

Interpretação de texto

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

O trabalho sobre computadores quânticos que deu Prêmio Nobel de Física a pesquisadores

O Prêmio Nobel de Física de 2025 foi concedido ao britânico John Clarke, ao francês Michel H. Devoret e ao americano John M. Martinis por suas contribuições à mecânica quântica, fundamentais para o avanço de uma nova geração de computadores de altíssimo desempenho. O anúncio foi feito pela Academia Real de Ciências da Suécia, em Estocolmo.

Segundo o comitê do Nobel, não há tecnologia avançada hoje que não dependa da mecânica quântica, incluindo telefones celulares, câmeras e cabos de fibra óptica. Clarke, nascido em Cambridge e atualmente professor na Universidade da Califórnia em Berkeley, declarou-se surpreso com o reconhecimento: "Na época, não imaginávamos que esse trabalho poderia se tornar a base para um Prêmio Nobel."

Os três vencedores dividirão onze milhões de coroas suecas. O prêmio reconhece experimentos realizados nos anos 1980 com circuitos elétricos, que levaram à descoberta do tunelamento macroscópico da mecânica quântica e da quantização de energia em um circuito elétrico.

Essas descobertas transformaram o campo da física aplicada, abrindo caminho para a criação de dispositivos eletrônicos mais eficientes e para o desenvolvimento dos computadores quânticos. "Muitas pessoas trabalham nessa área hoje, e nossa descoberta é, em muitos aspectos, a base de tudo isso", afirmou Clarke.

A mecânica quântica estuda o comportamento de partículas subatômicas, como os elétrons, capazes de atravessar barreiras de energia que a física clássica considerava intransponíveis — fenômeno conhecido como tunelamento quântico. O trabalho dos premiados demonstrou que esse efeito pode ser reproduzido em circuitos elétricos do mundo macroscópico, aplicando conceitos teóricos à prática experimental.

Essa conquista tornou-se fundamental para a produção de chips quânticos modernos e para o desenvolvimento dos chamados supercondutores — unidades básicas do processamento de informações quânticas. A professora Lesley Cohen, do Imperial College London, destacou que o trabalho dos três cientistas estabeleceu as bases para as principais tecnologias de hardware quântico atualmente em uso.

Quatro décadas depois, as experiências que pareciam apenas teóricas se mostram decisivas para o futuro da computação e confirmam a importância do estudo pioneiro dos laureados em unir teoria quântica e engenharia de precisão.

<https://www.bbc.com/portuguese/articles/c4gk5n50kp5o>. adaptado.

Questão 01

O texto aborda o reconhecimento concedido a três cientistas pelo Prêmio Nobel de Física de 2025, destacando as implicações teóricas e práticas de suas pesquisas em mecânica quântica.

Com base nas informações e nas relações de causa e consequência presentes no texto, é correto afirmar que:

- (A) o reconhecimento dos pesquisadores pela Academia Real de Ciências da Suécia ocorreu de forma imediata à publicação de seus estudos, em virtude do impacto imediato das descobertas.
- (B) as descobertas dos premiados foram decisivas para a transposição de princípios quânticos do campo teórico para a experimentação aplicada, resultando em inovações concretas no desenvolvimento de dispositivos e computadores quânticos.
- (C) os experimentos conduzidos pelos laureados se limitaram ao campo da observação subatômica, sem repercussões para os circuitos elétricos e sistemas macroscópicos.
- (D) a mecânica quântica é apresentada como um domínio exclusivamente teórico, com pouca correspondência empírica e aplicabilidade tecnológica.

Questão 02

Muitas pessoas trabalham nessa área hoje, e nossa descoberta é, em muitos aspectos, a base de tudo isso, afirmou Clarke.

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

- (A) Em muitos aspectos, muitas pessoas trabalham nessa área hoje, e nossa descoberta é a base de tudo isso, afirmou Clarke.
- (B) Muitas pessoas trabalham nessa área hoje, dependendo do contexto e, nossa descoberta é em muitos aspectos, a base de tudo isso, afirmou Clarke.
- (C) Muitas pessoas trabalham nessa área hoje e nossa descoberta é, em muitos aspectos, a base de tudo isso; afirmou Clarke.
- (D) Muitas pessoas trabalham nessa área: hoje e — em muitos aspectos — nossa descoberta é a base de tudo isso, afirmou Clarke.

Questão 03

Esse efeito pode ser reproduzido em circuitos elétricos do mundo macroscópico, "aplicando" conceitos teóricos à prática experimental.

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

- (A) transitivo direto e indireto.
- (B) transitivo direto.
- (C) transitivo indireto.
- (D) intransitivo.

Questão 04

Quatro décadas depois, as experiências "que" pareciam apenas teóricas se mostram decisivas.

Em relação à classe gramatical, o vocábulo destacado denomina-se, nesta frase:

- (A) partícula expletiva.
- (B) pronome relativo.
- (C) conjunção integrante.
- (D) pronome demonstrativo.

Questão 05

[...] que levaram à descoberta do tunelamento macroscópico da mecânica quântica e da quantização de energia em um circuito elétrico.

Assinale a alternativa que contenha apenas preposição.

- (A) de – em – a
- (B) do – da – e
- (C) à – da – um
- (D) em – um – da

Questão 06

O prêmio reconhece experimentos realizados nos anos 1980 com circuitos elétricos.

De acordo com a classificação dos predicados, é correto afirmar que o predicado da oração apresentada é:

- (A) verbal.
- (B) verbo de ligação.
- (C) verbo-nominal.
- (D) nominal.

Questão 07

Não há tecnologia avançada hoje que não "dependa" da mecânica quântica.

O verbo destacado na frase encontra-se conjugado no modo:

- (A) infinitivo.
- (B) participio.
- (C) subjuntivo.
- (D) indicativo.

Questão 08

[...] e confirmam a importância do estudo pioneiro dos "laureados" em unir teoria quântica e engenharia de precisão.

De acordo com o contexto em que aparece no texto, o termo destacado refere-se a:

- (A) cientistas premiados.
- (B) pesquisadores participantes.
- (C) professores homenageados.

- (D) estudiosos dedicados.

Questão 09

Segundo o comitê do Nobel, não há tecnologia avançada hoje.

Sintaticamente, é correto afirmar que, nesta frase:

- (A) o verbo "haver" é pessoal e concorda com o termo "tecnologia avançada", razão pela qual a frase admite a forma "hão tecnologias avançadas hoje".
- (B) o termo "tecnologia avançada hoje" exerce a função de sujeito simples do verbo "haver".
- (C) o verbo "haver", empregado com o sentido de "existir", é impessoal, motivo pelo qual a oração é sem sujeito, permanecendo o verbo obrigatoriamente na 3ª pessoa do singular.
- (D) a expressão "segundo o comitê do Nobel" desempenha o papel de sujeito simples, por introduzir a fonte da informação.

Questão 10

Essas descobertas transformaram "o campo da física aplicada", abrindo caminho para "a criação de dispositivos eletrônicos".

De acordo com as regras de colocação pronominal, as formas corretas dos pronomes oblíquos para substituir os termos destacados são:

- (A) Essas descobertas o transformaram, abrindo caminho para ela.
- (B) Essas descobertas transformaram-lhe, abrindo caminho para eles.
- (C) Essas descobertas lhe transformaram, abrindo caminho para ela.
- (D) Essas descobertas transformaram-no, abrindo caminho para ela.

Raciocínio Lógico

Questão 11

Uma equipe de limpeza formada por 4 funcionários leva 6 horas para limpar 3 salas.

Mantendo o mesmo ritmo de trabalho, quantas horas 6 funcionários levariam para limpar 9 salas?

- (A) 9 horas.
- (B) 15 horas.
- (C) 4 horas.
- (D) 12 horas.

Questão 12

Na empresa "TechVisão", os funcionários foram avaliados em três critérios:

- Assiduidade (peso 2)
- Produtividade (peso 3)
- Colaboração (peso 5).

O colaborador André obteve as notas 8,0; 7,0 e 9,0, respectivamente.

Levando em consideração as suas notas e o peso de cada uma, qual é a média de André?

- (A) A média de André é 8,5.
- (B) A média de André é 7,8.
- (C) A média de André é 7,5.
- (D) A média de André é 8,2.

Questão 13

O professor Lucas escreveu no quadro a seguinte sentença aberta:

"O estudante xxx será aprovado na disciplina de Lógica se e somente se xxx entregar todas as tarefas e participar das avaliações."

Considere as proposições:

P(x): "O estudante x entrega todas as tarefas."

Q(x): "O estudante x participa das avaliações."

R(x): "O estudante x será aprovado na disciplina."

Formalização: $R(x) \leftrightarrow (P(x) \wedge Q(x))$

Qual é o valor lógico da proposição $R(\text{Ana}) \wedge (P(\text{Ana}) \wedge Q(\text{Ana}))$?

- (A) Verdadeiro, porque Ana cumpriu uma das condições do antecedente.
- (B) Verdadeiro, porque uma bicondicional é sempre verdadeira quando o conseqüente é incerto.
- (C) Falso, porque a bicondicional exige equivalência completa e Ana não cumpriu todas as condições.
- (D) Indefinido, pois depende da avaliação subjetiva do professor.

Questão 14

O estudante Vinícius analisou a proposição:

"Se chove, então chove ou faz sol."

Qual é a classificação lógica dessa proposição?

- (A) A proposição é uma tautologia, pois é sempre verdadeira.
- (B) A proposição é uma contradição, pois nunca é verdadeira.
- (C) A proposição é uma contingência, pois depende do tempo.
- (D) A proposição é falsa, pois o sol pode não aparecer.

Questão 15

Tiago foi ministrar um curso de manutenção doméstica e colocou três caixas idênticas sobre uma bancada. A caixa A contém 5 chaves de fenda e 3 martelos; a caixa B contém 4 chaves de fenda e 2 martelos; e a caixa C contém 3 chaves de fenda e 5 martelos. Para iniciar sua

explicação sobre ferramentas, Tiago escolhe aleatoriamente uma das caixas e retira, também ao acaso, uma ferramenta de seu interior. Considerando essa situação, qual é a probabilidade de Tiago retirar uma chave de fenda?

- (A) A probabilidade é 3/5.
- (B) A probabilidade é 1/2.
- (C) A probabilidade é 5/9.
- (D) A probabilidade é 4/9.

Conhecimentos Específicos

O texto seguinte servirá de base para responder às questões de 16 a 21.

New research unveils the "dark side" of social media influencers and their impact on marketing and consumer behaviour

Social media influencers (SMIs) pose psychological, health and security risks and need tighter regulation, a new study finds.

SMIs have revolutionised marketing, shaping consumer behaviour, brand strategies, and even societal norms. However, new research exposes a lesser-known side of influencer culture, one that raises ethical, psychological, and regulatory concerns.

A recent study by the University of Portsmouth systematically examines the negative impacts of SMIs, highlighting issues such as misinformation, endorsement of dangerous products, unrealistic beauty standards, the fostering of a comparison culture, deceptive consumption, and privacy risks.

With influencer marketing projected to reach an estimated \$480 billion by 2027, companies increasingly rely on SMIs to promote products and foster consumer trust.

A Digital Marketing Institute (2024) survey found that 60 per cent of consumers trust influencer recommendations, with nearly half of all purchasing decisions being influenced by these endorsements. However, as influencer culture grows, so do concerns about its unintended consequences.

Many SMIs act as opinion leaders or experts within their respective areas, frequently reviewing products and leveraging their authority, expertise, or relationships with followers to influence purchasing decisions. Some inspire and entertain; others deceive and upset. The deception and damage, and their impact on consumption, need to be carefully regulated.

Yuksel Ekinci, Professor of Marketing and Sales at the University of Portsmouth

The paper, published in *Psychology and Marketing*, warns power of SMIs is creating a worrying consumer landscape. Unlike traditional celebrities, whose fame is typically rooted in institutional settings - such as acting, music, or sports - SMIs gain recognition through social

media platforms, often relying on personal branding and consistent engagement with their audiences.

Yuksel Ekinci, Professor of Marketing and Sales at the University of Portsmouth, said: "Many SMIs act as opinion leaders or experts within their respective areas, frequently reviewing products and leveraging their authority, expertise, or relationships with followers to influence purchasing decisions. Some inspire and entertain; others deceive and upset. The deception and damage, and their impact on consumption, need to be carefully regulated."

This study organises the negative aspects of influencer marketing into six key themes:

1.Promotion of harmful products – SMIs often endorse unhealthy or dangerous products such as diet pills, detox teas, and alcohol without full disclosure, influencing consumption habits, particularly among younger audiences.

2.Dissemination of misinformation – many influencers, despite lacking expertise, spread false information about health, politics, and social issues, leading to widespread disinformation.

3.Reinforcement of unrealistic beauty standards – by presenting filtered and curated images, influencers contribute to body dissatisfaction, low self-esteem, and harmful beauty practices.

4.Fostering of comparison culture – influencer-driven content fuels lifestyle envy and social anxiety, leading to negative self-comparison and diminished wellbeing.

5.Deceptive consumption practices – some influencers engage in unethical behaviours such as undisclosed sponsorships, promotion of counterfeit goods, and misleading advertisements, undermining consumer trust.

6.Privacy concerns – the extensive data collection and sharing by influencers raise significant security and regulatory issues, posing risks for both influencers and followers.

Social media influencers hold immense power over consumer decisions and cultural norms. While they provide entertainment, inspiration, and brand engagement, the unchecked influence of some SMIs can lead to serious ethical and psychological consequences. Our study highlights the urgency for both academic and industry stakeholders to address these challenges proactively.

Dr Georgia Buckle, Research Fellow in the School of Accounting, Economics and Finance at the University of Portsmouth

The study calls for more stringent oversight, increased transparency, and ethical marketing strategies to mitigate these risks. Researchers suggest the following strategies for policymakers and marketers:

- Transparency and ethical compliance: brands must enforce clear disclosure policies to ensure responsible influencer partnerships.

- Regulation and consumer protection: governments

should strengthen policies on influencer marketing to prevent deceptive practices and misinformation.

- Mental health awareness: companies and influencers must prioritize authentic content that promotes well-being rather than unattainable ideals.

- Data privacy protections: stronger safeguards and awareness campaigns are needed to protect users from privacy breaches and data exploitation.

Dr Georgia Buckle, Research Fellow in the School of Accounting, Economics and Finance at the University of Portsmouth, said: "Social media influencers hold immense power over consumer decisions and cultural norms. While they provide entertainment, inspiration, and brand engagement, the unchecked influence of some SMIs can lead to serious ethical and psychological consequences. Our study highlights the urgency for both academic and industry stakeholders to address these challenges proactively."

This research offers a critical framework for analysing influencer culture beyond its commercial benefits, emphasising the need for ethical marketing practices and a healthier digital ecosystem.

<https://www.port.ac.uk/news-events-and-blogs/news/new-research-unveils-the-dark-side-of-social-media-influencers-and-their-impact-on-marketing-and-consumer-behaviour>

Questão 16

Read the excerpt below:

"Unlike traditional celebrities, whose fame is typically rooted in institutional settings - such as acting, music, or sports - SMIs gain recognition through social media platforms, often relying on personal branding and consistent engagement with their audiences."

An English teacher preparing advanced reading comprehension activities for upper-intermediate students identifies this sentence as exemplifying complex syntactic structures that warrant explicit instruction. When analyzing the sentence's grammatical architecture, discourse function, and pedagogical implications for teaching academic English reading skills, particularly focusing on contrastive constructions and non-restrictive relative clauses embedded within comparative frameworks, the teacher should recognize that:

- (A) The text exemplifies paratactic construction where all clauses maintain equal grammatical status without hypotaxis, facilitating straightforward comprehension through simple additive relationships between propositions without logical complexity.
- (B) The text demonstrates complex sentence structure with an initial contrastive prepositional phrase establishing comparison, followed by a non-restrictive relative clause providing additional information about traditional celebrities, then an independent clause contrasting SMIs' path to fame, effectively requiring readers to process multiple embedded informational layers simultaneously.

- (C) The sentence demonstrates exclusively passive voice constructions throughout, obscuring agency and creating nominalized abstract style characteristic of bureaucratic rather than academic discourse conventions.
- (D) The sentence represents compound-complex construction initiated by subordinating conjunction "unlike," followed by three coordinate independent clauses linked by semicolons, demanding linear processing without hierarchical syntactic relationships.

Questão 17

The study suggests that companies should adopt ethical marketing strategies to mitigate these risks. The word "mitigate" most nearly means:

- (A) Justify or rationalize.
 (B) Reduce or alleviate.
 (C) Conceal or disguise.
 (D) Intensify or amplify.

Questão 18

The article adopts a hybrid discourse that combines scientific precision with media accessibility. By alternating expert quotations, institutional references, and evaluative statements, it constructs a particular tone of authority. Which rhetorical mechanism best explains how this hybrid style reinforces the persuasive power of the text?

- (A) The alternation of expert quotations and factual evidence that builds epistemic authority (ethos and logos) while maintaining public accessibility.
- (B) The intentional ambiguity of terms such as "trust" and "influence" to provoke reader uncertainty.
- (C) The emphasis on sensationalist adjectives that dramatise the risks of digital communication.
- (D) The predominance of metaphorical expressions that evoke emotional identification with influencers' lifestyles.

Questão 19

A semantics and pragmatics professor is conducting a workshop on euphemism, hedging, and evaluative language in academic discourse, using the influencer research article as illustrative material. The professor draws attention to expressions like "lesser-known side," "dark side" (in quotation marks), "unchecked influence," "unintended consequences," and "proactively." The professor explains how academic writers strategically employ evaluative lexis, metaphorical framing, and hedging devices to construct authoritative yet measured arguments about controversial topics. When discussing the pragmatic functions of these linguistic choices and their role in maintaining academic credibility while making strong claims about negative phenomena, particularly analyzing how quotation marks around "dark side" signal metalinguistic awareness and how adverbs like

"proactively" carry implicit evaluative force, which statement demonstrates the most sophisticated understanding of semantic nuance and pragmatic functionality in academic discourse?

- (A) Academic language must be entirely neutral and descriptive without any evaluative dimension; the presence of terms suggesting negative evaluation proves this text is opinion piece rather than legitimate research article.
- (B) The quotation marks around "dark side" signal metaphorical usage while maintaining rhetorical impact; "proactively" carries positive evaluation; "lesser-known" provides appropriate hedging - these strategic choices enable strong critical arguments while maintaining academic credibility and register.
- (C) Quotation marks around "dark side" indicate the authors are directly quoting another source verbatim and have no other pragmatic function; evaluative language is accidental rather than strategic rhetorical choice in academic writing.
- (D) All evaluative language should be eliminated from academic writing to maintain complete objectivity; terms like "dark side" represent unscientific emotional language inappropriate for scholarly discourse and undermine the research's credibility entirely.

Questão 20

The article highlights that social media influencers have transformed marketing and consumer culture but also differ from traditional celebrities in how they build influence. Based on the text, how do influencers primarily shape consumer behaviour compared to traditional celebrities?

- (A) They rely primarily on institutional validation to build authority.
- (B) They act only through officially recognised media channels.
- (C) They depend on entertainment companies to maintain public trust.
- (D) They rely primarily on direct audience engagement and personal branding.

Questão 21

An English teacher implementing *Content and Language Integrated Learning* (CLIL) methodology is designing a unit on media literacy using the text "New research unveils the 'dark side' of social media influencers" as anchor material. The lesson objectives include developing critical reading skills, expanding academic vocabulary related to marketing and psychology, and fostering critical thinking about digital culture. Aligning with Base Nacional Comum Curricular (BNCC) competências gerais emphasizing critical digital literacy and the disciplina Língua Inglesa's focus on expanding students' critical repertoires regarding English-language cultural products and practices, the teacher plans to scaffold student engagement with this complex authentic

text. Considering second language reading theory, particularly Krashen's Input Hypothesis requiring comprehensible input (i+1), schema theory's emphasis on activating background knowledge, and BNCC's vision of English education as tool for critical citizenship, which instructional sequence demonstrates the most theoretically sound and pedagogically effective approach?

- (A) Have students silently read the text once, immediately administer multiple-choice test on isolated grammatical structures appearing in the text without addressing content or meaning, avoiding any discussion of influencer marketing or ethical issues.
- (B) Begin with pre-reading discussion activating students' prior knowledge about social media and influencers, introduce key vocabulary through contextualized examples, facilitate guided reading with comprehension checks and scaffolding questions, engage students in critical analysis comparing text's arguments with their personal experiences, and culminate with collaborative creation of media literacy guidelines addressing issues raised in the text.
- (C) Skip the reading entirely and lecture about dangers of social media while students passively take notes, then assign memorization of vocabulary lists unconnected to meaningful context or communicative purpose.
- (D) Distribute the text without pre-reading support, require students to translate every unfamiliar word using dictionaries individually, complete literal comprehension questions testing factual recall exclusively, avoiding any discussion of text's broader sociocultural implications or critical evaluation of influencer culture.

O texto seguinte servirá de base para responder às questões de 22 a 32.

We can learn a lot from Troy's trash

Beneath the epic tales of heroes and gods, Troy's true story is written in something far less glamorous – its rubbish.

When we think of Troy, we imagine epic battles, valiant deeds, cunning tricks and the wrath of gods. Thanks to Homer's Iliad, the city is remembered as a stage for romance and heroism.

But long before Paris stole Helen and Achilles raged on the battlefield, the people of bronze age Troy lived ordinary lives – with extraordinary consequences. They built, cooked, stored, traded and, crucially, threw things away. And they did it right where they lived.

Today, waste is whisked away quickly – out of sight, out of mind. But in bronze age Troy (3000–1000BC), trash stayed close, often accumulating in domestic dumping grounds for generations.

Having spent more than 16 summers excavating and analysing the bronze age layers of Troy, I've learned to

read the city's history this waste.

Hundreds of thousands of animal bones from cattle, sheep, fish – even turtles – were found alongside vast quantities of pottery shards, ash, food scraps, and human waste. Sometimes, these layers were reused to level floors or build walls, showing how closely intertwined daily life and refuse management were.

This wasn't laziness or neglect, it was pure pragmatism. In a world without rubbish trucks or sanitation systems, managing refuse was neither chaotic nor careless, but a collective, spatially negotiated – and surprisingly strategic – effort.

The excavations I have worked on as part of the University of Tübingen's Troy Project, which has been going on since 1988, have revealed just how deliberate these routines were. Where people chose to dump, or not to dump, speaks volumes about status, social roles, and community boundaries. Waste is the diary no one meant to write, yet it records the intimate rhythms of daily life with unfiltered clarity.

Far from a nuisance, Troy's waste is an archaeologist's treasure trove.

Over nearly 2,000 years, Troy ended up with 15 meters of built-up debris. Archaeologists can see nine major building phases in it, each made up of hundreds of thin layers, which formed as people lived their everyday lives. These layers act like snapshots, quietly recording how the city changed over time. Some capture hearth cleanings, others record the rebuilding of entire city quarters.

By analysing the layers and their ratios of bones to pottery, ash concentration, presence of storage jars, grinding stones, or production debris, specific spaces of activity become visible: kitchens, workshops, storage areas, rubbish pits. What appears chaotic turns out to be a carefully structured map of everyday routines – showing where meals were prepared, tools made, and discarded objects left behind.

The story these remains tell is one of profound transformation. Troy began as a modest agrarian settlement, shaped by the steady rhythms of farming, herding, and small-scale craft. Over time, it grew into a thriving regional centre.

The archaeological record, rich in refuse, traces this long arc of change. Exotic imports fashioned from stones such as carnelian and lapis lazuli begin to appear, revealing distant trade connections. Specialised metalworking tools emerge alongside monumental architecture. Some buildings stretched nearly 30 metres, signalling growing ambitions and expanding capabilities.

This rise unfolded gradually, reflected not just in grander buildings, but in shifting tools, trade, and how people dealt with what they left behind. Waste management became more organised, with designated areas for different types of waste. This reflects broader shifts in how the community structured space and managed its economy.

Yet this ascent was interrupted. By the mid-third millennium BC, signs that things were becoming smaller appear. Architecture simplifies, household inventories shrink, production debris declines suggesting economic slowdown or political instability.

Still, Troy endured. By the mid-second millennium BC, the city revived. Refined ceramics, luxury imports and evidence of social complexity marked a new chapter of recovery and reinvention. This splendid settlement later became the stage for Homer's Trojan War where Greek warriors faced the daunting task of climbing towering mounds of debris built up over centuries just to reach the palaces.

These insights allow us to see Troy not just as a city of walls and towers, but as a living organism shaped by daily routines, unspoken norms and social negotiation. The waste left behind is a remarkably honest archive of bronze age society – beneath myths, stones, and poetry.

Troy's trash heaps are the bronze age's search history. To know what mattered 4,500 years ago, don't ask poets – ask the garbage. From broken tools to shared meals, from imported luxuries to scraps, this waste reveals the pulse of everyday life and society's evolving structure.

Ironically, these mundane refuse layers preserved the bronze age world for us. Without them, we'd know far less about early Troy's people. Their depth and composition trace changes in economy, technology, and social structure. From scraps to towers of pottery shards, waste archaeology is key to understanding early urban complexity.

So next time you picture Achilles storming Troy's gates, remember: the heroes might have been divine, but their city smelled very human.

<https://theconversation.com/we-can-learn-a-lot-from-troys-trash-260613>

Questão 22

Read the excerpt below:

"Troy's trash heaps are the bronze age's search history. To know what mattered 4,500 years ago, don't ask poets – ask the garbage."

An English teacher analyzing this metaphorical statement with advanced students examines how the author employs contemporary digital-age imagery to explain archaeological methodology. When discussing the rhetorical effectiveness of comparing ancient waste deposits to modern "search history" and the implicit critique of literary sources versus material evidence, the most accurate interpretation of the author's argumentative strategy is that _____.

Fill in the blank above and select the correct alternative.

- (A) The statement indicates that Bronze Age people had internet access and digital technology, which archaeologists have discovered through excavating computer devices and electronic equipment in Troy's waste layers, proving that modern conveniences existed thousands of years earlier than previously believed.
- (B) The metaphor implies that literary sources and archaeological evidence are completely identical in their informational value and methodological approaches, with no meaningful differences in how they construct historical knowledge or the types of insights they provide about ancient societies.
- (C) The metaphor establishes an accessible analogy for contemporary readers by equating refuse deposits with digital data trails, suggesting that mundane material remains reveal authentic patterns of daily life and social priorities more reliably than epic poetry, which privileges heroic narratives over ordinary existence, though both literary and archaeological sources contribute complementary perspectives on the past.
- (D) The author's comparison trivializes archaeological research by reducing complex scientific methodology to simple garbage collection, undermining professional credibility and suggesting that waste analysis requires no specialized training, expertise, or theoretical framework to interpret material culture accurately.

Questão 23

Read the excerpt below:

"Today, waste is whisked away quickly – out of sight, out of mind. But in bronze age Troy (3000–1000BC), trash stayed close, often accumulating in domestic dumping grounds for generations."

A professional translator working on a Brazilian Portuguese edition of this archaeological text must address the idiomatic expression "out of sight, out of mind" and decide between maintaining the English idiom with explanatory footnote, creating a culturally equivalent Portuguese idiom, or providing a descriptive translation. When considering translation strategies that balance semantic fidelity, cultural accessibility, and stylistic naturalness for Brazilian readers while preserving the author's rhetorical impact, the appropriate translation approach would be:

- (A) Translate using the functionally equivalent Brazilian Portuguese idiom "longe dos olhos, longe do coração" (literally "far from the eyes, far from the heart"), which shares the same conceptual metaphor linking physical distance with mental absence, though the Portuguese version emphasizes emotional/affective dimension while the English emphasizes cognitive/mental dimension, creating nuanced semantic shift.

- (B) Employ descriptive translation such as "removido e esquecido" or "eliminado da consciência" that conveys the functional meaning without idiomatic structure, prioritizing clarity and naturalness over stylistic effect, though this sacrifices the rhetorical conciseness and rhythmic parallelism of the original English idiom.
- (C) Provide literal word-for-word translation "fora da vista, fora da mente" maintaining the source language structure exactly, as this preserves formal equivalence and allows Brazilian readers to experience the foreignness of English idiomatic expression, even though this creates unnatural Portuguese that lacks idiomatic status in the target language.
- (D) Completely omit the idiomatic expression and the entire sentence comparing modern and ancient waste management practices, as idioms are inherently untranslatable and their presence creates insurmountable obstacles for cross-cultural communication that professional translators cannot adequately resolve.

Questão 24

Read the excerpt below:

"What appears chaotic turns out to be a carefully structured map of everyday routines."

Grammatically, the underlined structure "What appears chaotic" functions as:

- (A) An adjectival clause modifying the noun map.
- (B) An independent interrogative clause embedded in a compound sentence.
- (C) A nominal relative clause acting as the subject of the sentence.
- (D) A subordinate clause of contrast introduced by a conjunction.

Questão 25

Judge the sentences below as TRUE (T) or FALSE (F) regarding morphological analysis and word formation processes:

() The compound noun "search history" in the metaphor "Troy's trash heaps are the bronze age's search history" exemplifies an endocentric compound where "history" functions as the head determining the grammatical category, while "search" acts as a modifier specifying the type of history, and this word formation pattern is highly productive in contemporary English, particularly in technology-related vocabulary.

() The adjective "unfiltered" in "unfiltered clarity" is formed through derivational morphology by attaching the negative prefix "un-" to the past participle "filtered," creating a word meaning "not filtered" or "without filtration," and this same prefix demonstrates consistent phonological behavior across all English words, always being pronounced /ʔn/ regardless of the phonological environment of the base word it attaches to.

() The phrase "trash heaps" contains two free morphemes that can function independently as words, whereas "heroism" in "the city is remembered as a stage for romance and heroism" contains the bound morpheme "-ism" (denoting doctrine, practice, or condition) attached to the base "hero," exemplifying derivational suffixation that changes the word class from noun to abstract noun while adding semantic content related to qualities or principles.

The CORRECT sequence is:

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

Questão 26

Regarding the text, judge the statements below.

I. The sentence "Where people chose to dump, or not to dump, speaks volumes about status, social roles, and community boundaries" contains a concessive type (free relative clause) functioning as the direct object of the verb "speaks," where "where" introduces a clause with an implicit antecedent referring back to "volumes," and this construction is identical to adverbial clauses of place which modify verbs rather than function as noun phrase equivalents.

II. The complex sentence "Having spent more than 16 summers excavating and analysing the bronze age layers of Troy, I've learned to read the city's history this waste" demonstrates a non-finite participial clause ("Having spent...") functioning as an adverbial of reason or temporal background, with the perfect aspect "having spent" indicating that the action of the participle preceded the main clause verb "learned," though the sentence contains a grammatical error with missing preposition "from" or "in" before "this waste."

III. The structure "What appears chaotic turns out to be a carefully structured map" exemplifies a pseudo-cleft (wh-cleft) sentence construction that foregrounds information by moving it to subject position, creating emphasis on "what appears chaotic" while the predicate provides the surprising revelation, and this syntactic pattern is commonly employed in academic writing to manage information flow and create rhetorical impact.

The following statement(s) is/are CORRECT:

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

Questão 27

Consider the following excerpt:

"Far from a nuisance, Troy's waste is an archaeologist's treasure trove. Over nearly 2,000 years, Troy ended up

with 15 meters of built-up debris. Archaeologists can see nine major building phases in it, each made up of hundreds of thin layers, which formed as people lived their everyday lives."

An English teacher preparing reading comprehension activities for intermediate Brazilian students analyzes this passage to identify vocabulary and conceptual challenges. Regarding lexical comprehension, idiomatic expressions, and the relationship between linguistic form and archaeological content, which pedagogical analysis is accurate?

- (A) The passage presents no vocabulary challenges whatsoever for intermediate Brazilian learners, as all words are either perfect cognates or basic vocabulary acquired at elementary levels, making it appropriate for beginning students without any scaffolding activities or pre-teaching of lexical items.
- (B) The technical term "building phases" should be translated literally as "fases de construção" without any additional explanation, as intermediate learners will automatically understand this refers to distinct chronological periods of urban development separated by destruction, abandonment, or reconstruction events visible in stratigraphic sequences.
- (C) Brazilian students cannot possibly comprehend archaeological terminology in English, therefore this text should be avoided entirely in favor of simplified, adapted materials about topics more culturally familiar to Brazilian contexts, as authentic academic texts exceed appropriate difficulty levels for EFL instruction.
- (D) The metaphorical opposition "Far from a nuisance" contrasted with "treasure trove" establishes semantic tension between negative connotation (waste as problem) and positive valuation (waste as resource), requiring explicit instruction on the idiom "far from" (meaning "not at all" or "muito longe de ser") and discussion of how archaeological perspectives reframe mundane materials as valuable data.

Questão 28

Judge the sentences below as TRUE (T) or FALSE (F) regarding the interpretation and comprehension of the text "We can learn a lot from Troy's trash."

(___)The text argues that waste management in Bronze Age Troy was chaotic and disorganized, reflecting the inhabitants' lack of concern for hygiene and sanitation, which contrasts sharply with modern systematic waste disposal practices that emerged only in contemporary urban civilizations.

(___)According to the author's archaeological analysis, the 15 meters of accumulated debris and nine major building phases visible at Troy reveal deliberate spatial organization of waste disposal, where the location and composition of refuse deposits provide insights into social status, community boundaries, and the evolution of economic activities over nearly 2,000 years.

(___)The text suggests that Troy experienced continuous linear growth throughout the Bronze Age, with no periods of decline or economic contraction, as evidenced by increasingly elaborate architecture, expanding trade networks, and progressively sophisticated waste management systems maintained consistently across all archaeological layers.

The CORRECT sequence is:

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

Questão 29

Read the excerpt from the text:

"Waste is the diary no one meant to write, yet it records the intimate rhythms of daily life with unfiltered clarity."

In this context, the word "unfiltered" most nearly means:

- (A) composed of multiple symbolic interpretations.
- (B) scientifically sanitized for accurate analysis.
- (C) distorted or exaggerated by mythological tradition.
- (D) free from alteration, giving direct and authentic information.

Questão 30

Consider the following pedagogical scenario:

An English teacher at a Brazilian public high school is designing a lesson sequence using the text "We can learn a lot from Troy's trash" to develop reading comprehension, critical literacy, and intercultural competence aligned with Base Nacional Comum Curricular (BNCC) competencies. The class consists of intermediate-level students (B1) with varied interests in history, science, and humanities. The teacher wants to create activities that integrate authentic material, develop higher-order thinking skills (analysis, synthesis, evaluation), promote collaborative learning, and connect the text's themes (archaeology, material culture, historical interpretation) to students' lived experiences and Brazilian context. Considering contemporary language teaching methodologies including task-based learning, content and language integrated learning (CLIL), and critical pedagogy principles emphasized by BNCC, which instructional approach demonstrates the pedagogically sound and theoretically grounded practice?

- (A) Have students individually translate the entire 1,200-word text into Portuguese word-for-word using dictionaries, then complete a 50-question multiple-choice grammar test on passive voice constructions, relative clauses, and verb tenses extracted from the text, without any discussion of archaeological content, historical interpretation, or thematic connections, as grammar mastery must be achieved before meaningful content engagement.

- (B) Pre-reading: predictions about what archaeologists learn from ancient waste, key vocabulary with visuals, and discussion on modern waste management; while-reading: jigsaw reading with group expertise, collaborative annotation, and inference-based comprehension questions; and post-reading: critical discussion comparing archaeological and historical knowledge methods, student research on local sites or Brazilian discoveries, and multimodal infographics on "what future archaeologists would learn from our trash today," linking ancient Troy to Brazilian material culture and sustainability.
- (C) Show a Hollywood film about Troy (Wolfgang Petersen's 2004 film) dubbed in Portuguese and have students answer comprehension questions about the plot in Portuguese, without reading the English text at all, as visual media is more motivating than reading and students cannot handle authentic academic English texts regardless of scaffolding or support provided.
- (D) Tell students that archaeology and ancient history are irrelevant to Brazilian students' lives and future careers, therefore they should only read texts about Brazilian topics in simplified, adapted versions, as authentic texts about international subjects are culturally inappropriate and pedagogically ineffective for developing English proficiency in Brazilian educational contexts.

Questão 31

Regarding the text, judge the statements below.

I. The author employs a multidisciplinary analytical approach to waste archaeology, examining quantitative ratios of bones to pottery, ash concentration levels, and the spatial distribution of artifacts such as storage jars and grinding stones to identify functional areas within the ancient city, thereby transforming seemingly chaotic refuse deposits into structured maps of daily activities including food preparation, craft production, and storage practices.

II. The text demonstrates that exotic imported materials such as carnelian and lapis lazuli found within Troy's refuse layers serve exclusively as indicators of aesthetic preferences and artistic tastes of Bronze Age inhabitants, having no significant implications for understanding trade networks, economic development, or the city's integration into broader regional exchange systems during its transformation from agrarian settlement to regional centre.

III. The archaeological evidence presented suggests that Troy's mid-second millennium BC revival, characterized by refined ceramics, luxury imports, and increased social complexity, represents the same settlement phase that Homer later immortalized in the Iliad, where Greek warriors confronted massive accumulated debris mounds while attempting to reach the palaces during the legendary Trojan War.

The following statement(s) is/are CORRECT:

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

Questão 32

Read the following passage:

"Far from a nuisance, Troy's waste is an archaeologist's treasure trove."

The expression "treasure trove" in this sentence most likely refers to:

- (A) A valuable source of information or discovery.
 (B) An ancient ritual site associated with hero worship.
 (C) A set of mythical artifacts attributed to divine intervention.
 (D) A literal collection of gold and jewels found among the ruins.

Questão 33

When translating from English into Portuguese, certain idiomatic expressions resist literal transfer due to cultural specificity. According to modern translation theory, which strategy best addresses cases where semantic equivalence is impossible, but functional equivalence can be achieved?

- (A) Word-for-word translation, focusing on lexical fidelity rather than communicative value.
 (B) Cultural substitution, replacing the expression with one that produces a similar pragmatic effect in the target culture.
 (C) Loan translation, keeping the original form and adapting only the grammar.
 (D) Literal translation, maintaining the original wording regardless of meaning loss.

Questão 34

In *Things Fall Apart* (1958), Chinua Achebe reconfigures the English novel form to represent Igbo culture from within. This strategy exemplifies which key concept of postcolonial theory?

- (A) Hybridity and narrative appropriation to assert indigenous voice.
 (B) The translation of African oral genres into Latinized verse.
 (C) Mimicry as celebration of European authority.
 (D) The erasure of local traditions in pursuit of universality.

Questão 35

In Seamus Heaney's *Digging* (1966, p.1-2), the poet writes:

"Between my finger and my thumb

The squat pen rests.

I'll dig with it."

The metaphor of "digging" in this poem primarily conveys:

- (A) Nostalgia for rural labor and abandonment of artistic pursuit.
- (B) Conflict between intellectual work and manual tradition.
- (C) Reconciliation of artistic creation with ancestral heritage.
- (D) Desire to renounce personal identity in favor of anonymity.

Questão 36

Read the excerpt from William Wordsworth's *Preface to Lyrical Ballads* (1802, p.148):

"Poetry is the spontaneous overflow of powerful feelings: it takes its origin from emotion recollected in tranquility: the emotion is contemplated till, by a species of reaction, the tranquility gradually disappears, and an emotion, kindred to that which was before the subject of contemplation, is gradually produced, and does itself actually exist in the mind."

Based on this statement, Wordsworth's conception of poetry emphasizes:

- (A) The expression of universal emotion filtered through reflective consciousness.
- (B) The mechanical application of meter as the core of poetic art.
- (C) The imitation of classical forms and adherence to aristocratic diction.
- (D) The rejection of emotional content in favor of moral didacticism.

Questão 37

In English lexicology, understanding how words are formed and related is essential for analysing vocabulary expansion and semantic change. When the word "unbelievable" is examined from a morphological perspective, which process best describes its formation and lexical structure?

- (A) Back-formation, because it removes an affix to create a simpler lexical item.
- (B) Clipping, because it reduces the original word to a shorter phonological form.
- (C) Derivation, because it adds both a prefix and a suffix to a root, modifying its meaning and grammatical class.
- (D) Compounding, because it joins two independent lexical bases into a single unit.

Questão 38

In *Hard Times* (1854), Charles Dickens contrasts two educational philosophies through the characters of Mr.

Gradgrind and Sissy Jupe. This contrast primarily serves to:

- (A) advocate for the elimination of emotional subjects from school curricula.
- (B) reinforce utilitarianism as the ideal model of Victorian rationality.
- (C) depict the moral superiority of industrial efficiency over imagination.
- (D) critique the reduction of human experience to factual instruction and moral rigidity.

Questão 39

Read the passage from *A Portrait of the Artist as a Young Man* (1916, p. 296):

"The past is consumed in the present and the present is living only because it brings forth the future."

This statement reflects a central feature of Modernist narrative technique by illustrating:

- (A) The stylistic revival of medieval narrative conventions.
- (B) A linear conception of time and destiny guided by divine order.
- (C) The rejection of psychological realism in favor of allegorical morality.
- (D) The collapse of chronological temporality into subjective consciousness.

Questão 40

A translator is adapting an academic English article for publication in Portuguese. The original text uses passive voice, nominalisations, and impersonal tone. Which procedure ensures both textual cohesion and stylistic adequacy in the Portuguese version?

- (A) Preserving English syntax and word order to ensure fidelity to the source text.
- (B) Using active structures and cohesive devices typical of academic Portuguese to enhance fluency.
- (C) Adding emotive connectors to approximate oral discourse and engage the reader.
- (D) Maintaining all passive constructions to preserve grammatical symmetry.

