-- CONHECIMENTOS ESPECÍFICOS --

Never before have we had such easy access to languages we do not speak. AI translation tools can convert German, French or Japanese text into fluent English or Chinese in a matter of seconds. For many, these tools are a vital part of everyday life. Unfortunately, I have come to realise that the more these tools advance, the less we feel the need to learn foreign languages.

There is a misconception behind this. These tools treat languages as fixed channels that deliver the same information. They assume that knowledge exists in a stable, language-independent form and that switching languages simply means substituting one vocabulary for another.

This approach falls short. Languages are the key to human cultures. Their vocabularies never completely overlap. Moreover, languages use different methods to organise and pass on knowledge. This linguistic repertoire shapes the way communities communicate in specific situations, influencing how they structure arguments, frame statements and define the roles of author and audience. These patterns are learned. Similarly, language communities often develop their own conventions to convey authority, caution, criticism, belonging or respect.

Giorgio Iemmolo. **Why is it worth learning new languages?**
Internet: <https://ethz.ch.> (adapted).

Judge the following items about the preceding text.

51 It is possible to infer from the text that, in the author's opinion, the development of AI translation tools puts foreign language learning at risk.

52 According to the text, AI translation tools make it easier to learn a foreign language.

53 It can be concluded from the text that AI translation tools are still not able to perfectly translate language in varied communicative situations.

54 According to the author, language is a complex means of communication, tied to culture and used differently depending on each specific situation.

55 The word "misconception", as used in the second paragraph, refers to the fact that AI translation tools can convert texts from one language into another.

Dante, the Italian author, was sort of a linguistic Darwin. He held a heretical theory. Europe's languages, he thought, had not been made in a single moment, in a biblical Babel, but had evolved. With the care of a Victorian naturalist, he thus split Europe's languages into families by their words for "yes": those who lived in southern France and said "*oc*" spoke a "*Langue d'oc*".

He was spot-on. Four centuries later, a British judge and polyglot called Sir William Jones arrived in Calcutta and was struck by the similarities between Latin and Sanskrit words for terms such as house (*domus*, *dam*) and god (*deus*, *deva*). Clearly they had "sprung from some common source, which, perhaps, no longer exists". The world's languages were not a Babel but a brotherhood.

Proto, a new book by Laura Spinney, a journalist, offers a biography of that brotherhood—or rather its parent. For Jones's "common source" now has a name: "Proto-Indo-European" (PIE). It was first spoken by as little as a few dozen people around the Black Sea then, roughly 5,000 years ago, spread with rapidity "from Ireland to India". Today, its offshoots include Irish, Hindi—and more or less everything in between. Almost half of the world's population speaks a descendant of it.

PIE is long dead, but traces of it remain caught, like insects in amber, in modern languages, allowing academics to bring it back to life. Scholars know, for example, its speakers found visitors irritating: the PIE word "*ghostis*" gives English not just "guest" but "ghost", and Latin its word for "host" but also "enemy".

Internet: <https://www.economist.com> (Adapted).

Judge the following items concerning the presented text and new trends in English language teaching (ELT).

56 As far as pedagogical activities are concerned, an activity in which students would play a memorization game to learn Proto-Indo-European words by heart would be a correct and effective way to teach them the language, according to the new pedagogical trends in ELT.

57 The comparison between Dante and Darwin, made in the first paragraph of the text, highlights the evolution aspect present in the history of languages.

58 The use of the word "heretical" (first paragraph) helps to situate Dante's argument in a historical and religious context.

59 In order to fully understand the first paragraph, readers need to be familiarized with specific domains of knowledge, such as history, literature, religion and biology.

60 The expression "was struck by" (second paragraph) can be correctly replaced with **was impressed by** or with **was battered by** without this changing the original meaning of the paragraph.

61 Calling the world's languages "a brotherhood" (second paragraph) emphasizes the fact that they have similarities and common traces, an idea that is reinforced by the use of "its parent" in the third paragraph.

62 The mention of the word '*ghostis*' and the words it originated in English (fourth paragraph) demonstrates that Proto-Indo-European lives on in modern languages.

63 Proto is the name journalist Laura Spinney gave to the language believed to be spoken roughly 5,000 years ago.

It all started with some exasperated emails. Back in 2009, a group of researchers began venting their frustration with the programming languages designed to help scientists and other researchers perform complex mathematical operations and statistical simulations without learning how to code. These programming languages were rigid and slow.

The emails turned into a research project at MIT (Massachusetts Institute of Technology) with the mission of building an easy-to-use, high-performance programming language called Julia, which is designed for scientific research, data analysis, and modeling complex systems such as jet engines, drugs, financial markets, and robots, to name a few examples.

That research project turned into a lab at MIT, and the lab turned into the company JuliaHub. Along the way, Julia gained a loyal following among scientists, engineers, mathematicians, and others. Today, the free and open-source language counts more than 1 million users, including people working in thousands of companies and universities around the world.

It is only a slight exaggeration to say Julia has been used to model everything under the sun, from the behavior of tiny atoms to semiconductors, neural networks, race cars, and airplanes. It has also been used to study much beyond the sun, with astronomers using Julia for imaging black holes.

Internet: <https://news.mit.edu> (Adapted).

Judge the following items based on the preceding text.

64 The passage "It is only a slight exaggeration" (last paragraph) is used to introduce an overstatement about the programming language Julia, which is not actually capable of modelling the behavior of tiny atoms.

65 The expressions "everything under the sun" and "much beyond the sun" (last paragraph) are used to emphasize the all-encompassing nature of Julia's uses.

66 According to the text, the writers of the "exasperated emails" (first paragraph) became the founders of the company JuliaHub.

67 The reason the researchers mentioned in the first paragraph were irritated was that they wanted people to learn how to code.

Each of the following items presents a situation in which a teacher has conducted some kind of pedagogical activity. Judge the following items concerning new trends in ELT.

68 Students are asked to memorize the sentences they heard in a podcast, following transcripts and picking up the verb tenses each speaker uses regularly, to learn to use the verb tenses correctly. It is correct to state that this is a clear example of a communicative approach activity.

69 A teacher proposed an activity which consisted in organizing the students in small groups so that they would prepare questions in English in order to interview people in the school and then report their findings to the whole class. It is correct to state that the activity proposed by the teacher is an example of a task-based language learning activity.

70 Students are asked to work in pairs to prepare topics of their choice about anything concerning language to present to class in a way they are also relatively free to decide (music, podcast, video etc.); they are also encouraged to use AI tools for research purposes only. It is correct to state that the activity proposed combines elements of the communicative approach and the task-based language learning.

How can education stay ahead in a world being transformed by climate change, AI, inequality, conflict and shifting labor markets?

Societies are being reshaped by powerful forces, such as demographic change, technological transformation, climate and environmental pressures, threats to peace and democracy, disinformation, rising inequalities and polarization, and major labor market transformations. These forces are already changing how people learn, work, live and participate in society.

As the world undergoes rapid and profound transformation, education systems cannot afford to only respond to crises after they happen. They need to look ahead, anticipate, and strategize. Foresight helps us do exactly that: it brings together evidence, diverse perspectives and structured reflection to identify the trends, risks and opportunities that could define the future of education.

It will strengthen international, inter-sectoral and inter-generational dialogue, helping ensure that the emerging post-2030 education agenda reflects both expert insights and the diverse realities and aspirations of young people.

Internet: <https://www.unesco.org/sdg4education2030/en/articles/> (adapted).

Considering the preceding text and reading strategies such as skimming, scanning, and prediction, judge the following items.

71 It can be inferred from the ideas in the third paragraph of the text that education systems should no longer respond to crises once they have occurred.

72 Skimming would be the appropriate strategy to identify the main purpose of the text, which is to discuss the need for education systems to anticipate major transformations that may affect education and society.

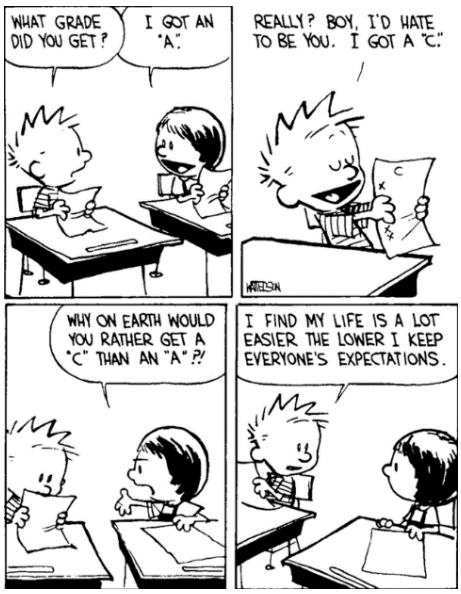
73 If a teacher asks his students to search for specific information in the text about which forces are reshaping societies, students should apply the scanning strategy to identify them.

74 In the expression "diverse perspectives" (third paragraph), the word "perspectives" conveys the idea of predictions about the future of education.

75 According to the text, the emerging post-2030 education agenda is expected to reflect not only expert insights but also diverse realities and aspirations of young people.

76 The question presented in the first paragraph can be used as a prediction reading exercise in an ESL/EFL class, making students anticipate the topic of the text and possible vocabulary.

77 In "These forces are already changing how people learn, work, live and participate in society" (second paragraph), the expression "These forces" refers to the factors listed in the previous sentence.



Internet: <https://larrycuban.wordpress>.

The preceding comic strip portrays a boy (on the left) and a girl (on the right) talking in a classroom. Considering the comic strip and the ideas it conveys, judge the following items.

78 The boy's argument shows that he considers academic achievement less important than keeping his expectations about himself low.

79 The boy thinks that he got a higher grade than the girl did.

80 In the second box, the expression "I'd hate to be you" indicates that the boy prefers his academic performance than the girl's.

Fluency in a foreign language is often thought to be about speaking quickly and using advanced vocabulary. However, researchers reveal that speakers who use common, everyday expressions sound more fluent than those who rely on rare, complex words. There is a study that highlights the importance of mastering familiar phrases to improve fluency perception, suggesting that learners should naturally incorporate common formulaic expressions in spontaneous speech.

The findings revealed that utterance fluency (smoothness of speech delivery) was the strongest predictor of fluency perception, accounting for 61% of the variance in ratings. However, high-frequency formulaic expressions added an extra 0.8% to fluency judgments, while rarer, more complex phrases had little to no effect.

This research suggests that learners should shift their focus from advanced vocabulary to mastering everyday phrases that come naturally in conversation. For example, instead of saying "I concur with the idea" — which sounds unnatural — learners should use "I agree with the idea." These common expressions are easy to find in textbooks and everyday conversations, making them more accessible for learners of all levels.

Internet: <https://sciencedaily.com> (adapted).

About the preceding text, judge the items that follow.

81 In the sentence "learners should use 'I agree with the idea. '" (third paragraph), the preposition 'with' is grammatically required by the verb 'agree' when introducing a prepositional object representing an opinion, proposal, or idea.

82 The clause "accounting for 61% of the variance" (second paragraph) acts syntactically as an adverbial clause, modifying the entire preceding main clause.

83 The word "everyday", in "everyday expressions" (first paragraph), is a compound noun that is modifying "expressions" and it could be correctly written as two separate words — **every day expressions** — without this altering its grammatical category.

84 In the fragment "had little to no effect" (second paragraph), the sequence "had (...) effect" is a common verb-noun collocation in which "had" could be replaced with **made** without changing the meaning or harming the grammatical acceptability.

85 In the fragment "suggesting that learners should naturally incorporate common formulaic expressions in spontaneous speech" (first paragraph), the word "naturally" is an adverb of manner modifying the verb phrase "incorporate common formulaic expressions".

Ministers have awarded an almost £15 million contract to tackle the systemic decline in the number of pupils in England taking foreign languages at GCSE (General Certificate of Secondary Education) and A-level (General Certificate of Education Advanced Level).

The University College London's Institute of Education will establish a National Centre for Languages Education (NCLE) made up of up to 25 lead schools specialising in languages to work with up to 105 partner secondary schools. The centre aims to develop strategies to persuade more boys, as well as pupils with special educational needs or disabilities and other disadvantaged pupils, to choose languages, while up to five schools will be chosen to expand the Home Languages Accreditation project, which helps bilingual pupils gain GCSEs or A-levels in their home or heritage language.

Nick Gibb, minister for school standards, said: "Our economy needs people who can communicate across the globe and trade with overseas businesses. This programme is about ensuring we have the next generation of young people with the languages needed to compete on the world stage."

Crossbench peer Jean Coussins, who co-chairs the All-Party Parliamentary Group on Modern Languages, said it was good that the government was taking languages seriously, but in order to reach its EBACC (English Baccalaureate) targets, it would "also need to address modern foreign language teacher recruitment (just 34% of target numbers this year)".

Internet: <https://theguardian.com> (adapted).

Based on the presented text, judge the following items.

86 The word "overseas", in "overseas businesses" (third paragraph), is an adjective meaning **situated, active, or relating to countries across the sea** and can be replaced with **abroad** without any grammatical or semantic disruption.

87 The modal "would", in the clause "it would 'also need to address modern foreign language teacher recruitment'" (fourth paragraph), introduces a necessity or consequence based on the implicit condition introduced by "in order to reach its EBACC (English Baccalaureate) targets".

88 In the phrase "decline in the number" (first paragraph), the preposition "in" is the standard preposition that collocates with the noun "decline" when indicating a decrease in a specific quantity, rate, or value.

89 In "The centre aims to develop" (second paragraph), the fragment "to develop" could be correctly replaced with **developing**, with no difference in meaning or grammatical correctness.

90 The word "school" in the noun phrase "school standards" (third paragraph) acts as a noun modifier and could be pluralized to agree with the plural noun "standards", maintaining grammatical correctness.

When a person attempts to express their thoughts in writing, they use a series of cognitive functions like working memory to access words and ideas they want to convey, phonological awareness of concepts such as syntax and more. And that is in their native language. A new study from the University of Kansas is among the first of its kind to examine cognitive functions and their role in teaching English learners to write in their second language.

The study performed a battery of bilingual cognitive tests with nearly 500 elementary-age English learners and found the relationships between English writing performance and cognitive skills became stronger as grades increased. However, the relationships between English writing and Spanish cognitive and reading determinants, for example, were mixed, indicating working memory capacity was especially important in the population's performance in learning to write in their second language.

The findings not only shed light on how students learn to write, they could help lead to development of interventions to help English learners improve their writing abilities. Neuroscience reveals that working memory is a complex cognitive function involving multiple regions. The prefrontal cortex is central to working memory, handling the retention and manipulation of short-term information.

Internet: <https://sciencedaily.com> (adapted).

Based on the preceding text, judge the items that follow.

91 The verb "shed" (third paragraph) is a regular verb whose past tense and past participle forms correspond to **shedded**.

92 In the second paragraph of the text, the verb forms "performed" and "increased" are regular past-tense forms, whereas "found" and "became" are irregular past-tense forms.

93 The sentence "Neuroscience reveals that working memory is a complex cognitive function involving multiple regions." (third paragraph) could be rewritten as **Neuroscience reveals that working memory is a complex cognitive function that involves multiple regions.**

94 The conjunctive adverb "However" (second paragraph) can be replaced by the subordinating conjunction **Although** with no need of changes to the sentence's structure.

95 In the sentence "A new study from the University of Kansas is among the first of its kind to examine cognitive functions and their role in teaching English learners to write in their second language" (first paragraph), the infinitive clause "to examine … language" functions as a postmodifier of the noun phrase "the first of its kind".

English has unarguably become the global default *lingua franca*. Indeed, English is spoken by more people for whom it is a second or additional language (L2) than by those for whom it is a first language (L1). It follows, then, that English is no longer used exclusively in communication involving L1 users but is increasingly employed in interactions in which neither participant uses English as their L1. It is estimated that only 4% of English language interactions in the world today contain solely L1 speakers.

The prominence of English as an international language has driven the ever-increasing demand for English language teaching (ELT) across the globe. However, the changing face of English presents a challenge for ELT practices to better reflect the current sociolinguistic reality. Traditional English as a foreign language (EFL) pedagogies which idealise the attainment of native-like competence are "neither responsive to nor consistent with the current profile of English".

While in the past, learners of English may have been studying the language to communicate with L1 speakers, this is no longer the case for most learners who will be using English to interact with other L2 users. It is, therefore, critical that English language learners be equipped with an awareness of the current status of English and the skills necessary to communicate with users from a range of linguacultural backgrounds.

The research design chosen for the study was a classroom-based quasi-experiment. Quasi-experiments attempt to mimic true experiments in terms of rigour and structure but lack random assignment and a tight control of variables, making them more adaptable to real-world classrooms. While the resulting presence of confounding variables means inferring causality is much more problematic, this approach can still yield useful insights if findings are treated as suggestive as opposed to conclusive.

Internet: <https://ora.ox.ac.uk> (adapted).

Concerning the presented text, judge the following items.

96 In the noun phrase "random assignment" (fourth paragraph), the word "random" is a noun acting as a modifier and it has the same syntactic function as **class** in **class assignment**.

97 In the coordinated construction 'neither responsive to nor consistent with' (second paragraph), the prepositions 'to' and 'with' are required by the adjectives 'responsive' and 'consistent' respectively, demonstrating that parallel structures in coordination must maintain their specific prepositional licensing.

98 In the clause "for whom it is a second or additional language" (first paragraph), the pronoun "it" is a dummy pronoun and, therefore, has no referent.

99 In the clause "learners of English may have been studying the language" (third paragraph), the verb phrase "may have been studying" consists of a modal verb followed by a present perfect continuous form, expressing the past possibility of an action that was ongoing or repeated over a period of time.

100 In the fragment "English has unarguably become the global default *lingua franca*", the word "unarguably" (first paragraph) is an adverb of degree that modifies the verb form "become", and it can be correctly replaced with **arguably** without change to the author's level of certainty or stance in the text.

Aprender a língua inglesa propicia a criação de novas formas de engajamento e participação dos alunos em um mundo social cada vez mais globalizado e plural, em que as fronteiras entre países e interesses pessoais, locais, regionais, nacionais e transnacionais estão cada vez mais difusas e contraditórias. Assim, o estudo da língua inglesa pode possibilitar a todos o acesso aos saberes linguísticos necessários para engajamento e participação, contribuindo para o agenciamento crítico dos estudantes e para o exercício da cidadania ativa, além de ampliar as possibilidades de interação e mobilidade, abrindo novos percursos de construção de conhecimentos e de continuidade nos estudos. É esse caráter formativo que inscreve a aprendizagem de inglês em uma perspectiva de educação linguística, consciente e crítica, na qual as dimensões pedagógicas e políticas estão intrinsecamente ligadas.

Brasil. **Base Nacional Comum Curricular**. MEC, 2018, p. 241.

A partir do texto precedente, julgue os próximos itens, de acordo com os aspectos da Base Nacional Comum Curricular (BNCC) para o componente curricular de língua inglesa.

101 Na BNCC, para o trabalho com conectores e operadores argumentativos no ensino fundamental, prevê-se o uso desses recursos gramaticais para além da coesão formal, sendo eles vinculados à construção da argumentação e da intencionalidade discursiva, de modo que auxiliem na formação do posicionamento crítico do estudante.

102 Conforme as diretrizes da BNCC para a língua inglesa, o estudo da gramática deve priorizar a memorização de vocabulário e a emulação do modelo do falante nativo.

103 Segundo a BNCC, nas situações de interação oral, recursos paralinguísticos como gestos e expressões faciais são irrelevantes para apoiar a construção de sentidos na oralidade.

104 A BNCC organiza a área de língua inglesa em cinco eixos integrados: oralidade, leitura, escrita, conhecimentos linguísticos e dimensão intercultural.

105 Apesar de pressupor teorias linguísticas contemporâneas com relação à oralidade, a abordagem da escrita na BNCC valoriza a cópia e a tradução de frases isoladas, em detrimento do trabalho com a produção textual baseada em etapas como planejamento, revisão e reescrita.

106 De acordo com a BNCC, o ensino do inglês como língua franca implica reconhecer a variação linguística como fenômeno natural e refutar preconceitos sobre modos de falar.

The linguistic landscape has significantly changed in recent years. This evolution has been shaped by migration, technological developments, and growing recognition of multilingualism's cognitive, social and economic benefits. To deal with this reality UNESCO has issued the **Global Guidance on Multilingual Education**, which presents up-to-date principles for language-in-education policies that recognize multilingualism as both a fundamental human characteristic and an essential educational approach.

This guide is designed to assist Ministries of Education and key educational stakeholders integrate multilingual education into their policy-making and practices, with the goal of creating more inclusive, equitable, and effective educational systems that benefit all learners.

It also includes key actions for advancing multilingual education policies, plans, and programmes, alongside promising case studies, practical tools for real-world implementation, and resources that can be adapted to various contexts.

Internet: <https://www.unesco.org> (com adaptações).

Considerando o texto apresentado, bem como aspectos relativos ao multilinguismo e às relações entre língua, cultura e sociedade, julgue os itens que se seguem.

107 Políticas linguístico-educacionais restringem-se a técnicas instrucionais, sem implicações nas dinâmicas de poder social e ideológico para minorias linguísticas.

108 O multilinguismo aditivo visa substituir a língua materna do aluno pela língua socialmente dominante com o objetivo de assegurar seu sucesso econômico.

109 De acordo com as orientações contemporâneas sobre as políticas linguístico-educacionais, o multilinguismo configura-se tanto como característica natural do homem quanto como abordagem pedagógica importante para a inclusão educacional.

110 O panorama linguístico moderno é resultado de transformações significativas causadas por questões como migração e avanços tecnológicos.

111 A fim de garantir uma aprendizagem equitativa, políticas linguístico-educacionais devem priorizar a imersão na língua-alvo, desencorajando o uso das línguas maternas em sala de aula.

Writing can be understood as a process rather than as a single act of producing a finished text. This process commonly includes planning, drafting, revising, editing, and rewriting. These stages, however, should not necessarily be treated as rigid or strictly sequential, since writers may return to earlier decisions as their ideas develop.

Effective writers also take into account the purpose of the text and its intended audience. Revision, in this perspective, involves more than correcting grammar or spelling: writers may reconsider organization, clarity, relevance, and the adequacy of their ideas. Reading plays an important role in this process as well. Skilled readers actively construct meaning by relating textual information to previous knowledge, making predictions, identifying relationships among ideas, and monitoring their own understanding.

Internet: <https://www.teachingenglish.org.uk> (com adaptações).

Considerando as ideias apresentadas no texto e a abordagem da produção escrita como processo, julgue os itens subsequentes.

112 Na abordagem da produção escrita orientada por processos, o planejamento pode incluir a geração de ideias e a organização das informações antes da produção do primeiro rascunho.

113 No texto, argumenta-se contra a visão de que a leitura consiste de mero processo de decodificação passiva.

114 De acordo com o texto, a revisão difere de mera conferência de aspectos gramaticais ou ortográficos, pois envolve a reconsideração de aspectos mais amplos do texto, como organização, clareza e relevância.

115 Na perspectiva da produção escrita como processo, os alunos devem completar todas as atividades de planejamento antes de começar o rascunho, uma vez que, completada essa etapa, eles devem evitar retornar a essas atividades posteriormente.

116 No processo de escrita apresentado no texto, a edição consiste na geração de novas ideias e na determinação do propósito comunicativo do texto.

Assessment is an integral part of teaching and learning rather than an activity restricted to the end of an instructional period. Different forms of assessment may serve different purposes. Formative assessment can provide information about learners' progress during the learning process and help teachers adjust subsequent instruction. Summative assessment, on the other hand, is commonly used to evaluate learning at particular points, often for reporting or certification purposes.

Effective assessment also involves clearly defined criteria, constructive feedback, and opportunities for learners to reflect on their own performance. Self-assessment and peer assessment can contribute to learner autonomy when students are guided to use criteria appropriately. Assessment results should, therefore, be interpreted as evidence to support pedagogical decision-making rather than as isolated numerical indicators of learners' abilities.

Internet: <https://www.teachingenglish.org.uk/> (com adaptações).

A partir do texto apresentado, julgue os itens a seguir, relativos aos tipos de avaliação no processo de ensino e aprendizagem de língua inglesa como segunda língua (ESL) ou como língua estrangeira (EFL).

117 A autoavaliação e avaliação por pares podem contribuir para a autonomia do aluno, desde que os alunos recebam orientação a fim de compreender e de aplicar os critérios apropriados.

118 A distinção entre avaliação formativa e avaliação somativa está no fato de que apenas a formativa produz evidências válidas sobre o processo de aprendizagem dos alunos.

119 De acordo com o texto, o propósito principal dos dados obtidos em avaliações é classificar os alunos, independentemente do contexto pedagógico em que os dados tenham sido coletados.

120 A avaliação formativa pode fornecer informações que permitam aos professores modificar as decisões instrucionais durante o processo de aprendizagem.

Espaço livre