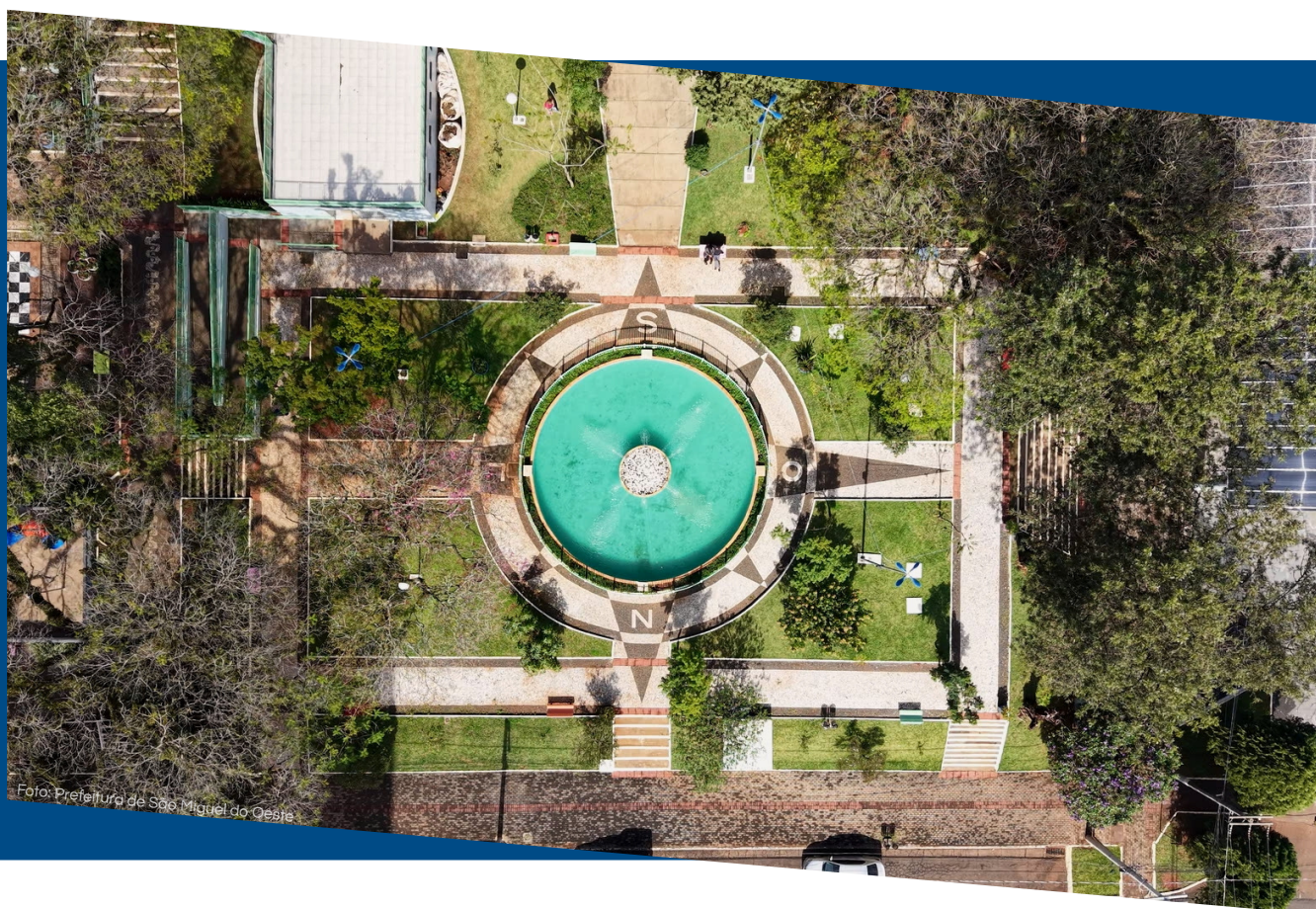




Edital de Processo Seletivo nº 001/2026

PROFESSOR (LÍNGUA INGLESA)



ATENÇÃO! LEIA ATENTAMENTE AS INSTRUÇÕES A SEGUIR.



- ▶ **Verifique o tipo de prova indicado na capa deste caderno de prova e preencha corretamente o campo correspondente no cartão-resposta.**
- ▶ **O cartão-resposta é o único documento válido para a correção da prova objetiva e não será substituído em hipótese alguma.**
- ▶ **O candidato somente poderá retirar-se do local de prova após decorridos 30 (trinta) minutos do início da aplicação da prova.**
- ▶ **A interpretação das questões faz parte da avaliação, não sendo permitidos esclarecimentos ou consultas aos fiscais sobre o conteúdo da prova.**

CONFERÊNCIA DO CADERNO DE PROVA

- ▶ Confira se este caderno de prova corresponde ao cargo para o qual você se inscreveu e se contém **20 (vinte) questões**, numeradas de **1 a 20**.
- ▶ Verifique se há falhas de impressão, páginas faltantes, questões ilegíveis ou qualquer outra imperfeição gráfica que possa comprometer a compreensão da prova. Eventuais irregularidades deverão ser comunicadas imediatamente ao fiscal de sala. Não serão aceitas reclamações após o término da prova.
- ▶ Os cadernos de prova possuem 4 (quatro) tipos diferentes. O conteúdo das questões é idêntico para todos os candidatos, diferenciando-se apenas a ordem das questões e das alternativas.

PREENCHIMENTO DO CARTÃO-RESPOSTA

- ▶ Cada questão da prova objetiva apresenta 4 (quatro) alternativas, identificadas pelas letras A, B, C e D, sendo apenas uma delas a resposta correta.
- ▶ Todas as respostas deverão ser transcritas para o cartão-resposta, que constitui o único documento válido para a correção da prova objetiva.
- ▶ Preencha o tipo de prova e assinale a alternativa que considerar correta conforme o exemplo apresentado a seguir:

✓ **Forma CORRETA:** ●

✗ **Forma ERRADA:** ○ ● ✓ ⊘ ⊗ ⊙

MATERIAIS PERMITIDOS

- ▶ Mantenha sobre a carteira apenas:
 - documento oficial de identificação;
 - caneta esferográfica de tinta azul ou preta, fabricada em material transparente;
 - recipiente transparente contendo água, sem rótulo ou etiqueta.

TEMPO DE PROVA

- ▶ A prova objetiva terá duração máxima de **2h30 (duas horas e trinta minutos)**, já incluído o tempo destinado ao preenchimento do cartão-resposta.
- ▶ O caderno de prova poderá ser levado pelo candidato.
- ▶ Os 3 (três) últimos candidatos de cada sala somente poderão retirar-se simultaneamente, após o encerramento da ata de sala.

NÃO É PERMITIDO

- ▶ Comunicar-se com outros candidatos durante a aplicação da prova, sob qualquer forma ou alegação.
- ▶ Realizar consultas de qualquer natureza, inclusive por meio de materiais impressos, equipamentos eletrônicos ou quaisquer outros recursos.
- ▶ Ausentar-se da sala sem o acompanhamento de um fiscal.
- ▶ Utilizar o banheiro após a entrega do cartão-resposta.
- ▶ Permanecer no local de realização das provas após a entrega do cartão-resposta e o encerramento de sua participação no certame.

ENCERRAMENTO

- ▶ Ao concluir a prova, entregue ao fiscal de sala o **cartão-resposta** devidamente **preenchido** e **assinado**.
- ▶ Após a entrega do cartão-resposta, retire-se imediatamente do local de aplicação das provas.

BOA PROVA!

Conhecimentos Específicos

O texto seguinte servirá de base para responder às questões de 1 a 14.

Peru's Nazca lines were paths for prehistoric culture: Japanese researchers

Tokyo, 16 Jan (EFE).- The mysteries shrouding Peru's Nazca Lines have intrigued scientists for decades. Now, a group of Japanese researchers has developed a new theory that the geoglyphs etched into the ground served as paths and routes. The lines forged into myriad figures of animals and plants straddle an area of 1,000 square kilometers of the immense Ica desert in southern Peru. They were created during the Nazca culture, a pre-Columbian archaeological culture that flourished between the 1st and 7th centuries BC. A research team led by Masato Sakai, of the University of Yamagata in western Japan, has discovered, with the help of local archaeologists, aerial images and drones, over 350 new etchings since 2004. Sakai says there are two types of geoglyphs, linear motifs that were created by removing the upper black stones to reveal the white earth underneath and raised lines that give the pictorial representations depth and that archeologists call relief lines. «The linear ones exist at the beginning and end of straight paths and can be used to travel from one valley to another (...) while the relief ones are on the sides of paths that are not straight and are usually etched on a slope,» the expert says. The meaning of the lines has long been up for debate. Some say they represented an astronomical calendar, others considered they were religious figures and some have even suggested that they serve as landing pads for UFOs. «I'm interested in letters,» Sakai says. «Everyone uses alphabets, but in Andean civilization, they didn't have that way of communicating, so I wanted to discover how they did (communicate).»

The researcher is convinced that the Nazca lines were used as a means of prehistoric communication

Despite their antiquity, the geoglyphs were not discovered until 1930 because these could only be appreciated with an aerial view or from some of the site's surrounding hills. The team of Japanese researchers started the project using satellite and aerial photos, and more recently using drones, and have now identified hundreds of figures, including a spider, a monkey, a hummingbird, a condor, a pelican, a gull, a snail, a whale, a snake and a llama. The team struck a deal with tech giant IBM in 2019 and have tapped into state-of-the-art artificial intelligence (AI) that could help reveal the location of more figures and help with deciphering their meaning. «It is always a hypothesis, but we hope that with AI we can check whether theories are correct or suggest better ones that coincide with the new data,» the expert adds. Finding all the figures, which according to the expert could be in the thousands, is key to their conservation from both the weather and mining and agriculture which is prevalent in the region. «For the people of Nazca, the geoglyphs are a source of pride

because the city is not very big, but many people come to see the figures. When we find new ones, we share the information with the local people because we know that they will respect and defend them, because it is the work of their ancestors» Sakai says. EFE

<https://efe.com/other-news/2023-01-16/nazca-lines/>

Questão 01

When working with the text in an English class, the teacher addresses the Nazca Lines as cultural heritage, discusses Andean forms of communication, considers the participation of local communities in preservation, and analyzes how English circulates scientific and cultural information globally. This approach is consistent with:

- (A) A monolingual model of English teaching, because it restricts cultural discussion to countries where English is the native official language.
- (B) An exoticizing view of culture, because it treats the Nazca Lines as mysterious objects whose value depends mainly on foreign researchers and advanced technology.
- (C) A purely structural approach, because it uses the text only to classify grammar topics without considering culture, discourse or citizenship.
- (D) Intercultural language education, because it relates language learning to cultural diversity, heritage, global circulation of knowledge and respect for different forms of communication.

Questão 02

Read the excerpt below:

"When we find new ones, we share the information with the local people because we know that they will respect and defend them, because it is the work of their ancestors," Sakai says.

In an English language class, the excerpt allows the teacher to address intercultural competence by emphasizing:

- (A) The replacement of local knowledge by foreign scientific authority as a necessary condition for heritage preservation.
- (B) The idea that archaeological heritage should be interpreted only by international institutions.
- (C) The relation between language, memory, community participation and respect for cultural heritage.
- (D) The separation between language teaching and cultural discussion, since the excerpt contains reported speech.

Questão 03

Read the sentence below:

"Despite their antiquity, the geoglyphs were not discovered until 1930 because they could only be appreciated with an aerial view or from some of the site's surrounding hills."

The word "Despite" establishes a relation of:

- (A) Condition, indicating that the geoglyphs would be discovered only if they became ancient.
- (B) Cause, indicating that the geoglyphs were discovered in 1930 because they were ancient.
- (C) Contrast, indicating that their ancient origin did not correspond to early modern discovery.
- (D) Consequence, indicating that their antiquity directly produced the use of aerial images.

Questão 04

Read the sentence below:

"The team struck a deal with tech giant IBM in 2019 and have tapped into state-of-the-art artificial intelligence that could help reveal the location of more figures."

In the sentence, the expressions "struck a deal" and "tapped into" indicate, respectively:

- (A) Reached an agreement; made use of or gained access to a resource.
- (B) Interrupted a negotiation; refused access to a technological resource.
- (C) Questioned a partnership; converted artificial intelligence into an archaeological artifact.
- (D) Signed a document under pressure; replaced field research with automatic conclusions.

Questão 05

Based on the text about the Nazca Lines, choose the option that synthesizes the central claim presented by the Japanese research team.

- (A) The Nazca Lines were discovered in the 1930s because local communities had previously hidden them from foreign researchers.
- (B) The figures were created by the Nazca people as an astronomical calendar, a theory that the researchers consider no longer open to debate.
- (C) The geoglyphs may have functioned as paths, routes and forms of prehistoric communication, according to evidence gathered through fieldwork, aerial images, drones and technological analysis.
- (D) The geoglyphs were mainly decorative images whose value lies in their artistic beauty rather than in any possible social function.

Questão 06

A teacher uses the text about the Nazca Lines in an English class. Students read the article, examine images of the geoglyphs, compare different hypotheses, discuss the use of drones and artificial intelligence, and produce a short multimodal news report in English. The procedure that corresponds to multiliteracies and digital literacy is:

- (A) Using the article only to identify verb tenses, without addressing its cultural, technological or multimodal dimensions.
- (B) Combining reading, image analysis, digital research, critical discussion of technology and production of a multimodal text for a communicative purpose.
- (C) Requiring students to translate the whole text word by word before discussing meaning, image, genre or communicative purpose.
- (D) Replacing textual comprehension with the display of images, since multimodal literacy does not involve verbal interpretation.

Questão 07

Read the excerpt below:

"Finding all the figures, which according to the expert could be in the thousands, is key to their conservation from both the weather and mining and agriculture which is prevalent in the region."

According to the excerpt, the identification of new geoglyphs is relevant because it:

- (A) Confirms that mining and agriculture have already destroyed all the remaining figures in the region.
- (B) Shows that the figures have no cultural value unless they are discovered by international research teams.
- (C) Allows researchers to remove the figures from the desert and place them in protected museums.
- (D) Contributes to preservation efforts by making it possible to recognize and protect figures exposed to environmental and human risks.

Questão 08

Read the sentence below:

"It is always a hypothesis, but we hope that with AI we can check whether theories are correct or suggest better ones that coincide with the new data," the expert adds.

The modal verb "can" is used in the sentence to express:

- (A) Obligation.
- (B) Certainty.
- (C) Possibility or capability.
- (D) Prohibition.

Questão 09

Consider the sentences from the text:

"The mysteries shrouding Peru's Nazca Lines have intrigued scientists for decades."

"They were created during the Nazca culture."

"A research team led by Masato Sakai [...] has discovered [...] over 350 new etchings since 2004."

The verb forms used in the sentences are correctly explained in:

- (A) The present perfect indicates that the discoveries ended before 2004, while the passive voice introduces a direct quotation from the Nazca people.
- (B) The passive voice is used only to express doubt, while the present perfect is used only with completed actions at a fixed date in the past.
- (C) The past simple is used in all three sentences because the events described have no connection with the present.
- (D) The present perfect connects past processes or actions to present relevance, while the passive voice foregrounds the object or process rather than the agent.

Questão 10

Based on the way the information is organized in the text, it can be inferred that:

- (A) The religious interpretation is rejected because the text states that the lines were created only for agricultural purposes.
- (B) The astronomical calendar theory is confirmed by the Japanese researchers through artificial intelligence.
- (C) The UFO hypothesis is presented as the most recent scientific explanation because it appears at the end of the sequence.
- (D) Different interpretations have circulated about the Nazca, but the text does not present them as equally supported by the research described.

Questão 11

Read the excerpt below:

"The lines forged into myriad figures of animals and plants straddle an area of 1,000 square kilometers of the immense Ica desert in southern Peru."

In this context, the verb "straddle" indicates that the figures:

- (A) Were painted over previously existing stones to make the desert surface darker.
- (B) Extend across a large area rather than being limited to one small isolated point.
- (C) Were removed from their original place and transferred to another archaeological site.
- (D) Are concentrated in a single ceremonial building located in the center of the desert.

Questão 12

Considering its structure, language and communicative purpose, the text is classified as:

- (A) A tourist advertisement, because it is organized mainly to persuade readers to visit Peru and consume cultural attractions.
- (B) A personal narrative, because the researcher's memories and emotions constitute the central source of information.

- (C) A science-news report, because it informs readers about a research hypothesis, attributes information to specialists and situates the topic within an ongoing scientific debate.
- (D) An academic article, because it presents a complete theoretical framework, peer-reviewed methodology, literature review and final experimental results.

Questão 13

The words "hypothesis," "archaeological," "created," "lines," "culture" and "Japanese" appear in the text. Considering pronunciation, stress and spelling-sound relations in English, the correct statement is:

- (A) In "Japanese," the primary stress falls on the first syllable, and "AI" is pronounced as a single vowel sound.
- (B) In "hypothesis," the primary stress falls on the second syllable, and in "archaeological," the spelling "ch" represents the sound /k/.
- (C) In "lines," the final -s is pronounced /s/, and "culture" begins with the consonant sound /k/.
- (D) In "created," the final -ed is pronounced /t/, and the word "routes" is always pronounced with the same vowel sound as "doubts."

Questão 14

Read the excerpt below:

"Everyone uses alphabets, but in Andean civilization, they didn't have that way of communicating, so I wanted to discover how they did (communicate)."

In the context of the text, Sakai's statement indicates that his research is concerned with:

- (A) Proving that the Nazca civilization used an alphabet that has not yet been deciphered by modern researchers.
- (B) Investigating how a society without alphabetic writing may have developed other systems of communication.
- (C) Replacing archaeological interpretation with linguistic translation of ancient written records.
- (D) Demonstrating that prehistoric societies were unable to communicate complex information without written language.

Língua Portuguesa

Questão 15

Assinale a alternativa em que a regência verbal está correta.

- (A) A diretora informou aos servidores as alterações previstas no regulamento interno da instituição.
- (B) A equipe técnica chegou no laboratório antes do início da inspeção dos equipamentos.

- (C) Os estudantes assistiram o documentário sobre preservação ambiental durante o seminário acadêmico.
- (D) Os pesquisadores aspiram o reconhecimento internacional por suas contribuições científicas.

Questão 16

Os vícios de linguagem são desvios que comprometem a adequação da comunicação em relação à norma-padrão da língua portuguesa. Analise a oração a seguir:

"Os estudantes foram no laboratório para concluir a atividade prática prevista no cronograma da disciplina."

Assinale a alternativa que identifica corretamente o vício de linguagem presente.

- (A) Solecismo.
- (B) Ambiguidade.
- (C) Barbarismo.
- (D) Pleonismo vicioso.

Questão 17

Leia atentamente as afirmativas a seguir e identifique em quais delas há a presença de uma oração subordinada substantiva completiva nominal.

I.A comissão manifestou a convicção de que o projeto atenderia aos requisitos previstos no edital.

II.Os pesquisadores afirmaram que os resultados seriam divulgados ao término da investigação.

III.O diretor declarou que os documentos seriam encaminhados ao setor competente ainda naquele dia.

IV.Os servidores demonstraram necessidade de que novas medidas fossem adotadas pela administração.

V.A equipe permaneceu confiante de que a proposta seria aprovada pelo conselho universitário.

Assinale a alternativa que apresenta todas as afirmativas em que há oração subordinada substantiva completiva nominal.

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

Conhecimentos Gerais

Questão 18

O Estatuto Digital da Criança e do Adolescente (Lei nº 15.211/25) estabelece diretrizes voltadas à proteção de crianças e adolescentes no ambiente digital, definindo responsabilidades e o alcance de suas disposições. Sobre este tema, analise as assertivas abaixo e classifique cada uma como verdadeira (V) ou falsa (F).

() A proteção da criança e do adolescente no ambiente digital é tratada como responsabilidade compartilhada

entre diferentes atores sociais.

() A lei alcança produtos e serviços de tecnologia da informação que possam ser acessados por crianças e adolescentes.

() A aplicação da lei está condicionada ao local onde se encontra a sede da empresa que oferece o serviço digital.

() O Estatuto Digital da Criança e do Adolescente foi criado para atualizar a proteção desse público diante dos desafios decorrentes do avanço das tecnologias.

A sequência CORRETA, de cima para baixo, é:

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

Questão 19

De acordo com o art. 19, §§ 1º e 2º, da Lei Orgânica do Município de São Miguel do Oeste (SC), a estabilidade do servidor público constitui garantia destinada à proteção da relação funcional, estabelecendo hipóteses específicas para a perda do cargo e consequências jurídicas decorrentes da invalidação da demissão. Considerando as disposições desses parágrafos, analise as assertivas a seguir:

I.O servidor público estável poderá perder o cargo mediante sentença judicial transitada em julgado ou por processo administrativo que lhe assegure ampla defesa.

II.A perda do cargo do servidor estável pode ocorrer por decisão administrativa sumária, independentemente de procedimento formal.

III.Invalidada judicialmente a demissão do servidor estável, este será reintegrado ao cargo anteriormente ocupado.

IV.O eventual ocupante da vaga poderá ser reconduzido ao cargo de origem, aproveitado em outro cargo ou colocado em disponibilidade, conforme o caso.

Está CORRETO o que se afirma em:

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

Questão 20

O território de São Miguel do Oeste/SC possui limites com diferentes municípios da região Extremo Oeste de Santa Catarina. Considerando as divisas territoriais do município, relacione corretamente a Coluna I à Coluna II.

Coluna I

- I.Sul
- II.Leste

III.Oeste

IV.Norte

Coluna II

A.Bandeirante e Paraíso

B.Descanso

C.Guaraciaba

D.Barra Bonita, Romelândia e Flor do Sertão

Assinale a alternativa que apresenta a sequência correta.

(A) I-A; II-D; III-B; IV-C.

(B) I-C; II-D; III-A; IV-B.

(C) I-B; II-D; III-A; IV-C.

(D) I-B; II-A; III-D; IV-C.



Associação dos Municípios do
Extremo Oeste de Santa Catarina

 **(49) 3621-0795**  **ameosc@ameosc.org.br**  **Segundo Aníbal Balbinot, 189
Agostini, São Miguel do Oeste/SC**

 **@ameoscoficial**  **www.ameosc.org.br**