



Edital de Processo Seletivo nº 016/2026

PROFESSOR DE INGLÊS (HABILITADO E NÃO HABILITADO)



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Conhecimentos Específicos

O texto seguinte servirá de base para responder às questões de 1 a 8.

Carnivorous great sundew plants produce sticky sweet-smelling secretions as a deadly trap to ensnare unsuspecting insects

The great sundew has a restricted distribution in Shetland, growing mainly in North Roe. It is generally a larger plant than the commoner round-leaved sundew, reaching up to 20 cm. The leaves are long and spatulate, narrowing at the hairless leaf stalks. Great sundew grows in wetter bog habitats than round-leaved sundew, often found at the margins of pools.

Round-leaved sundew has, as the name suggests, round leaves up to 1 cm across. The leaf stalks are covered in tiny hairs. It is often found growing on hummocks of sphagnum moss and on wet heaths. In late summer, both species of sundew produce tiny flowers, borne on long stems which arise from the centre of the rosette of leaves.

Sundews are carnivorous plants which grow in nutrient-poor, acidic soils. They supplement their nutrient supply by catching and digesting small invertebrates. The leaves are covered with red hairs, each tipped by a droplet. The name "sundew" refers to these glistening droplets resembling dew. The hairs are tiny glands, producing a sticky sweet-smelling secretion which attracts small insects like flies. Each droplet is a deadly trap, ensnaring the unsuspecting insect.

As the fly struggles to escape, the mucilage starts to clog up its spiracles, tiny holes through which it breathes. The leaf hairs are very sensitive, having detected the insect, they start to curl inward. Very slowly the leaves also curl inwards and the droplets exude an enzyme which starts to digest the soft parts of the fly. The resulting fly soup is then absorbed by the leaves. Several days later, the leaves uncurl and the remains of the insect are discarded. The droplets then reappear at the end of the tentacles and the trap is reset. It is estimated that a sundew can catch up to 2,000 insects during the summer.

Sundew flowers only open in sunny weather for a few hours during the day. Raised high above the insect-trapping leaves, the flowers attract pollinators such as flies and midges. However, the flowers can also self-pollinate. In winter, the sundews which grow in temperate climates form a resting bud to survive the cold, from which they re-grow in spring.

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Also growing in nitrogen-poor bogs and wet acidic heaths is another carnivorous plant, common butterwort. In spring, small green stars of yellow-green basal leaves

appear flat to the ground. From this rosette two or three upright stalks grow, each producing small deep-purple flowers. Bees mainly pollinate these flowers but they can also self-pollinate.

Common butterwort also tops up its nutrients by catching and digesting prey. However, its bee pollinators are too large to be caught. Nearer the ground, small insects are trapped on the starfish-like leaves. These are covered in tiny sticky drops of mucilage so that they always look wet. The insects are attracted to the moisture and land on the leaf but quickly become stuck. The leaf edges slowly curl inwards to prevent escape and the plant secretes digestive enzymes which break down the soft parts of the insect. The liquefied nutrients are absorbed by the leaf before the leaf eventually uncurls to reveal the chitinous husk.

The common name, 'butterwort', refers to the fatty appearance of the leaves. Wort is an Old English word for a plant or herb. It was believed that rubbing butterwort leaves on a cow's udders would protect the cow from evil spirits and ensure a good supply of butter. The leaves were also used to curdle and thicken milk during cheese and butter making.

Birds of note this week included the queen eider in Lerwick harbour, a black-throated diver at Urafirth, an osprey in Unst, an eclipse male ring-necked duck at Clickimin, a ring-billed gull on Noss and a long-tailed skua at the airstrip in Foula.

The long-tailed skua is a scarce migrant, more commonly observed offshore in spring and autumn. Long-tailed skuas have a circumpolar distribution, breeding on the Arctic tundra, and are found in northern parts of Scandinavia. In summer, lemmings are a major part of their diet. After the breeding season, they migrate to the south Atlantic, spending the winter months at sea, feeding on fish. The smallest of the skuas, the long-tailed skua is about the size of a black-headed gull. Slim with long, slender wings, the flight is graceful and tern-like. In adult summer breeding plumage, it is readily identified by very long central tail feathers which can measure up to 20cm. The dark brown-grey upperparts, with black patches on the wings, contrast with pale underparts and a dark cap.

Cetacean sightings this week have included Risso's dolphin, white-beaked dolphin, common dolphin, harbour porpoise, minke and orca.

<https://www.shetlandtimes.co.uk/news/carnivorous-plants-produce-sticky-sweet-smelling-secretions-440918/>

Questão 01

The passage states that common butterwort "tops up its nutrients by catching and digesting prey." The expression appears after the description of the nutrient-poor bogs and acidic heaths where the plant grows. Considering this relationship, the expression "tops up" indicates that the plant:

- (A) Transfers nutrients from its flowers to the surrounding soil.
- (B) Replaces its leaves after each insect is captured.
- (C) Stores rainwater inside the centre of its rosette.
- (D) Increases its nutrient supply by digesting captured organisms.

Questão 02

A teacher uses the passage to assess whether students can identify relationships between biological structures and their functions. Consider the statements concerning the capture and digestion mechanism of the sundew.

I. The mucilage may interfere with the spiracles through which the insect breathes.

II. Sensitive hairs detect the presence of prey and begin to curl inward.

III. Digestive enzymes break down the softer parts of the captured insect.

IV. The plant discards the nutrients before reopening its leaves.

Select the alternative that presents the correct statements.

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

Questão 03

The text describes each sticky droplet on a sundew leaf as a trap capable of "ensnaring the unsuspecting insect." The surrounding sentences explain that the secretion attracts flies and prevents them from escaping after contact with the leaf. In this context, the verb "ensnaring" expresses the idea of:

- (A) Guiding an animal toward a source of water.
- (B) Protecting an animal from changes in temperature.
- (C) Attracting an animal and holding it in a trap.
- (D) Warning an animal about the presence of danger.

Questão 04

A student is preparing a short presentation about carnivorous plants found in Shetland. While organizing the information, the student needs to distinguish the habitat of the great sundew from the environment associated with the round-leaved sundew. Based on the descriptions presented in the text, select the information that correctly characterizes the great sundew.

- (A) It develops in wetter bog areas and may be found near the margins of pools.
- (B) It grows on sphagnum hummocks and has rounded leaves attached to hairy stalks.

- (C) It grows in fertile soils and obtains nutrients through an extensive root system.
- (D) It occurs on dry heaths and produces broad leaves with deep-purple flowers.

Questão 05

Sundew flowers attract insects that may contribute to pollination, while the leaves capture small invertebrates as a source of nutrients. The passage highlights that the flowers are positioned on long stems above the trapping leaves. This spatial arrangement contributes to the plant's reproductive process because it:

- (A) Directs digestive enzymes from the leaves toward the flowers.
- (B) Separates the pollination area from the insect-trapping surface.
- (C) Prevents sunlight from reaching the centre of the leaf rosette.
- (D) Allows the resting bud to remain above the cold winter soil.

Questão 06

During a reading activity, students are asked to reconstruct the sequence through which a sundew captures, digests and releases the remains of an insect. The task requires attention to the chronological organization of the actions described in the passage. Select the sequence that represents this process accurately.

- (A) The droplets disappear, the insect lands, the flower opens, and the nutrients are discarded.
- (B) The leaf curls inward, the insect approaches, the droplets appear and the remains are absorbed.
- (C) The insect blocks the glands, the flower closes, and the leaf produces a resting bud.
- (D) The insect is attracted, becomes trapped, is digested, and the leaf later uncurls.

Questão 07

After reading the sections about sundews and common butterwort, students compare the characteristics of the two carnivorous plants. Evaluate the statements and mark them as true (T) or false (F).

() Both plants grow in environments with limited nutrient availability.

() Both plants use sticky substances on their leaves to capture small insects.

() Butterwort flowers are described as being pollinated by bees.

() Butterwort absorbs the rigid outer covering of the insect as a nutrient.

Select the sequence that represents the statements from top to bottom.

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

Questão 08

A wildlife report describes the long-tailed skua as a migratory bird whose location and diet change during the year. The passage connects its breeding period in northern regions with a later movement toward oceanic areas in the Southern Hemisphere. Select the description that represents this seasonal pattern.

- (A) It moves from temperate wetlands to Arctic rivers during the breeding season.
- (B) It breeds in the South Atlantic and later moves toward Scandinavian forests.
- (C) It breeds on Arctic tundra and later travels to the South Atlantic.
- (D) It remains in Shetland during winter and feeds on insects from bog habitats.

Questão 09

A group of students must write an email requesting information about an English course. They can communicate their main ideas but have difficulty organizing the message and using appropriate expressions. The teacher presents a model, discusses its structure, provides a planning guide and later reduces the support as students revise their own texts. This procedure is consistent with a Vygotskian approach because it:

- (A) Organizes writing as the reproduction of a model without opportunities for revision.
- (B) Delays textual production until students have mastered the grammatical system.
- (C) Offers temporary mediation that supports performance beyond the students' current independent level.
- (D) Measures linguistic development through a final product produced without interaction.

Questão 10

After analyzing classroom activities, an English teacher notices that some students understand short written instructions but struggle to follow similar instructions in recorded dialogues. The teacher prepares a recovery plan and considers the following actions:

- I. Selecting short listening tasks focused on the identified difficulty.
- II. Recording student progress after each intervention activity.
- III. Repeating the original test without modifying the teaching approach.
- IV. Providing guided practice followed by gradually more

independent tasks.

Select the alternative that presents the appropriate actions for the recovery plan.

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

Questão 11

An English teacher is planning a lesson in which students will learn to request and give directions in familiar places. To organize the lesson coherently, the teacher lists four stages:

1. Students perform a role-play using a city map.
2. The teacher checks previous knowledge through questions about places and directions.
3. Students analyze expressions from a short model dialogue.
4. The teacher observes the role-play and records points requiring further practice.

Select the sequence that provides a coherent progression for the lesson.

- (A) 4 – 1 – 3 – 2.
- (B) 2 – 3 – 1 – 4.
- (C) 3 – 2 – 4 – 1.
- (D) 1 – 4 – 2 – 3.

Questão 12

During a speaking unit, an English teacher records brief observations after pair-work activities, identifies recurring pronunciation and interaction difficulties, and gives students specific suggestions before the next task. At the end of the term, the teacher also applies an oral presentation graded according to previously shared criteria. Considering the purposes of assessment, select the alternative that characterizes these two procedures.

- (A) The observations constitute summative assessment, while the presentation functions as informal practice.
- (B) The observations measure final achievement, while the presentation diagnoses previous knowledge.
- (C) The observations support formative assessment, while the final presentation serves a summative purpose.
- (D) The observations classify student performance, while the presentation replaces instructional feedback.

Questão 13

To develop auditory discrimination, a teacher prepares sentences containing English words that differ by one sound. Students listen to each sentence and identify the word they hear. Match the word pairs in Column I with the phonological contrast described in Column II.

Column I

- 1.Ship / Sheep
- 2.Fan / Van
- 3.Rice / Rise
- 4.Bet / Bat

Column II

- I.Contrast between voiced and voiceless consonants.
- II.Contrast between a short front vowel and a long front vowel.
- III.Contrast involving the final consonant sound.
- IV.Contrast between two front vowel sounds.

Select the alternative that presents the correct matching.

- (A) 1–III, 2–I, 3–IV, 4–II.
- (B) 1–II, 2–IV, 3–I, 4–III.
- (C) 1–II, 2–I, 3–III, 4–IV.
- (D) 1–IV, 2–III, 3–I, 4–II.

Questão 14

Consider the following statements about intercultural work in English classes.

Statement I:

Comparing everyday practices from different communities can help students understand that social meanings vary according to historical and cultural contexts.

Statement II:

Intercultural competence involves interpreting perspectives, examining one's own assumptions and interacting respectfully with cultural differences.

Based on these statements, select the appropriate alternative.

- (A) Statement I is false, and Statement II is true.
- (B) Both statements are true, but Statement II does not explain the educational relevance of Statement I.
- (C) Both statements are true, and Statement II explains the educational relevance of Statement I.
- (D) Statement I is true, and Statement II is false.

Língua Portuguesa

Questão 15

"Quanto à etapa ensino fundamental anos finais, que corresponde aos 6º e 9º anos, nenhuma cidade no país conseguiu atingir a nota máxima. Contudo, Ceará e Alagoas também foram os líderes em municípios com notas mais altas no Ideb 2025, com Deputado de Irapuan Pinheiro em 1º lugar, seguido de Santana do Mundaú."

Considerando os mecanismos de coesão e coerência, assinale a alternativa correta.

- (A) O advérbio 'também' estabelece coesão com uma informação apresentada anteriormente no texto, sugerindo que esses estados já haviam liderado outra etapa avaliada, não mencionada explicitamente neste trecho.
- (B) O termo 'seguido de', estabelece relação de causa e consequência entre a colocação dos dois municípios no ranking do Ideb.
- (C) A oração 'que corresponde aos 6º e 9º anos' constitui aposto explicativo, retomando e esclarecendo a expressão 'ensino fundamental anos finais', sem prejuízo à coerência do período.
- (D) A conjunção 'contudo' estabelece relação de alternância entre a informação de que nenhuma cidade atingiu a nota máxima e a informação de que Ceará e Alagoas lideraram os municípios com as notas mais altas.

Questão 16

"Para ele, os próximos 20 anos da educação brasileira serão menos sobre colocar os jovens na escola e mais sobre garantir que aprendam, desenvolvam-se e se preparem para as mudanças do mundo."

Considerando a regência dos verbos empregados no trecho acima, assinale a alternativa correta.

- (A) Os verbos 'aprender' e 'preparar' apresentam no contexto transitividades distintas, enquanto o verbo 'garantir' apresenta transitividade semelhante ao verbo 'colocar'.
- (B) Os verbos 'aprender' e 'garantir' apresentam, no contexto, a mesma transitividade, assim como os verbos 'preparar-se' e 'colocar', que também apresentam transitividade idêntica entre si no trecho.
- (C) Os verbos 'preparar-se' e 'colocar' apresentam, no contexto, a mesma transitividade, ao passo que os verbos 'aprender' e 'garantir' apresentam transitividade distinta entre si no trecho.
- (D) Os verbos 'aprender' e 'preparar-se' apresentam, no contexto, transitividades distintas, assim como os verbos 'garantir' e 'colocar', que também apresentam transitividades distintas no trecho.

Questão 17

"Índices de ensino fundamental, tanto nos anos iniciais quanto nos anos finais. Contudo, quando se trata da etapa ensino médio, o Nordeste surge um pouco mais tímido entre os estados com melhores notas, sendo o Piauí com 4,9 em 3º lugar, dividido com o Espírito Santo; seguido de Pernambuco com 4,8; e o Ceará em 6º com 4,7."

Considerando as regras de acentuação do vocábulo 'Piauí', analise as asserções a seguir:

I.A palavra 'Piauí' manteve o acento gráfico mesmo após o Novo Acordo Ortográfico, ainda que o 'i' tônico da última sílaba seja antecedido de ditongo ('au').

PORQUE

II.As alterações promovidas pelo Acordo Ortográfico quanto à supressão do acento em 'i' e 'u' tônicos antecidos de ditongo restringiram-se exclusivamente às palavras paroxítonas, e 'Piauí' classifica-se como oxítona.

Assinale a alternativa correta.

- (A) As duas asserções são verdadeiras, e a II é uma justificativa correta da I.
- (B) A asserção I é verdadeira, e a II é falsa.
- (C) As duas asserções são verdadeiras, mas a II não é uma justificativa correta da I.
- (D) As duas asserções são falsas.

Conhecimentos Gerais

Questão 18

O debate federativo sobre segurança pública ganhou destaque no Congresso Nacional entre 2025 e 2026 com a tramitação da chamada PEC da Segurança Pública, proposta relacionada à coordenação das políticas de enfrentamento ao crime organizado e às competências da União e dos estados no setor. Em maio de 2026, qual era a situação da proposta no Congresso Nacional?

- (A) A proposta havia sido rejeitada pelas duas Casas do Congresso e remetida ao Supremo Tribunal Federal.
- (B) O texto havia sido aprovado pelo plenário da Câmara dos Deputados e aguardava apreciação no Senado Federal.
- (C) O texto já estava promulgado e havia criado automaticamente um novo ministério.
- (D) O texto havia sido aprovado pelo Senado e aguardava sanção presidencial.

Questão 19

A Lei Orgânica do Município de São José do Cedro (SC), em seu art. 100, disciplina aspectos relacionados ao regime jurídico dos servidores públicos municipais e à isonomia remuneratória. Nesse contexto, analise as assertivas.

I.O Município deverá manter regime jurídico único e planos de carreira voltados à profissionalização.

II.A isonomia de vencimentos alcança cargos de atribuições iguais ou assemelhadas do mesmo Poder ou entre os Poderes Executivo e Legislativo, ressalvadas as vantagens de caráter individual e aquelas relativas à natureza ou ao local de trabalho.

III.A equiparação remuneratória depende exclusivamente de ato administrativo do Prefeito Municipal.

IV.Compete à lei complementar estabelecer os cargos de atribuições iguais ou assemelhadas para aplicação da isonomia prevista no § 1º.

Está correto o que se afirma em:

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

(C) I e IV, apenas.

(D) I, III e IV, apenas.

Questão 20

A instalação do Poder Legislativo constitui etapa essencial na organização político-administrativa de um município recém-emancipado. Considerando a história de São José do Cedro, assinale a alternativa correta.

- (A) O primeiro Legislativo funcionou inicialmente como órgão consultivo, sem vereadores eleitos.
- (B) A primeira legislatura municipal foi composta por sete vereadores.
- (C) A Câmara Municipal foi instalada após o término do mandato do primeiro prefeito eleito.
- (D) A composição inicial do Poder Legislativo ocorreu antes da emancipação política do município.



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