

Prefeitura Municipal de Xavantina

Processo Seletivo – 001/2026

CADERNO DE PROVA

Organizadora:



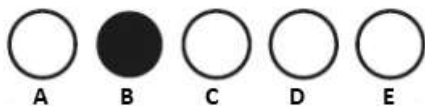
PROFESSOR DE INGLÊS

LEIA ATENTAMENTE AS INSTRUÇÕES:

- Durante a realização da prova não será permitido ao candidato, sob pena de exclusão do Processo Seletivo:
 - a) Qualquer espécie de consulta bibliográfica, utilização de livros, manuais ou anotações;
 - b) Comunicação entre candidatos;
 - c) Uso de máquina calculadora;
 - d) Uso de relógio de qualquer tipo;
 - e) Agendas eletrônicas, telefones celulares, smartphones, MP3, notebook, palmtop, tablet, BIP, walkman, gravador ou qualquer outro receptor ou transmissor;
 - f) Uso de óculos escuros, bonés, protetores auriculares e outros acessórios similares;
 - g) Perturbar de qualquer modo a execução dos trabalhos;

- Todas as respostas do Caderno de Prova deverão ser transportadas para o Cartão Resposta;
- Não serão computadas as questões não assinaladas ou que contenham mais de uma resposta, ementa ou rasura;
- O gabarito da letra escolhida deve ser pintado de forma a completar todo o círculo. Exemplo:

Alternativas



- Para a realização da Prova Escrita, o candidato deverá utilizar caneta esferográfica de tubo transparente nas cores azul ou preta;
- Não é permitido ao candidato a permanência no local de prova como também de utilizar os banheiros após a realização da prova, na entrega do caderno de provas e gabarito, o candidato deverá retirar-se do local;

- Ao terminar a prova, o candidato entregará ao fiscal o Caderno de Prova e o Cartão Resposta devidamente preenchido e assinado;
- A Prova escrita terá duração 02h30min (duas horas e trinta minutos), incluindo o tempo para preenchimento do cartão resposta. A duração mínima para realização da prova é de 30 (trinta) minutos.
- A Prova será composta por 20 questões de múltipla escolha, sendo cada questão composta de 05 alternativas (a, b, c, d, e), possuindo somente uma alternativa correta;
- Verifique se o Caderno de Provas está completo, sem falhas de impressão e se a quantidade de questões está correta;
- Você deverá transcrever as respostas das questões para o Cartão-Resposta, que será o único documento válido para a correção das provas.
- O preenchimento do Cartão Resposta é de inteira responsabilidade do candidato e não será substituído em caso de erro do candidato.

BOA PROVA!

Língua Portuguesa

O texto seguinte servirá de base para responder às questões de 1 a 2.

Maria Joana

Não faz feitiço quem não tem um terreiro
Nem batucada quem não tem um pandeiro
Não vive bem quem nunca teve dinheiro
E não tem casa pra morar
Não cai na roda quem tem perna bamba
Não é de nada quem não é de samba
Não tem valor quem vive de muamba
Pra não ter que trabalhar
Eu vou procurar um jeito de não padecer
Porque eu não vou deixar a vida sem viver
Mas acontece que a Maria Joana
Acha que é pobre, mas nasceu pra bacana
Mora comigo, mesmo assim não me engana
Ela pensa em me deixar
Já decidi que vai vencer na vida
Saiu de casa toda colorida
Levou dinheiro pra comprar comida
Mas não sei se vai voltar
Eu vou perguntar: Joana, o que aconteceu?
Dinheiro não faz você mais rica do que eu

Sidney Miller

Questão 01

No trecho: "Mas acontece que a Maria Joana acha que é pobre, mas nasceu pra bacana..." o emprego da conjunção "mas" estabelece, em ambas as ocorrências, uma relação de:

- (A) alternância entre fatos.
- (B) explicação da informação anterior.
- (C) conclusão de um raciocínio.
- (D) adição de ideias.
- (E) oposição ou contraste entre as informações apresentadas.

Questão 02

Considerando o emprego das classes de palavras no texto, assinale a alternativa correta.

- (A) No verso "Eu vou procurar um jeito de não padecer", a expressão de não padecer completa o sentido do substantivo "jeito", estabelecendo uma relação de complementação nominal.

- (B) No verso "Não faz feitiço quem não tem um terreiro", a palavra quem é um pronome relativo que retoma o termo "feitiço".
- (C) No verso "Dinheiro não faz você mais rica do que eu", a palavra mais é um pronome indefinido.
- (D) No verso "Saiu de casa toda colorida", a palavra toda exerce a função de pronome indefinido, integrando o sintagma nominal 'toda colorida'.
- (E) No verso "Levou dinheiro pra comprar comida", a palavra pra pertence à classe das conjunções, por introduzir uma oração subordinada.

Raciocínio Lógico

Questão 03

Em um processo de auditoria interna, a analista Renata avaliou a seguinte afirmação utilizada em um relatório de conformidade: "Todos os contratos revisados foram aprovados e nenhuma pendência documental foi identificada". Para verificar a consistência lógica da conclusão, foi solicitado que ela determinasse a negação completa dessa proposição composta, preservando rigorosamente o significado lógico dos conectivos empregados. Qual é a negação correta da afirmação apresentada?

- (A) Todos os contratos revisados foram aprovados ou há pelo menos uma pendência documental.
- (B) Há pelo menos um contrato revisado que não foi aprovado e há pelo menos uma pendência documental.
- (C) Todos os contratos revisados não foram aprovados ou há pelo menos uma pendência documental.
- (D) Há pelo menos um contrato revisado que não foi aprovado ou há pelo menos uma pendência documental.
- (E) Todos os contratos revisados não foram aprovados e há pelo menos uma pendência documental.

Questão 04

Uma prefeitura pretende revestir uma praça retangular e instalar gradis em todo o seu contorno. O projeto prevê uma área interna com 18 m de comprimento e 12 m de largura. Os relatórios técnicos apresentados à comissão de obras contêm algumas afirmações sobre as medidas da praça. Analise as assertivas e classifique como verdadeira (V) ou falsa (F):

() A área total da praça é igual a 216 m².

() O perímetro da praça é igual a 30 m.

() Se o comprimento fosse aumentado em 2 m, a área passaria a 432 m².

() Mantidas as dimensões originais, o semiperímetro seria igual a 30 m.

A sequência CORRETA, de cima para baixo, é:

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

- (C) F, V, V, F.
(D) V, F, V, V.
(E) V, V, F, V.

Informática

Questão 05

Ao elaborar o relatório anual de atividades pedagógicas da instituição, um analista educacional precisou empregar diferentes recursos do Microsoft Word para atender às exigências do documento: envio personalizado a cada unidade escolar, revisão colaborativa do texto, página com tabela larga em orientação diferente das demais e sumário atualizável. Relacione a Coluna I, que apresenta recursos do Microsoft Word, à Coluna II, que descreve suas funções:

Coluna I

- 1.Mala Direta
- 2.Controle de Alterações
- 3.Quebra de Seção
- 4.Estilos de Título

Coluna II

() Permite que uma página específica do documento seja configurada em orientação paisagem, enquanto as demais permanecem em orientação retrato.

() Gera documentos personalizados em série, combinando um texto fixo com dados variáveis provenientes de uma lista de destinatários.

() Registra as inserções e exclusões realizadas pelos revisores do documento, permitindo que cada modificação seja aceita ou rejeitada individualmente.

() Constitui requisito para a geração e a atualização automáticas do sumário do documento, a partir da hierarquia aplicada aos títulos do texto.

A sequência correta, de cima para baixo, é:

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

Questão 06

Uma instituição registrou tentativas de ataque à sua rede e decidiu revisar as práticas de proteção de dados adotadas por seus servidores, incluindo o uso de serviços de armazenamento em nuvem para guarda de documentos acadêmicos. A respeito de códigos maliciosos, mecanismos de proteção e cópias de segurança, analise as afirmativas a seguir:

I.O ransomware é um código malicioso que torna inacessíveis os dados armazenados no equipamento, em geral por meio de criptografia, e condiciona o

restabelecimento do acesso ao pagamento de um resgate exigido do usuário.

II.O firewall pessoal, ao monitorar as conexões de rede estabelecidas pelo equipamento, encarrega-se igualmente de detectar e remover os códigos maliciosos já instalados no sistema operacional.

III.O worm, diferentemente do vírus, dispensa a execução de um arquivo hospedeiro pelo usuário, pois se propaga de forma automática pelas redes, explorando vulnerabilidades dos programas instalados nos equipamentos.

IV.A sincronização automática de arquivos com um serviço de armazenamento em nuvem substitui as cópias de segurança convencionais, pois as versões mantidas no serviço permanecem íntegras mesmo quando o equipamento é infectado por ransomware.

Está correto o que se afirma em:

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

Conhecimentos Gerais

Questão 07

A organização de informações sobre programas, projetos e ações desenvolvidos por órgãos públicos e instituições pode contribuir para o aprimoramento de políticas públicas e para a disseminação de experiências consideradas bem-sucedidas. Nesse contexto, a LEI Nº 15.466, de 9 de julho de 2026 instituiu o Banco Nacional de Boas Práticas, com a finalidade de reunir e compartilhar iniciativas relacionadas a uma área específica de atuação. Qual é o âmbito de atuação deste banco nacional?

- (A) Prevenção e combate à violência contra a mulher.
(B) Promoção da igualdade de oportunidades no mercado de trabalho.
(C) Proteção e promoção dos direitos da criança e do adolescente.
(D) Assistência e acolhimento da população em situação de rua.
(E) Inclusão e acessibilidade de pessoas com deficiência.

Questão 08

A evolução político-administrativa dos municípios brasileiros envolve diferentes etapas relacionadas à organização territorial e à estruturação do poder local. O estudo dessas transformações permite compreender a constituição das unidades municipais e suas formas de organização ao longo do tempo. Considerando a trajetória administrativa de Xavantina, analise as assertivas abaixo e classifique cada uma como

verdadeira (V) ou falsa (F).

() Xavantina integrou administrativamente outro município antes de alcançar autonomia municipal.

() A criação do município ocorreu antes da criação do distrito que lhe deu origem administrativa.

() A organização territorial do município passou a incluir o distrito de Linha das Palmeiras.

() A instalação do município ocorreu após a aprovação da legislação que determinou sua criação.

A sequência CORRETA, de cima para baixo, é:

(A) F, F, V, V.

(B) V, V, F, F.

(C) V, F, V, V.

(D) F, V, F, V.

(E) V, F, F, V.

Conhecimentos Específicos

O texto seguinte servirá de base para responder às questões de 9 a 20.

The History of Light and the Birth of Quantum Physics

The quest to understand the fundamental nature of light has sparked debate for centuries and ultimately played a pivotal role in the development of quantum physics. Even the earliest recorded speculations about light contained the seeds of concepts that would, centuries later, be woven into our quantum understanding of reality.

Ancient and Medieval Foundations of Optics (6th Century BCE – 11th Century CE)

Some of the earliest recorded ideas about the nature of light appeared in the 6th century BCE. In India, for instance, the Vaisheshika school of philosophy described light as consisting of fire-like particles moving at a high speed.

In ancient Greece, the Pythagoreans (6th–5th century BCE) and later Euclid (c. 300 BCE) advocated the emission theory of vision, suggesting that rays of light emanate from the eyes toward objects. In contrast, Epicurus (341–270 BCE) proposed an intromission theory, arguing that light consists of material images or "eidola" emitted by objects that travel to the eyes.

Further insights into the nature of light emerged in Egypt, where Ptolemy (c. AD 90–168), working in Alexandria, conducted experiments showing that light reflects off smooth surfaces and bends when passing through transparent materials of different optical densities.

Building on these concepts, Arab scholars made significant contributions to the understanding of light by establishing foundational principles governing its behavior in lenses, mirrors, and prisms. The most influential among them was the 11th-century scholar Ibn al-Haytham, who lived in present-day Iraq. Ibn

al-Haytham corrected the emission theory, stating that vision results from light entering the eye rather than emanating from it.

European Wave vs. Particle Debate (17th Century CE)

By the 17th century, European scientists were divided between two competing theories about the fundamental nature of light: whether it behaved as a wave or as a particle. Dutch physicist Christiaan Huygens argued that light propagates as waves according to his wave-front principle, which explains how waves evolve when they encounter obstacles. In contrast, Isaac Newton proposed a corpuscular theory, suggesting that light consists of particles traveling in straight paths, capable of reflecting off surfaces like mirrors. Newton's prism experiments, which showed white light splitting into colors with distinct refraction angles, supported his corpuscular theory by suggesting that light consists of particles of different sizes, each corresponding to a different color, which bend by different amounts.

Both theories, however, were incomplete. Huygens' wave theory struggled to fully explain why light travels in a straight path, and Newton's particle theory couldn't account for diffraction, the spreading of light as it passes around edges or through narrow openings. Nevertheless, Newton's theory gained significant influence not only because of his clever prism experiments, but also because he was highly revered in the scientific community, making his ideas difficult to challenge for years.

Wave theory prevails (1801 – 1888)

But science doesn't bow to reputation. As Richard Feynman famously pointed out in his 1964 Messenger Lectures at Cornell University, "It doesn't matter how beautiful your theory is, it doesn't matter how smart you are. If it doesn't agree with the experiment, it's wrong." Indeed, nearly a century after Newton's corpuscular theory of 1704, the scientific consensus gradually shifted toward the wave theory of light through decades of experiments, modeling, and debates. One of the key contributors to this shift was Thomas Young, an English polymath. In 1801, Young passed sunlight through a narrow slit to produce a coherent light beam. He then placed a thin obstacle, such as a hair or a narrow strip, across the beam, splitting it into two waves that spread out and overlapped. When these waves recombined on a screen, they produced a pattern of bright and dark bands. This interference pattern provided clear and compelling evidence that light behaves as a wave rather than as a particle.

A familiar example of this phenomenon is when waves on the surface of water either combine to form larger peaks or cancel each other out. Later, in 1845, another English physicist Michael Faraday showed that magnetic fields could alter the polarization plane of light, revealing a connection between light and electromagnetism. In the 1860s, Scottish physicist James Clerk Maxwell built on this connection by formulating the theory of electromagnetism, describing light as an electromagnetic wave composed of oscillating electric and magnetic fields

at right angles to each other and to the wave's direction of travel. Heinrich Hertz's experimental confirmation of Maxwell's predictions in the 1880s provided further validation of the electromagnetic wave theory of light.

Resurgence of particle theory (1900 – 1923)

By the 1890s, Maxwell's mathematical description of electromagnetic waves was considered so successful, particularly for its predictive power, that many physicists believed the fundamental nature of light was fully understood. But in the early 20th century, experimental discoveries began to challenge this consensus. The electromagnetic wave theory failed to predict how matter emits and absorbs radiation at thermal equilibrium. To address this question, German physicist Max Planck introduced a revolutionary idea known as energy quantization. He proposed that electromagnetic radiation is emitted or absorbed in discrete amounts, now called quanta, with higher frequency light corresponding to larger quanta. His theory accurately matched experimental results and earned him the Nobel Prize in Physics in 1918.

Another major blow to the wave theory of light came from the photoelectric effect, first observed by Heinrich Hertz in 1887, when ultraviolet light caused electric charge to be emitted from a metal surface. By 1900, Philipp Lenard conducted detailed experiments to show that the energy of ejected electrons depended on light frequency, not intensity, an observation that classical wave theory struggled to explain. In 1905, Albert Einstein addressed this by proposing that light is made of discrete energy packets, now called photons, each carrying an energy proportional to its frequency according to Planck's quantization rule. This idea successfully explained the photoelectric effect and was later confirmed by Robert Millikan's experiments in 1915, which verified that the energy of the ejected electrons depends on light frequency and that intensity affects only the number of ejected electrons. Einstein's explanation earned him the 1921 Nobel Prize in Physics. The existence of the photon was further reinforced in 1923 by American physicist Arthur Compton, who showed that X-rays scatter off electrons and emerge with smaller frequencies.

Wave-Particle Duality (1924 – present)

The photoelectric effect showed that light interacts with matter through discrete, fundamental processes, behaving as if it were made up of particles known as photons. On the other hand, Young's double-slit experiment provided convincing evidence that light also exhibits wave-like behavior through interference. These seemingly contradictory findings reveal the dual nature of light, a concept known as wave-particle duality. Today, this principle is central to quantum physics, which describes light as a quantum electromagnetic field. This field has discrete energy excitations called photons that can produce particle-like effects, while also exhibiting wave-like behavior depending on how light interacts with its environment.

<https://quantum2025.org/news-link/the-history-of-light-and-the-birth-of-quantum-physics/> (adapted)

Questão 09

Consider the words "electromagnetic", "incomplete", and "quantization", which occur in the text. Regarding their morphological structure, mark the CORRECT alternative.

- (A) "Electromagnetic" and "incomplete" are formed through the same process of negative prefixation, while "quantization" results from inflection.
- (B) "Incomplete" and "quantization" contain inflectional morphemes that indicate grammatical relations rather than changes in lexical category or meaning.
- (C) "Electromagnetic" results from suffixation of the noun "electron", while "incomplete" contains a prefix expressing temporal anteriority.
- (D) "Incomplete" contains a negative prefix, whereas "quantization" presents derivational morphology associated with the formation of a noun referring to a process.
- (E) "Quantization" is formed by conversion from a verb to a noun, since its grammatical category changes without the addition of a derivational morpheme.

Questão 10

Read the sentence below:

"Another major blow to the wave theory of light came from the photoelectric effect, first observed by Heinrich Hertz in 1887, when ultraviolet light caused electric charge to be emitted from a metal surface."

Judge the statements below as TRUE (T) or FALSE (F).

(___)The segment "first observed by Heinrich Hertz in 1887" is a reduced passive construction that modifies "the photoelectric effect".

(___)The verb "caused" is in the simple past and situates the described event within the historical sequence developed in the paragraph.

(___)In "to be emitted", the noun phrase "electric charge" is grammatically represented as the entity affected by the process.

The CORRECT sequence is:

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

Questão 11

The text incorporates the following statement attributed to Richard Feynman:

"It doesn't matter how beautiful your theory is, it doesn't matter how smart you are. If it doesn't agree with the experiment, it's wrong."

When inserted into the written historical-scientific explanation, the quoted statement:

- (A) Functions as an illustrative analogy between the aesthetic quality of theories and the visual characteristics of optical phenomena.
- (B) Condenses an epistemological principle that reinforces the author's discussion of the relation between scientific theories and experimental evidence.
- (C) Shifts the text from historical exposition to personal testimony by presenting Feynman's experience with experimental physics.
- (D) Introduces a competing interpretation of Young's experiment and creates a disagreement between the author and Feynman.
- (E) Marks a change in genre by replacing the explanatory development of the text with a debate between scientists from different historical periods.

Questão 12

Read the sentence below:

"He then placed a thin obstacle, such as a hair or a narrow strip, across the beam, splitting it into two waves that spread out and overlapped."

In the sentence, the pronoun "it" and the relative pronoun "that" refer, respectively, to:

- (A) "the beam" and "two waves".
- (B) "a thin obstacle" and "the beam".
- (C) "a hair or a narrow strip" and "two waves".
- (D) "the beam" and "a thin obstacle".
- (E) "a thin obstacle" and "two waves".

Questão 13

In the section entitled "Resurgence of particle theory (1900–1923)", the author writes:

"By the 1890s, Maxwell's mathematical description of electromagnetic waves was considered so successful, particularly for its predictive power, that many physicists believed the fundamental nature of light was fully understood. But in the early 20th century, experimental discoveries began to challenge this consensus."

In this context, the discourse marker "But" contributes to the progression of the argument by:

- (A) Contrasting the confidence produced by Maxwell's model with the emergence of experimental results that reopened the debate about the nature of light.
- (B) Establishing a causal relation between the acceptance of Maxwell's equations and the experimental discoveries made in the early 20th century.
- (C) Reformulating the expression "fully understood" by specifying the experimental procedures used to demonstrate electromagnetic propagation.

- (D) Qualifying Maxwell's predictive success by suggesting that his mathematical description had already been rejected by physicists in the 1890s.
- (E) Introducing a chronological transition in which the previous scientific consensus is expanded through new confirmations of electromagnetic theory.

Questão 14

Read the excerpt below:

"Both theories, however, were incomplete. Huygens' wave theory struggled to fully explain why light travels in a straight path, and Newton's particle theory couldn't account for diffraction, the spreading of light as it passes around edges or through narrow openings."

Considering the role of this passage in the development of the text's argument, it primarily:

- (A) Indicates that the corpuscular and wave theories relied on the same assumptions but differed in the terminology adopted by Huygens and Newton.
- (B) Suggests that diffraction became the central problem of 17th-century optics because neither theory could account for its occurrence.
- (C) Presents the limitations of the competing models as evidence that the scientific debate had reached a conceptual impasse with no subsequent experimental developments.
- (D) Anticipates the later quantum model by arguing that Huygens and Newton had already formulated complementary descriptions of wave-particle duality.
- (E) Establishes a contrast between two explanatory models by showing that each accounted for certain observations while leaving relevant phenomena unresolved.

Questão 15

The text begins by referring to the Vaisheshika school in India, Greek thinkers, Ptolemy working in Alexandria, and Arab scholars such as Ibn al-Haytham before presenting later developments associated with European scientists. An English teacher uses this organization to discuss with students how scientific history is narrated and how different intellectual traditions may be positioned within educational texts. From a multicultural perspective on language teaching, the most appropriate pedagogical treatment of the text would be to:

- (A) Compare the scientific accuracy of each tradition and organize the cultures mentioned in the text according to their contribution to contemporary quantum theory.
- (B) Emphasize the geographical diversity of the scientists while maintaining the discussion within the linguistic structures used to describe historical discoveries.
- (C) Discuss the contributions of the different traditions as successive stages of a common scientific method whose principles remained stable across historical contexts.

- (D) Examine how knowledge production is associated with different historical and cultural contexts and discuss the effects of narratives that organize scientific development around particular centers of authority.
- (E) Identify cultural references in the text and contrast them with current English-speaking scientific institutions to demonstrate changes in knowledge production.

Questão 16

The text develops a historical account from ancient theories of vision to contemporary quantum physics. Throughout this progression, the author repeatedly presents explanatory models, introduces observations or experiments that expose their limitations, and shows how later proposals respond to unresolved problems. Considering this pattern of textual construction, the predominant organizational strategy is:

- (A) A problem-solution structure in which the same question about vision is maintained from the ancient period to contemporary physics.
- (B) A comparative structure organized around national traditions of scientific thought and their different interpretations of optical phenomena.
- (C) A chronological-explanatory progression in which scientific models are related to evidence, limitations, and subsequent theoretical reformulations.
- (D) An argumentative structure intended to establish the historical superiority of the particle model over competing interpretations of light.
- (E) A biographical progression in which scientific change is explained mainly through the intellectual authority of individual researchers.

Questão 17

Consider the sentence:

"If it doesn't agree with the experiment, it's wrong."

The conditional construction in this statement is best interpreted as:

- (A) A second conditional used to consider a hypothetical conflict between a theory and experimental evidence.
- (B) A third conditional that evaluates a scientific hypothesis retrospectively and presents a counterfactual conclusion.
- (C) A zero conditional used to formulate a principle presented as generally applicable to the evaluation of scientific theories.
- (D) A mixed conditional in which a previous experimental result produces a judgment in the present.
- (E) A first conditional used to predict the probable result of an experiment that has not yet been conducted.

Questão 18

Consider the following situation.

Two English teachers use the same section of the text to work with passive constructions. The first teacher asks students to locate forms such as "was first observed" and "was later confirmed", classify their verb structure, and transform them into active sentences. The second teacher also examines the grammatical form but asks students to compare the passive and active versions, identify changes in information focus, and discuss why passive constructions occur frequently in descriptions of experiments and scientific discoveries.

Considering approaches to grammar teaching in the language-learning process, mark the CORRECT alternative.

- (A) The second practice prioritizes textual interpretation over grammar teaching, since discussion of information focus shifts attention away from the formal structure of the passive voice.
- (B) The first practice develops grammatical awareness more comprehensively because structural transformation enables students to infer the discourse functions of the passive voice.
- (C) The two practices differ mainly in the amount of student interaction, as both establish the same relation between grammatical structure and communicative purpose.
- (D) The first practice is associated with explicit grammar instruction, whereas the second replaces grammatical analysis with a genre-based reading activity.
- (E) The second practice relates grammatical form to discourse organization and genre, while preserving explicit attention to the linguistic structure being studied.

Questão 19

Consider the following excerpt:

"Nevertheless, Newton's theory gained significant influence not only because of his clever prism experiments, but also because he was highly revered in the scientific community, making his ideas difficult to challenge for years."

Regarding the cohesive and argumentative relations established in the sentence, judge the statements below.

I. "Nevertheless" introduces a relation of contrast between the previously mentioned limitations of Newton's theory and its subsequent influence.

II. The correlative structure "not only... but also" links two factors presented as contributing to the historical influence of Newton's theory.

III. The clause "making his ideas difficult to challenge for years" presents a development associated with Newton's prestige within the scientific community.

Which proposition(s) is/are CORRECT?

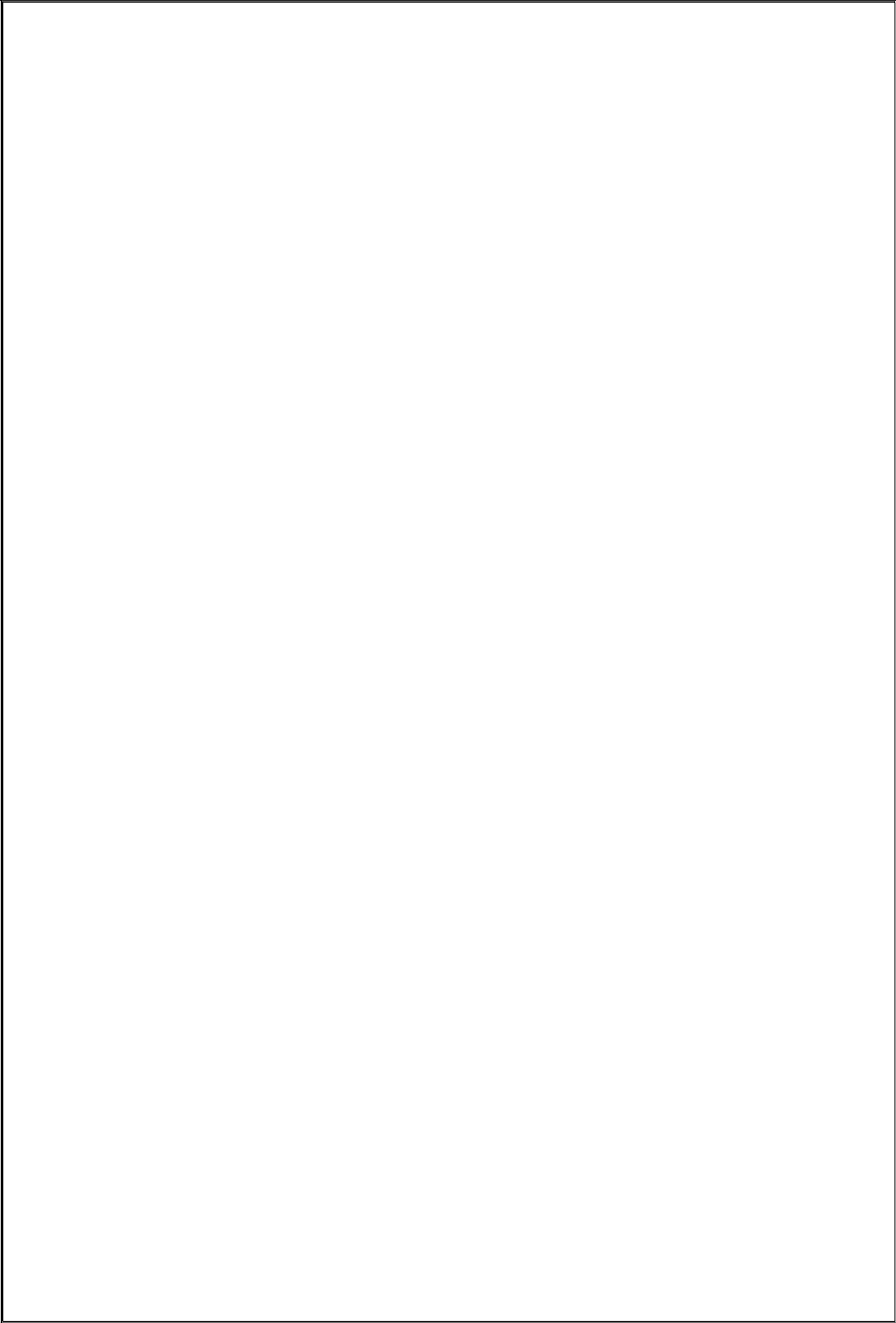
- (A) II.
- (B) II and III.

- (C) I, II and III.
- (D) I and II.
- (E) I and III.

Questão 20

An English teacher selects "The History of Light and the Birth of Quantum Physics" for an advanced class. Before reading, students formulate hypotheses about the expression wave-particle duality. During the reading process, they identify the evidence associated with different theories and organize the main developments in a timeline. In the following stage, pairs discuss which experiment represents the most significant turning point in the text and support their positions with textual information. Finally, each student writes a synthesis comparing two models of light. Considering the development of language skills in the described sequence, the activity is characterized by:

- (A) The predominance of reading comprehension, since the oral and written tasks function as procedures for verifying information previously identified in the text.
- (B) The articulation of receptive and productive skills through a sequence in which textual comprehension supports oral argumentation and written production.
- (C) The use of oral interaction as the main instructional objective, with reading and writing functioning as preparatory activities for spoken production.
- (D) The transition from receptive to productive skills according to a linear model in which each linguistic ability is developed as a separate learning stage.
- (E) The development of academic writing through comparative synthesis, while prediction and discussion serve primarily as strategies for vocabulary activation.



RASCUNHO

1		6		11		16	
2		7		12		17	
3		8		13		18	
4		9		14		19	
5		10		15		20	



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