



CONCURSO PÚBLICO SEMEC - 2016



Universidade
Estadual do Piauí

PROVA ESCRITA OBJETIVA

CARGO: PROFESSOR 2º CICLO – 20h – **LÍNGUA INGLESA**

DATA: 24/04/2016 – HORÁRIO: 9h às 13h (horário do Piauí)

LEIA AS INSTRUÇÕES:

01. Você deve receber do fiscal o material abaixo:
 - a) Este caderno com 50 questões objetivas sem falha ou repetição.
 - b) Um CARTÃO-RESPOSTA destinado às respostas objetivas da prova.

OBS: Para realizar sua prova, use apenas o material mencionado acima e, em hipótese alguma, papéis para rascunhos.
02. Verifique se este material está completo e se seus dados pessoais conferem com aqueles constantes do CARTÃO-RESPOSTA.
03. Após a conferência, você deverá assinar seu nome completo, no espaço próprio do CARTÃO-RESPOSTA utilizando caneta esferográfica com tinta de cor azul ou preta.
04. Escreva o seu nome nos espaços indicados na capa deste CADERNO DE QUESTÕES, observando as condições para tal (assinatura e letra de forma), bem como o preenchimento do campo reservado à informação de seu número de inscrição.
05. No CARTÃO-RESPOSTA, a marcação das letras correspondentes às respostas de sua opção, deve ser feita com o preenchimento de todo o espaço do campo reservado para tal fim.
06. Tenha muito cuidado com o CARTÃO-RESPOSTA, para não dobrar, amassar ou manchar, pois este é personalizado e em hipótese alguma poderá ser substituído.
07. Para cada uma das questões são apresentadas cinco alternativas classificadas com as letras (A), (B), (C), (D) e (E); assinale apenas uma alternativa para cada questão, pois somente uma responde adequadamente ao quesito proposto. A marcação em mais de uma alternativa anula a questão, **mesmo que uma das respostas esteja correta**; também serão nulas as marcações rasuradas.
08. As questões são identificadas pelo número que fica à esquerda de seu enunciado.
09. Os fiscais não estão autorizados a emitir opinião nem a prestar esclarecimentos sobre o conteúdo das provas. Cabe única e exclusivamente ao candidato interpretar e decidir a este respeito.
10. Reserve os 30(trinta) minutos finais para marcar seu CARTÃO-RESPOSTA. Os rascunhos e as marcações assinaladas no CADERNO DE QUESTÕES não serão levados em conta.
11. Quando terminar sua Prova, antes de sair da sala, assine a LISTA DE FREQUÊNCIA, entregue ao Fiscal o CADERNO DE QUESTÕES e o CARTÃO-RESPOSTA, que deverão conter sua assinatura.
12. O tempo de duração para esta prova é de **4 (quatro) horas**.
13. Por motivos de segurança, você somente poderá ausentar-se da sala de prova depois de **2h (duas horas)** do início de sua prova.
14. O rascunho ao lado não tem validade definitiva como marcação do Cartão-Resposta, destina-se apenas à conferência do gabarito por parte do candidato.

Nº DE INSCRIÇÃO

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Assinatura

Nome do Candidato (letra de forma)

CONCURSO PÚBLICO - SEMEC / 2016
NÚCLEO DE CONCURSOS E PROMOÇÃO DE EVENTOS – NUCEPE
FOLHA DE ANOTAÇÃO DO GABARITO - ATENÇÃO: Esta parte somente deverá ser destacada pelo fiscal da sala, após o término da prova.

RASCUNHO

01		26	
02		27	
03		28	
04		29	
05		30	
06		31	
07		32	
08		33	
09		34	
10		35	
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24		49	
25		50	

Nº DE INSCRIÇÃO						

Answer questions **01** to **05**, according to text 1.

TEXT 1

Brazilian courts tussle over unproven cancer treatment

Patients demand access to compound despite lack of clinical testing.

A court in the Brazilian state of São Paulo has cut off distribution of a compound that is hailed by some as a miracle cancer cure — even though it has never been formally tested in humans. On 11 November, to the relief of many cancer researchers, a state court overturned earlier court orders that had obliged the nation's largest university to provide the compound to hundreds of people with terminal cancer.

The compound, phosphoethanolamine, has been shown to kill tumor cells only in lab dishes and in mice (A. K. Ferreira et al. *Anticancer Res.* 32, 95–104; 2012). Drugs that seem promising in lab and animal studies have a notoriously high failure rate in human trials. Despite **this**, some chemists at the University of São Paulo's campus in São Carlos have manufactured the compound for years and distributed it to people with cancer. A few of those patients have claimed remarkable recoveries, perpetuating the compound's reputation as a miracle cure.

The Brazilian constitution guarantees universal access to health care, and it is common in Brazil for patients to turn to the courts to access drugs that the state health-care system does not dispense because of their cost. But phosphoethanolamine presents a different situation because it is not really a 'drug' at all. It is not approved by Brazil's National Health Surveillance Agency.

Those who argue that people who are terminally ill have a right to try experimental medicines saw a decision in favor of a

patient in October 2015 as a significant victory. But to the university administration, drug regulators and cancer researchers, it showed blatant disregard for the basic scientific principle that a drug should be demonstrated to be safe and effective before being given to patients outside of a clinical trial.

Source: Nature 527, 420–421 (adapted). <http://www.nature.com/news/brazilian-courts-tussle-over-unproven-cancer-treatment-1.18864>. Access: March 21st, 2016.

- 01.** According to the text, the reason why the compound phosphoethanolamine was considered as miracle cure is
- its efficiency in curing a high percentage of patients who underwent treatment.
 - some cancer patients claimed they recovered after using phosphoethanolamine.
 - it had a notoriously high failure rate in human trials and it is not really a 'drug' at all.
 - university officials from São Carlos have manufactured the compound for years.
 - researchers from all over Brazil are providing the compound to people with terminal cancer.
- 02.** According to the text, drug regulators and cancer researchers in Brazil are
- for the proposal of providing the compound to people with terminal cancer immediately.
 - demonstrating phosphoethanolamine is safe and effective and giving it to patients who go to court.
 - concerned and turning to the courts to access drugs that the state health-care system does not dispense.
 - disgruntled, once phosphoethanolamine is being given to patients outside of a clinical trial.
 - granting orders for the largest university in Brazil to provide phosphoethanolamine to cancer patients.

03. According to the text, turning to the courts in Brazil to access drugs that the state health-care system does not dispense is

- a) guaranteed by the ones who claimed remarkable recoveries.
- b) not approved by Brazil's National Health Surveillance Agency.
- c) common in Brazil, although Brazilian laws apply only to cancer patients.
- d) a significant victory to patients with common illnesses, but cancer.
- e) a right guaranteed by the Brazilian constitution.

04. Which word is similar in meaning to "tussle" as in the sentence "Brazilian courts tussle over unproven cancer treatment"?

- a) Distribute.
- b) Struggle.
- c) Begin.
- d) Claim.
- e) Test.

05. The pronoun **this** (in bold type in the 2nd paragraph) refers to

- a) the fact that drugs that seem promising in lab and animal studies have a notoriously high failure rate in human trials.
- b) phosphoethanolamine has been shown to kill tumor cells only in lab dishes and in mice, not humans.
- c) some chemists at the University of São Paulo's campus in São Carlos have manufactured the compound for years.
- d) those patients who have claimed remarkable recoveries, perpetuating the compound's reputation.
- e) administrators at the university estimate that it covers about 80% of the orders they have received for the compound.

06. Identify the option in which one of the words in the group is **NOT** a homophone with the others.

- a) Right, rite, write.
- b) There, their, they're.
- c) Seas, sees, seize.
- d) Ware, wear, where.
- e) Buy, bay, bye.

07. "The International Phonetic Alphabet (IPA) was established in 1886 in Paris. The aim of the IPA is to promote the scientific study of phonetics and the various practical applications of that science. In furtherance of this aim, the IPA provides the academic community world-wide with a notational standard for the phonetic representation of all languages. The latest version of the IPA Alphabet was published in 2005."

Source:

<https://www.internationalphoneticassociation.org>

(Adapted). Access: March 21st, 2016.

The phonetic transcription below corresponds to American English (based on the open Carnegie Mellon University Pronouncing Dictionary).

[ɪn 'ɔrdər tu sək'sɪd, wi mʌst fɜrst bɪ'liv ðæt wi kæn]

According to IPA, the phonetic transcription above corresponds to

- a) "in ardor to success, we must first believe that we can."
- b) "an order to success, he must first believe that he can."
- c) "in order to succeed, we must first believe that we can."
- d) "an ardor to succeed, we must first believe that we can."
- e) "in ardors to success, we must first believe that we can't."

Read text 2 and answer questions **08** and **09** according to it.

TEXT 2

GOOGLE HAS REFUSED GOVERNMENT DEMANDS TO TAKE DOWN A GAY MUSIC VIDEO IN KENYA

Kenya's attempt to stop people from watching a music video celebrating gay couples is backfiring. Three weeks after trying to ban a local rap artist's remake of Same Love, (1)_____ Macklemore and Ryan Lewis, Google Kenya has refused to pull the video from YouTube, where it has now been viewed (2)_____ 140,000 times. Kenyan regulators banned the video in late February, claiming that the content threatens to turn the country (3)_____ "Sodom and Gomorrah" and declaring that anyone caught distributing it would be punished. But the agency that banned it also retweeted a link to it—which ended up bringing more attention to Kenya's nascent gay rights campaign. (...)

Source: <http://qz.com/638461/google-has-refused-government-demands-to-take-down-a-gay-music-video-in-kenya> (adapted).

Access: March 22nd, 2016.

08. In the passage, the word **backfiring** is a synonym with

- a) fighting.
- b) working out.
- c) appealing.
- d) getting stronger.
- e) failing.

09. The suitable prepositions to fill in blanks 1, 2 and 3 in text 2 are respectively

- a) by, over, into.
- b) at, beside, through.
- c) by, from, beside.
- d) over, on, from.
- e) through, by, into.

10. "Connectors, or conjunctives (Halliday & Hasan, 1976), are a type of cohesion device that make explicit the logical relations between sentences (cause, addition, comparison, condition, etc.). Common connectors include and, but, however, and because. Such connectors are of limited utility, however, unless the reader understands how connectors function and the logical relationship each specifies."

Source: GOLDMAN, Susan R. & MURRAY, John. Knowledge of Connectors as Cohesion Devices in Text: A Comparative Study of Native English and ESL Speakers. (Adapted) In: www.dtic.mil/cgi-bin/GetTRDoc?AD=ADA213269. Access: March 23rd, 2016.

From the groups of logical conjunctives below, which one contains connectors that specify a similar logical relation?

- a) Nonetheless, and, as soon as.
- b) Unless, if, as long as.
- c) However, nevertheless, whether.
- d) Because, therefore, unless.
- e) As well as, nonetheless, however.

11. Which of the words below can be used for ordering events in reports, essays and other texts?

- a) Then.
- b) Over.
- c) Never.
- d) Straight.
- e) Nevertheless.

Texts for questions 12 and 13.

“According to Bakhtin’s perspective of speech genres (1986), “Language is realized in the form of individual concrete utterances (oral and written) by participants in the various areas of human activity. These utterances reflect the specific conditions and goals of each such area not only through their content (thematic) and linguistic style, that is, the selection of the lexical, phraseological, and grammatical resources of the language, but above all through their compositional structure.” (Source: http://monoskop.org/images/7/7b/Bakhtin_Mikhail_Speech_Genres_and_Other_Late_Essays.pdf). As an example, we can mention the *linguistic style* and *compositional structure* used in WhatsApp chats: acronyms, emoticons and sounds of language replaced with units such as *c* for ‘see,’ *sum1* for ‘someone’, etc. Some of these structures are shown in the excerpt below:



Source: <https://br.pinterest.com/nienkestraat/chats>.

Access: March 23rd, 2016.

12. Taking into account the speech genre described above and language used in it, identify the alternative in which the element on the left does **NOT** stand for the given meaning.

- a) ASAP – As soon as possible.
- b) OMG – Oh my God!
- c) LOL – Laughing out later.
- d) B4 – before.
- e) XOXO – hugs and kisses.

13. The expression “so badly” in the WhatsApp conversation above emphasizes that the person was

- a) willing to sell the Mercedes.
- b) willing to borrow the Mercedes.
- c) highly interested in the Mercedes.
- d) fairly interested in any car, but the Mercedes.
- e) poorly interested in the Mercedes.

14. Identify the alternative in which the plural form is **INCORRECT**.

- a) Epoch – epochs.
- b) Person – people.
- c) Syllabus – syllabi.
- d) Alumnus – alumnium.
- e) Embryo - embryos.

15. Identify the alternative in which there is **INACCURACY** related to verb inflection.

- a) I’m looking forward to seeing you again.
- b) Wake up! It’s time for have breakfast.
- c) They weren’t strong enough to lift the car.
- d) The student left without talking to his classmates.
- e) I dislike getting up early.

Text for questions 16, 17 and 18.

“Mr. Preaud and his wife, who is pregnant, hit the ground as people screamed, “Get down, get down!” After the second explosion, he looked up to see a giant fan — part of an air-conditioning unit — that had landed near them. They had been eating at a Délifrance, talking about Salah Abdeslam, the terrorism suspect who was arrested in Brussels on Friday after a four-month global manhunt.”

Source:

<http://www.nytimes.com/2016/03/23/world/europe/brussels> (adapted). Access: March 23rd, 2016.

16. The verbal tense in the passage “had been eating” is

- a) future perfect continuous.
- b) present continuous.
- c) past continuous.
- d) past perfect continuous.
- e) present perfect continuous.

17. The word “manhunt” in the sentence “the terrorism suspect who was arrested in Brussels on Friday after a four-month global manhunt” is a synonym with

- a) fundi.
- b) odd.
- c) chase.
- d) kidnapping.
- e) experiment.

18. The clause “who is pregnant”, in “*Mr. Preaud and his wife, who is pregnant, hit the ground as people screamed, “Get down, get down!”*” is a

- a) maintenance clause.
- b) temporal clause.
- c) relative clause.
- d) stylistic clause.
- e) summary clause.

19. The word in bold type is **NOT** the head or primary element in the nominal group in the sentence

- a) “very large **airplanes** that are arriving from overseas.”
- b) “three high **towers** in front of you.”
- c) “a 100-meter long **train** at the station.”
- d) “Bakhtin’s perspective of speech **genres**.”
- e) “the various practical **applications** of that science.”

20. The word in bold type is **NOT** a part of the modifier in the nominal group in the sentence

- a) “a heartbreaking reality **around** the district.”
- b) “the majority of the countries faced with **bank** failures.”
- c) “an **important** objective of community development policy.”
- d) “the evolution **path** of such a type of laboratory.”
- e) “her daughter’s college **tuition** bill.”

21. The ING ending word is used as an adjective in the sentence

- a) “learning English is important for your career.”
- b) “those students are good at making excuses.”
- c) “doctors say running is good for the heart.”
- d) “Sarah’s always smoking during the break.”
- e) “my weekend was relaxing, just perfect!”

22. In the sentence “They intend to finish the English course and eventually study another language” the word “eventually” can be substituted, without changes in meaning by

- a) sometimes.
- b) not ever.
- c) by no means.
- d) at no time.
- e) sooner or later.

23. In the sentence “The actress dances as well as she acts.” the passage “as well as” expresses an idea of

- a) addition.
- b) comparison.
- c) contrast.
- d) consequence.
- e) cause.

Answer questions **24** and **25** according to text 3.

TEXT 3

Mario-Centered Nintendo Land To Open By Tokyo Olympics

Nintendo Land is set to become the next highly-anticipated attraction at Universal Studios Japan, where *it* is scheduled to debut by 2020 in time for the Tokyo Summer Olympics. The recently confirmed \$350 million deal was said to mirror the same large-scale investment that was needed in building the Harry Potter-themed area of the park, which opened to the public in July 2014.

Source:

<http://www.techtimes.com/articles/138890/20160305/mario-centered-nintendo-land-set-to-open-by-tokyo-olympics.htm>. (Adapted). Access: March 23rd, 2016.

24. One can infer from the title “*Mario-Centered Nintendo Land To Open by Tokyo Olympics*” that “to open”

- a) can be replaced by “is going to open” without changes in meaning.
- b) means that it opened in July 2014 as Harry Potter-themed area.
- c) means there is no fee for the public.
- d) means it is scheduled to debut after July 2014.
- e) means an event is opening now in a park in Japan.

25. The pronoun *it* refers to

- a) Universal Studios Japan.
- b) Tokyo Summer Olympics.
- c) Nintendo Land.
- d) The \$350 million deal.
- e) The Harry Potter-themed area.

Read text 04 and answer questions **26** to **31**.

TEXT 04

As (1) _____ result of the new information technologies and computer-mediated communications, contemporary communication has become highly multimodal moving, particularly, towards the extensive use of (2) _____ image, while meaning is inevitably derived from ways that are multimodal. Nowadays, almost all texts consist of visual elements, which in combination with language hold a prominent role in conveying the essential information. In this context, people, especially youths, are exposed to (3) _____ variety of multimodal texts, such as video games, websites, picture books, school textbooks, magazine articles, advertisements, and graphic novels - that involve a complex interplay of written text, visual images, graphics, and design elements.

As a consequence of (4) _____ above social changes, the field of education, in particular, the teaching and learning of languages has been influenced, as the traditional literacy pedagogy, which emphasizes language as a central means of meaning, has been challenged to expand beyond the skills of encoding and decoding texts. In this way, educators should draw on the Multiliteracies framework and reconsider their instructional approaches in order to familiarize students, especially, foreign language learners, with the multimodal approach by accentuating the interplay of language and image that are present in conventional and electronic texts.

Source: adapted from

https://www.academia.edu/6247350/Strategic_reading_in_multimodal_EFL_texts. Access: March 24th, 2016.

- 26.** According to what is developed throughout the text 04, what is the best title to it?
- The role of technology in education.
 - Reading images in the English classroom.
 - The relationship between texts and technology.
 - The expansion of technologies and computer-mediated communications.
 - The emergence of multimodal texts.

Considering the excerpt taken from the text 04 "In this way, educators should draw on the Multiliteracies framework and reconsider their instructional approaches in order to familiarize students..." (lines 28 to 31), answer the questions **27** and **28**.

- 27.** The word "framework" can be substituted, without changing of meaning by:

- theoretical account.
- origin.
- experience.
- characteristic.
- source.

- 28.** The modal verb "should" brings the idea of:

- probability.
- necessity.
- deduction.
- reccomendation.
- prohibition.

- 29.** The most suitable articles to fill up the blanks 1, 2, 3 and 4 in the text 04, respectively are:

- a, the, a, the.
- a, the, an, an.
- an, the, a, an.
- a, an, an, the.
- a, a , an, the.

- 30.** The discourse marker "such as" in the excerpt "...such as video games, websites, picture books, school textbooks, magazine articles, advertisements, and graphic novels - that involve a complex interplay of written text, visual images, graphics, and design elements." (lines 14 to 19) can be substituted, without change in meaning, by

- therefore.
- then.
- like.
- so.
- as well as.

- 31.** Considering the context of use in the text 04, the words "teaching" and "learning" (line 22) in the second paragraph are

- adverbs.
- nouns.
- adjectives.
- verbs.
- prepositions.

From questions **32** to **34**, identify the item that best replaces the phrasal verb in bold type.

- 32.** He **tore up** all her letters when she decided to move.

- read carefully.
- analyzed.
- ripped.
- showed others.
- sent back.

- 33.** I've just **ran into** your sister on the mall.

- talked.
- met by chance.
- gave something to.
- fell.
- studied with.

34. I've finally **got over** the problem.

- a) estimated.
- b) decided.
- c) reckoned.
- d) counted.
- e) overcame.

Read the text 05 and answer questions **35** to **39**.

TEXT 05

What is English as a Lingua Franca

What students need most from their language classes affects how we teach. But to what extent do we consider students' needs when it comes to pronunciation? How often do we stop to consider the needs of students who are learning English to mainly communicate with other non-native speakers? In this situation, English is used as a Lingua Franca (henceforth ELF) - a common language between people who do not share the same native language. So their needs are quite different to students who go to the UK, for example, and want to integrate within that culture and so may want to sound as much like a native speaker as possible. The priority for students using ELF, on the other hand, is to be as intelligible as possible to the people they are communicating with. This does not necessarily mean sounding like a native speaker.

Source: adapted from
<https://www.britishcouncil.org/voices-magazine/how-teach-english-lingua-franca-elf>.
Access: March 24th, 2016.

35. According to the text 05, English as a Lingua Franca (ELF) is a common

- a) language used mainly by native speakers.
- b) language only used by people who go the UK.
- c) means of communication used by non-native speakers who wants to sound as much as a native speaker.
- d) means of communication for speakers of different first languages .
- e) language used by non-native speakers of the same first language.

36. Considering the words taken from the text 05, the underlined words with the appropriate stress syllable are

- a) affects, consider, communicate, native, intelligible.
- b) affects, consider, communicate, native, intelligible.
- c) affects, consider, communicate, native, intelligible.
- d) affects, consider, communicate, native, intelligible.
- e) affects, consider, communicate, native, intelligible.

37. In the sentence "How often do we stop to consider the needs of students who are learning English to mainly communicate with other non-native speakers?" (lines 04 to 08), the relative pronoun can be substituted, without change of meaning, by:

- a) which.
- b) where.
- c) that.
- d) whose.
- e) when.

38. The same type of underlined comparative of the excerpt taken from the text 05 "The priority for students using ELF, on the other hand, is to be as intelligible as possible to the people they are communicating with." (lines 16 to 18), is:

- a) She will be there as earlier as possible.
- b) Her home is as biggest as White House.
- c) Is this radio as audible as the other one?
- d) This game can be as so enjoyable as a day out.
- e) Luis come here as frequentlier as Mary.

39. In the text 05, the word "needs" (line 05) has the vowel sound /i:/, that can also be identified in the words

- a) said, made, came, paid.
- b) put, could, spoke, took.
- c) cost, chose, lost, taught.
- d) speak, eat, leave, meet.
- e) lose, drew, blew, pull.

Read the text 06 and answer question **40** to **45**.

TEXT 06

The (in)appropriate speaker model?

"Anyone working in the field of English as a Lingua Franca (henceforth ELF) has to face sooner rather than later a serious contradiction: that despite the widespread acceptance of the extensive role of English as an international lingua franca and its increasing number of functions in this respect, there is still an almost equally widespread resistance to this lingua franca's forms. Given the well-established sociolinguistic fact that languages are shaped by their users, and that nowadays "native speakers are in a minority for [English] language use" (Brumfit 2001, 116), it would make sense for English language teaching to move away from its almost exclusive focus on native varieties of English. This suggestion always meets, however, with strong resistance from many quarters, and this is particularly so in the case of accent. The result is that two particular native speaker English accents, Received Pronunciation (RP) and General American (GA), continue to command special status around the English speaking world including international/lingua franca communication contexts where sociolinguistic common sense indicates that they are inappropriate and irrelevant."

Source: adapted from: JENKINS, J. (Un)pleasant? (In)correct? (Un)Intelligible? ELF Speakers' perceptions of their accents. In: MAURANEN, Anna and RANTA, Elina (Ed.).English as a Lingua Franca:Studies and Findings. Newcastle upon Tyne: Cambridge Scholars Publishing, 2009, p.10-35.

40. The main point made by the passage "Given the well-established sociolinguistic fact that languages are shaped by their users, and that nowadays "native speakers are in a minority for [English] language use" (Brumfit 2001, 116), it would make sense for English language teaching to move away from its almost exclusive focus on native varieties of English." (lines 10 to 18) is to:

- a) criticise the teaching of language almost exclusively on non-native varieties of English.
- b) state that it does not make sense English language teaching keeps its focus almost exclusively on native variety of English.
- c) establish that English language teaching must focus on native varieties of English.
- d) express that native speakers shape the use of English language and non-native speakers are minorities.
- e) state that people who are working in the field of ELF do not want to teach other varieties of English.

41. The sentence "...languages are shaped by their users..." (lines 11 and 12) in active voice is, "users

- a) shaped their languages."
- b) have been shaping their languages."
- c) have shaped their language."
- d) shape their languages."
- e) has shaped their language."

42. Without changes in meaning, the word **that** in "...sociolinguistic common sense indicates that they are inappropriate and irrelevant" (lines 28 and 29) can be:

- a) Replaced by "which".
- b) Omitted.
- c) Replaced by "whose".
- d) Replaced by "whom".
- e) Replaced by "who".

43. In the text 06, the numbers "116" (line 14) and "35" (in the reference), are, in compliance with British usage, written respectively as:

- a) one hundred and sixteen; thirty - five.
- b) a hundred sixteen; thrity five.
- c) one hundred and sixtyeen; thirty five.
- d) a hundred sixty; third - five.
- e) one - hundred sixteen; thirty – five.

44. The pronoun "its", that occurs twice in the passage "...that despite the widespread acceptance of the extensive role of English as an international lingua franca and **its** increasing number of functions in this respect, there is still an almost equally widespread resistance to this lingua franca's forms. Given the well-established sociolinguistic fact that languages are shaped by their users, and that nowadays "native speakers are in a minority for [English] language use" (Brumfit 2001, 116), it would make sense for English language teaching to move away from **its** almost exclusive focus on native varieties of English." (lines 04 to 18) refers, respectively to:

- a) increasing numbers of functions / almost exclusive focus on.
- b) English as an international lingua franca / native varieties of English.
- c) increasing numbers of functions / English language teaching.

- d) the extensive role / English language teaching.
- e) English as an international lingua franca / English language teaching.

45. The word "resistance" (line 07) in the text 06, is formed by *resist* + the suffix – *ance*. Another word that can be formed with the suffix *-ance* is

- a) attend.
- b) particular.
- c) prefer.
- d) interfere.
- e) occupy.

Read the text 07 and answer question **46** to **50**

TEXT 07.



Say no to racism 27 October 2012 ·

Couldn't be more true,
Say no to racism!



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Giacomo Basana This photo is fantastic !!

9 May 2013 at 15:08 · Like



Jeannie Dugger This is VERY TRUE! I grew up in communities with persons of many races, nationalities and cultures. In effect myself and other military are "color-blind". Our parents teach us that our value as a human being is not based on... See more

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Source: adapted from:

<https://www.facebook.com/sntrofficial/?fref=ts>. Access: March 2

- 46.** Considering the text 07, when the author states that "No one is born with hatred or intolerance", he understands that hatred and intolerance are:
- a) largely accepted, precisely in Brazil.
 - b) quite insignificant through people's life.
 - c) highly common among babies.
 - d) not innate characteristics of humans.
 - e) not developed culturally among babies.
- 47.** In the following passage of the text 07 "This photo is fantastic!!", all the words are synonyms of "fantastic", with the exception of:
- a) amazing
 - b) extraordinary
 - c) wonderful
 - d) terrific
 - e) typical
- 48.** In the sentence "Couldn't be more true" the modal express the idea of:
- a) prohibition
 - b) impossibility
 - c) obligation
 - d) unwillingness
 - e) inability
- 49.** Considering the context of use of the sentence "Say no to racism" in the text 07, the imperative express a(n):
- a) actuality
 - b) advice
 - c) doubt
 - d) fact
 - e) inability
- 50.** In the quotation "...and want to integrate within that culture and so may want to sound as much like a native speaker as possible.", taken from the text 07, the modal verb could be changed , maintaining the idea expresses, by:
- a) have to
 - b) must
 - c) need to
 - d) might
 - e) can