

Estado de Santa Catarina



**Prefeitura de
Mondai**

CADERNO DE PROVA **TIPO 1**

Edital de Processo Seletivo nº 043/2026

**PROFESSOR LICENCIADO: ÁREA -
PROFESSOR DE INGLÊS (HABILITADO
E NÃO HABILITADO)**



ATENÇÃO!

Leia atentamente as instruções constantes no verso desta capa.

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Conhecimentos Específicos

Questão 01

Regarding English pronunciation and stress, mark T for true and F for false.

() In standard descriptions of English, the noun record and the verb record may be distinguished by a shift in primary stress.

() Unstressed grammatical words may undergo vowel reduction in connected speech, which helps explain pronunciations involving schwa.

() Words with similar spelling necessarily preserve the same stressed syllable when derivational suffixes are added.

() English spelling provides useful information about pronunciation, but grapheme-to-sound relationships are not consistently one-to-one.

The correct sequence, from top to bottom, is:

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

Questão 02

At the beginning of a listening unit, the teacher discovers that several students can identify factual information but fail to recognize a speaker's attitude when meaning depends on intonation, hedging, and contextual cues. During the unit, the teacher provides targeted practice and feedback. The students later complete a new listening task assessing the same skill.

Which interpretation of this process is accurate?

- (A) The targeted practice constitutes recovery only when it occurs after a final grade has been assigned, since intervention during instruction belongs to ordinary teaching.
- (B) The initial activity serves a diagnostic function, the targeted feedback supports formative assessment, and the later task can provide evidence of learning after instructional intervention.
- (C) The later assessment should measure a different listening skill so that students are not evaluated twice on a difficulty previously identified.
- (D) The initial activity is summative because it identifies performance levels, while the later task becomes diagnostic because it measures whether the original difficulty remains.

Questão 03

Match the interactional strategies in Column I with the examples in Column II.

COLUMN I

1. Clarification request.

2. Confirmation check.

3. Circumlocution.

4. Self-repair.

COLUMN II

() Do you mean that the deadline has been moved to Friday?

() It is the tool you use to... well, to attach the pages together.

() Sorry, when you say "draft," what exactly do you mean here?

() She arrived on Thursday — sorry, I mean Tuesday.

The correct sequence, from top to bottom, is:

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

Questão 04

A student writes:

"Online courses offer greater scheduling flexibility. This flexibility can benefit students who work. They also require considerable autonomy. This can become difficult when learners have limited experience managing their own study routines."

Although the paragraph is understandable, the teacher wants to improve its referential precision and thematic progression.

Which revision achieves this purpose most effectively?

- (A) Online courses offer greater scheduling flexibility, and this is flexible for working students. They require autonomy, and this is difficult because learners manage study routines.
- (B) Online courses offer greater scheduling flexibility. Working students benefit from flexibility. Autonomy is also required by them, although study routines have limited experience.
- (C) Online courses offer greater scheduling flexibility; therefore, they require considerable autonomy. Consequently, working students may benefit from managing their own study routines.
- (D) Online courses offer greater scheduling flexibility, which can benefit working students. However, these courses also require considerable learner autonomy, a demand that may challenge students with limited experience managing their own study routines.

Questão 05

Read the excerpt:

The new platform has undoubtedly made information easier to distribute. Whether it has made students better informed is a different matter. Faster circulation may

increase exposure to information, but exposure should not be mistaken for careful evaluation.

Which inference best represents the writer's position?

- (A) The writer rejects digital platforms because rapid circulation prevents students from evaluating the information they receive.
- (B) The writer considers information distribution educationally effective but argues that students need greater quantities of digital content to develop evaluation skills.
- (C) The writer distinguishes access to information from critical understanding and questions the assumption that increased exposure necessarily produces better-informed students.
- (D) The writer accepts that the platform has improved students' knowledge while suggesting that evaluation skills develop more slowly than information access.

Questão 06

On Monday, a teacher said:

"I may send the revised material tomorrow, but I haven't finished checking it yet."

On Wednesday, another teacher reports what was said.

Which sentence accurately reports the original statement from the later temporal perspective?

- (A) She said that she might send the revised material the following day, but that she had not finished checking it yet.
- (B) She said that she may send the revised material tomorrow, but that she did not finish checking it already.
- (C) She told that she might have sent the revised material the next day, but she has not finished checking it yet.
- (D) She said she would send the revised material the previous day, although she had not yet been checking it.

Questão 07

Match the thinkers in Column I with the educational situations in Column II.

COLUMN I

1. Jean Piaget.
2. Lev Vygotsky.
3. Paulo Freire.
4. Emília Ferreira.

COLUMN II

() A learner revises an existing cognitive scheme after encountering evidence that cannot be adequately interpreted through the previous organization.

() A learner successfully performs a linguistic task with guided assistance before being able to perform it

independently.

() Students critically investigate language used in their own social reality and participate dialogically in constructing interpretations rather than receiving them as finished knowledge.

() Children's unconventional written productions are examined as evidence of hypotheses about how the writing system operates rather than being treated merely as random errors.

The correct sequence, from top to bottom, is:

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

Questão 08

A teacher states the following learning objective:

Students will be able to evaluate competing arguments in short English-language texts and justify their judgment using textual evidence.

Which classroom and assessment design is aligned with competency- and skills-based teaching?

- (A) Explain the structure of argumentative texts, require students to copy one model accurately, and evaluate adherence to the linguistic form used in the example.
- (B) Teach vocabulary from the texts, ask students to reproduce definitions, and infer argumentative competence from the number of lexical items correctly recalled.
- (C) Compare texts containing contrasting positions, model evidence-based evaluation, provide guided practice, and assess students through a new comparison requiring justified judgments.
- (D) Ask students to state which argument they personally prefer and evaluate the strength of their opinion independently of the textual evidence cited.

Questão 09

An English teacher selects four social-media posts about the same environmental issue. The posts combine photographs, captions, hashtags, numerical data, and links to external sources. Instead of asking students merely to translate them, the teacher has the class examine how visual framing, lexical choices, omitted information, and source selection influence the representation of the issue. Students then redesign one post for a different audience and justify their changes.

Considering multiliteracies and critical literacy, which interpretation accurately characterizes the activity?

- (A) It treats visual and verbal modes as parallel representations of the same information, allowing students to determine which mode communicates the message with greater accuracy.

- (B) It combines multimodal meaning-making with critical examination of how texts construct perspectives and invites students to redesign meanings according to audience and purpose.
- (C) It develops critical literacy by requiring students to identify unreliable posts before producing a neutral version in which ideological positioning has been removed.
- (D) It develops digital literacy mainly by replacing printed texts with online materials while maintaining comprehension of propositional content as the central objective.

Questão 10

Match the word-formation processes in Column I with the examples in Column II.

COLUMN I

1. Derivation.
2. Compounding.
3. Conversion.
4. Blending.

COLUMN II

() The noun email being used as a verb in Please email the document tonight.

() The formation of unpredictability through the addition of affixes to a lexical base.

() The formation of brunch from elements of breakfast and lunch.

() The formation of classroom through the combination of two independent lexical bases.

The correct sequence, from top to bottom, is:

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

Questão 11

A low-vision student participates in an English reading lesson whose objective is to infer the writer's position by examining lexical choices and relationships among different parts of the text. The original material is printed in small type and contains information organized in visually dense boxes.

Which adaptation preserves the intended learning objective while promoting accessibility?

- (A) Replace the inferential questions with oral participation tasks because adaptation should prioritize access to classroom interaction rather than the original reading objective.

- (B) Replace the text with a shorter passage containing simpler vocabulary so that visual accessibility and cognitive accessibility are addressed through the same reduction in complexity.
- (C) Read the text aloud to the student and provide the writer's central position beforehand, allowing attention to be concentrated on locating supporting vocabulary.
- (D) Provide an accessible digital version compatible with assistive technology and flexible display settings while maintaining the inferential task and the conceptual complexity expected from the class.

Questão 12

A school introduced a language laboratory two years ago. Teachers did not receive training at the time, and they are still having difficulty using the laboratory effectively.

Which sentence correctly expresses a past unreal condition with a present result?

- (A) If the teachers would have received proper training when the laboratory was introduced, they were using it more effectively now.
- (B) Had the teachers received proper training when the laboratory was introduced, they would be using it more effectively now.
- (C) Were the teachers receiving proper training when the laboratory was introduced, they would use it more effectively by now.
- (D) Had the teachers received proper training when the laboratory was introduced, they would have used it more effectively now.

Questão 13

A student writes the following sentence in an academic assignment:

"The researchers made attention to several inconsistencies and later looked into their possible causes."

The teacher wants to correct the lexical problem without changing the intended meaning.

Which revision is appropriate?

- (A) The researchers paid attention to several inconsistencies and later looked into their possible causes.
- (B) The researchers put attention to several inconsistencies and later looked up their possible causes.
- (C) The researchers gave attention at several inconsistencies and later looked after their possible causes.
- (D) The researchers took attention on several inconsistencies and later looked over their possible causes.

Questão 14

Students analyze two recorded interactions in English between speakers from different cultural and linguistic backgrounds. One group initially interprets a speaker's indirect refusal as "dishonest," while another describes a more direct refusal as "rude."

Which teacher intervention best develops intercultural competence?

- (A) Ask students to determine which communicative style is socially preferable and establish it as the model for subsequent classroom interactions.
- (B) Focus on grammatical correctness in both interactions because interpersonal interpretations of directness cannot be systematically examined in language education.
- (C) Assign each communicative pattern to the national culture of the speakers so students can predict how people from those communities normally communicate.
- (D) Examine how context, relationship, pragmatic expectations, and individual variation influence interpretation while questioning the use of fixed cultural labels.

Língua Portuguesa

Questão 15

Leia o enunciado a seguir: "O diretor afirmou ao funcionário que sua promoção seria anunciada na próxima semana." Considerando a construção apresentada e os possíveis vícios de linguagem, assinale a alternativa correta.

- (A) O enunciado apresenta solecismo, pois o emprego do pronome possessivo "sua" constitui desvio da regência exigida pela norma-padrão para o verbo "afirmar".
- (B) O enunciado apresenta cacofonia, pois a combinação dos sons entre palavras consecutivas produz uma sequência sonora inadequada à norma-padrão.
- (C) O enunciado apresenta ambiguidade, pois o pronome "sua" pode permitir diferentes interpretações quanto ao referente, não sendo possível determinar com segurança se a promoção pertence ao diretor ou ao funcionário.
- (D) O enunciado apresenta pleonismo vicioso, pois a informação referente à promoção é repetida desnecessariamente por meio do emprego do pronome possessivo.

Questão 16

O Novo Acordo Ortográfico da Língua Portuguesa foi elaborado com o objetivo de promover a unificação da ortografia utilizada pelos países que têm o português como língua oficial. O acordo foi celebrado entre Portugal, Brasil, Angola, São Tomé e Príncipe, Cabo

Verde, Guiné-Bissau, Moçambique e Timor-Leste, países que integram a Comunidade dos Países de Língua Portuguesa (CPLP).

A implementação do acordo promoveu mudanças na ortografia da língua portuguesa, envolvendo aspectos como o alfabeto, a acentuação, o emprego de consoantes e o uso de letras maiúsculas e minúsculas, além de regras relacionadas ao emprego do hífen.

Considerando as regras estabelecidas pelo Novo Acordo Ortográfico da Língua Portuguesa para o emprego do hífen, assinale a alternativa em que todas as palavras estão grafadas de acordo com a norma vigente.

- (A) anti-inflamatório, microondas, auto-escola.
- (B) anti-inflamatório, micro-ondas, auto-escola.
- (C) anti-inflamatório, micro-ondas, autoescola.
- (D) antiinflamatório, micro-ondas, autoescola.

Questão 17

Leia as orações a seguir.

I. Durante a cerimônia, chegaram o professor e os convidados.

II. Durante a cerimônia, chegou o professor e os convidados.

Considerando as regras de concordância verbal da norma-padrão, assinale a alternativa correta.

- (A) As duas orações estão inadequadas, pois, diante de sujeito composto posposto ao verbo, a concordância deve ocorrer obrigatoriamente com o primeiro núcleo do sujeito.
- (B) Apenas a oração II está de acordo com a norma-padrão, pois, estando o verbo anteposto ao sujeito composto, a concordância deve ocorrer obrigatoriamente com o núcleo mais próximo.
- (C) Apenas a oração I está de acordo com a norma-padrão, pois o verbo deve obrigatoriamente concordar no plural quando o sujeito é composto.
- (D) As duas orações estão de acordo com a norma-padrão, pois, quando o verbo aparece anteposto a um sujeito composto, pode concordar com todos os núcleos no plural ou com o núcleo mais próximo.

Conhecimentos Gerais

Questão 18

A estrutura socioeconômica de Mondaí deve ser analisada considerando a articulação entre o espaço rural e as atividades desenvolvidas no núcleo urbano, pois a economia municipal combina produção agropecuária com estabelecimentos industriais, comerciais e de prestação de serviços, refletindo características produtivas presentes em diferentes municípios do Extremo Oeste catarinense.

Nesse contexto, a produção rural abrange atividades agrícolas e pecuárias que participam da geração de

renda e mantém relações com outros segmentos da economia, enquanto a presença da indústria e do comércio amplia a diversidade da base produtiva municipal e demonstra a necessidade de interpretar o desenvolvimento econômico local a partir das conexões existentes entre diferentes setores.

Considerando esse contexto, analise as assertivas abaixo e classifique cada uma como verdadeira (V) ou falsa (F).

() A agropecuária municipal apresenta atividades diversificadas e participa da estrutura econômica de Mondaí em articulação com outros segmentos produtivos existentes no território.

() A economia municipal apresenta especialização na atividade extrativa mineral, que constitui componente estruturante da produção local em relação às atividades agropecuárias e comerciais.

() A citricultura integra as atividades desenvolvidas no espaço rural e mantém relação com elementos da identidade econômica e produtiva atribuída ao município.

() A presença de atividades industriais e comerciais evidencia uma estrutura econômica diversificada, na qual diferentes setores participam da geração de atividades e renda no município.

() A produção rural municipal concentra-se nos cultivos vegetais, enquanto atividades relacionadas à criação animal apresentam participação incompatível com a organização agropecuária observada em Mondaí.

A sequência correta, de cima para baixo, é:

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

Questão 19

Realizada em Belém, a 30ª Conferência das Nações Unidas sobre Mudança do Clima (COP30) reuniu representantes internacionais em torno da implementação dos compromissos de enfrentamento às mudanças climáticas, em um contexto no qual financiamento, adaptação, tecnologia e transição econômica ocuparam espaço relevante nas negociações. Ao término da conferência, os países participantes aprovaram decisões que passaram a integrar os resultados formais do encontro e estabeleceram encaminhamentos relacionados à implementação da agenda climática.

Qual interpretação corresponde a resultados oficialmente registrados da COP30?

- (A) A conferência reafirmou os objetivos do Acordo de Paris e avançou em financiamento para adaptação e na criação do Mecanismo de Belém para Transição Justa.

- (B) A conferência revisou as metas vinculadas ao Acordo de Paris e direcionou os mecanismos de adaptação para políticas internacionais de desenvolvimento da produção industrial.
- (C) A conferência reformulou os objetivos do Acordo de Paris e direcionou o financiamento climático para programas de industrialização e ampliação da infraestrutura energética.
- (D) A conferência ampliou as obrigações previstas no Acordo de Paris e estabeleceu um mecanismo destinado ao financiamento de projetos comerciais de integração econômica.

Questão 20

A estabilidade funcional prevista no art. 127 da Lei Orgânica de Mondaí está vinculada ao efetivo exercício em cargo de provimento efetivo precedido de concurso público e à avaliação especial de desempenho realizada por comissão instituída para essa finalidade. O dispositivo também disciplina consequências jurídicas aplicáveis ao servidor estável diante da invalidação judicial de sua demissão e da extinção ou declaração de desnecessidade do cargo, estabelecendo soluções específicas para preservar o vínculo funcional nas hipóteses nele previstas.

Considerando esse tema, qual interpretação está correta?

- (A) A extinção ou declaração de desnecessidade do cargo determina a disponibilidade do servidor estável com remuneração proporcional ao tempo de serviço até a criação de cargo equivalente para sua posterior recondução.
- (B) A estabilidade é adquirida após três anos de efetivo exercício pelo servidor nomeado para cargo de provimento efetivo mediante concurso público, condicionada à avaliação especial de desempenho por comissão instituída para essa finalidade.
- (C) A invalidação judicial da demissão determina a reintegração do servidor estável, enquanto o ocupante estável da vaga permanece no cargo até que seja definido seu aproveitamento pela administração municipal.
- (D) A estabilidade é adquirida após três anos contados da nomeação do servidor concursado, condicionada à avaliação periódica realizada pela chefia imediata durante o exercício do cargo de provimento efetivo.



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