive (defining) relative clause that specifies which city is being referenced, using the relative adverb "where" to indicate location, and this construction could be alternatively expressed as "in which he was born" with preposition fronting, though "where" is more natural and commonly preferred in spoken and written English.

The following statement(s) is/are CORRECT.

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

Questão 28

Consider the following excerpt:

"Born in 1964 in Plovdiv, Filip Popov spent several years of his childhood in Germany, where he formed his ideas for unity between art, architecture, design and technology."

An English teacher designing a reading comprehension lesson for intermediate Brazilian students analyzes this biographical sentence to identify potential comprehension obstacles. Regarding vocabulary, syntax, and cultural references that may challenge Brazilian EFL learners, and considering effective scaffolding strategies aligned with communicative language teaching and BNCC principles, which analysis is pedagogically accurate?

- (A) The sentence requires explicit vocabulary pre-teaching of "unity" (unidade/união) and the abstract concept of "ideas for unity between" multiple disciplines, as well as discussion of the noun phrase "art, architecture, design and technology" as interconnected fields, which Brazilian students may not automatically recognize as unified domain in contemporary art discourse.
- (B) The sentence should be entirely rewritten to remove all cultural references to Germany and European cities, replacing them with Brazilian equivalents to ensure students can relate to the content according to domestication principles.
- (C) The main comprehension challenge is the city name "Plovdiv" which students cannot possibly understand without extensive geography lessons about Eastern European cities, making the sentence inappropriate for use with Brazilian learners regardless of proficiency level.
- (D) Brazilian students will automatically comprehend all vocabulary through cognates like "architecture," "design," and "technology," making any scaffolding unnecessary and even counterproductive to natural language acquisition processes.

Questão 29

Read the excerpt below:

"Combining works dating back to 2014, Digital Archeology reflects Philip Popov's continuing focus on the posthumanism and transhumanism, confronting technology and our uncertain future and insight into the way machines are woven into our tomorrow's world."

A linguistics professor analyzing this sentence identifies several grammatical and stylistic issues that impact comprehension and translation. Regarding syntactic ambiguity, punctuation problems, and parallelism in coordinate structures, which analysis demonstrates the

most sophisticated understanding of the sentence's linguistic problems?

- (A) The sentence contains syntactic ambiguity in the coordinate structure "confronting technology and our uncertain future and insight into the way machines are woven" where the third element "insight" breaks parallelism, as "confronting" governs "technology" and "future" but "insight" is a noun not parallel to these objects, suggesting possible missing preposition "providing insight" or editorial error.
- (B) The sentence is grammatically perfect with no issues whatsoever, demonstrating ideal academic writing style appropriate for exhibition announcements, and should be translated literally into Portuguese maintaining identical structure.
- (C) The sentence requires no analysis as all contemporary art writing intentionally violates grammatical norms to reflect postmodern fragmentation, making linguistic analysis irrelevant and inappropriate for artistic discourse.
- (D) The phrase "our tomorrow's world" is the only grammatical issue, containing redundant possessive markers ("our" and "'s"), but this is a minor stylistic choice that doesn't affect meaning or translation significantly.

Questão 30

Consider the following pedagogical situation:

An English teacher preparing a lesson on the text "Digital Archeology" for Brazilian high school students wants to design activities that develop critical reading skills, intercultural competence, and linguistic awareness while aligning with Base Nacional Comum Curricular (BNCC) competencies. The teacher plans to explore the text's themes of art, technology, posthumanism, and cultural mobility (artist's international trajectory). When selecting the most pedagogically sound approach that integrates language skills, cultural awareness, and critical thinking as emphasized by BNCC for English language teaching, the teacher should:

- (A) Have students translate the entire text word-for-word into Portuguese and memorize vocabulary lists of art-related terms, then take a multiple-choice grammar test on passive voice and relative clauses, without discussing the exhibition's themes or contemporary art movements.
- (B) Design a lesson that begins with art-technology predictions, includes collaborative reading with vocabulary support, fosters discussion on posthumanism and technology's social role, guides research on Filip Popov in comparison with Brazilian artists, and ends with reflective writing on art's function.

- (C) Focus on grammar exercises extracting sentences from the text to drill verb tenses and prepositions, ignoring thematic content, cultural context, and the text's communicative purpose, as grammar mastery must precede any meaningful engagement with authentic texts.
- (D) Tell students that contemporary art texts like this are too complex and culturally distant for Brazilian learners, therefore they should only read simplified, adapted texts about Brazilian artists to avoid frustration and maintain motivation.

Questão 31

Read the English sentence and its two possible Portuguese translations:

Source: "She broke down in tears when she heard the news."

- (1) "Ela quebrou-se em lágrimas ao ouvir a notícia."
 (2) "Ela desabou em lágrimas ao ouvir a notícia."

From the perspective of translation theory, the second version is preferable because it illustrates:

- (A) semantic loss through omission of figurative language.
 (B) dynamic equivalence prioritizing naturalness and target-language idiomaticity.
 (C) literalism preserving formal equivalence and syntactic symmetry.
 (D) foreignization maintaining English collocational patterns.

Questão 32

Judge the sentences below as TRUE (T) or FALSE (F) regarding form and thematic devices in William Shakespeare's *Hamlet*.

(__)The "To be, or not to be" soliloquy is written predominantly in iambic pentameter, employing antithesis and occasional feminine endings to dramatize internal debate.

(__)The play uses metatheatrical through "The Mousetrap" (the play-within-the-play) to test Claudius's guilt by observing his reaction to a staged regicide.

(__)Ophelia's mad songs draw exclusively on courtly love conventions and exclude folk ballad elements, avoiding colloquial or popular registers.

The CORRECT sequence is:

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

Questão 33

Analyze the sentence below:

"The teacher had been explaining the topic for an hour when the bell rang."

The verb phrase "had been explaining" exemplifies:

- (A) a simple aspect form with punctual semantic reference.
 (B) a passive verbal complex with agent omission and a lexical compound verb derived from back-formation.
 (C) a modal auxiliary construction encoding hypothetical stance.
 (D) a periphrastic form combining perfect and progressive aspects to express an ongoing past action completed before another past event.

Questão 34

Regarding narrative technique and character typology in Jane Austen's *Pride and Prejudice*, judge the statements below:

I. The pervasive use of free indirect discourse blends narrator and Elizabeth's focalization, enabling tonal irony and calibrating reader alignment with her judgments.

II. Mr. Collins exemplifies the Byronic hero, marked by brooding individualism and rebellious erotic charisma central to Romantic mythography.

III. The novel's retitling from *First Impressions* to *Pride and Prejudice* foregrounds a dialectic of moral attributes resolved through mutual self-revision by Elizabeth and Darcy.

The following statement(s) is/are CORRECT:

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

Questão 35

Regarding structure, motifs, and doubling in Virginia Woolf's *Mrs Dalloway*, judge the statements below:

I. The use of stream of consciousness and free indirect style is articulated through a recurrent auditory motif — the chimes of Big Ben — which provides temporal cohesion to the shifting mental perspectives throughout the day.

II. Septimus Warren Smith functions merely as a comic counterpoint to Clarissa's social anxieties, without thematic connection to war trauma or critique of medical psychiatry.

III. The narrative covers several weeks, alternating between London and the countryside, and follows a multitemporal episodic structure.

The following statement(s) is/are CORRECT:

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

(D) Only I.

Questão 36

In a classroom observation report, two English teachers are compared.

The first organizes her lessons around translation exercises, explicit grammar explanation, and memorization of bilingual vocabulary lists.

The second designs communicative tasks, group interactions, and role-play activities that simulate real-life communication.

Considering the pedagogical orientations exemplified in both cases, the Communicative Approach (CA) differs from the Grammar-Translation Method (GTM) primarily because:

- (A) CA emphasizes meaning negotiation, real-world interaction, and functional language use, while GTM prioritizes accuracy through translation and grammar drills.
- (B) GTM integrates authentic materials and role-play activities, whereas CA restricts learners to sentence memorization.
- (C) CA excludes any grammar instruction, while GTM employs total immersion and inductive strategies.
- (D) CA and GTM share the same pedagogical foundations but differ only in cultural content selection.

Questão 37

Consider the dialogue below:

A: "Can you pass the salt?"

B: "Sure." (passes it)

From a pragmatic perspective, the utterance "Can you pass the salt?" exemplifies:

- (A) a metalinguistic comment used to test syntactic competence.
- (B) a literal interrogative seeking confirmation of ability.
- (C) an indirect speech act where the syntactic form (interrogative) encodes a directive meaning (request).
- (D) a performative speech act whose illocutionary force is declarative.

Questão 38

Read the excerpt from William Shakespeare's Hamlet (Act III, Scene I):

"To be, or not to be: that is the question:

Whether 'tis nobler in the mind to suffer

The slings and arrows of outrageous fortune,

Or to take arms against a sea of troubles,

And by opposing end them? To die: to sleep;

No more; and by a sleep to say we end"

Source: <https://poets.org/poem/hamlet-act-iii-scene-i-be-or-not-be>

In the context of Shakespearean verse, the term "blank verse" refers to:

- (A) trochaic tetrameter with catalectic endings, characteristic of lullabies and incantations.
- (B) lyric stanzas with variable rhyme schemes adapted from Petrarchan models.
- (C) unrhymed iambic pentameter, the staple metrical line for elevated dramatic dialogue.
- (D) rhymed heroic couplets in iambic pentameter, often used for epigrammatic closure.

Questão 39

Read the sentence below:

"His arguments were specious, appealing on the surface but fundamentally flawed."

The underlined word "specious" derives from the Latin root spec- ("to look, to appear"), also present in words such as:

- (A) "speech" and "spectacle."
- (B) "space" and "specific."
- (C) "special" and "species."
- (D) "spectator" and "inspect."

Questão 40

Judge the sentences below as TRUE (T) or FALSE (F) concerning intertextuality and composition in T. S. Eliot's *The Waste Land*.

(__)The poem assembles a collage of voices, registers, and languages, fusing fragments and citations to stage modernist cultural crisis.

(__)"April is the cruellest month" reverses Chaucer's springtime optimism in the *General Prologue* to *The Canterbury Tales*, creating an ironic counter-allusion.

(__)The poem reached print without substantial external editing; Ezra Pound's role did not affect the final architecture of the text.

The CORRECT sequence is:

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

