



**Estado de Santa Catarina**  
**Prefeitura Municipal de Barra Bonita**  
**Caderno de Provas**  
**Processo Seletivo nº 001/2017**



**Prova:** Conhecimento Especifico

Conhecimento Gerais

Prova para provimento do cargo de  
**“PROFESSOR DE LÍNGUA ESTRANGEIRA INGLÊS”**

**TIPO DE PROVA: 01**

**INSTRUÇÕES:**

- Deixe sobre a carteira apenas o documento de identificação e a caneta esferográfica de tinta preta ou azul, de material transparente.
- Preencha o **CARTÃO RESPOSTA**, com as informações solicitadas.
- Confira se sua prova é para o cargo ao qual se inscreveu e se a mesma contém 20 questões, numeradas de 1 a 20. Caso contrário, informe imediatamente ao fiscal de sala.
- Não serão aceitas reclamações posteriores por falha de impressão e/ou total de questões.
- Para cada questão existe apenas **UMA** resposta certa.
- A resposta certa deve ser marcada no **CARTÃO DE RESPOSTA**.

**VOCÊ DEVE:**

- Verificar o **TIPO DE SUA PROVA**, descrito acima, e preencher o quadrado do **CARTÃO DE RESPOSTA** ao qual ela corresponder, conforme ao lado demonstrado.
- Verificar, no caderno de provas qual é a letra (A, B, C, D) da resposta que você escolheu e preencher essa letra no **CARTÃO DE RESPOSTA**.
- Forma correta de preencher o **Tipo de Prova** e o **Cartão de Resposta (Gabarito)**: 

Nº da Prova	
1	<input type="checkbox"/>
2	<input type="checkbox"/>
3	<input type="checkbox"/>
4	<input type="checkbox"/>

**ATENÇÃO:**

- As marcações duplas, rasuradas ou marcadas diferente do modelo acima, ocasionará a anulação de sua prova e/ou questões.
- É de responsabilidade do candidato o preenchimento dos dados do **CARTÃO DE RESPOSTA**.
- A prova terá duração de **02h30mim**, incluído neste horário, o tempo para o preenchimento do **CARTÃO DE RESPOSTA**.
- A saída da sala só poderá ocorrer depois de decorridos 30 (trinta) minutos do início das provas.
- Ao sair da sala, entregue o **CARTÃO DE RESPOSTA** ao fiscal da sala e retire-se imediatamente do local de aplicação das provas.

**QUESTÕES DE CONHECIMENTO ESPECÍFICO**

01. Read the following fragment, and then, choose the alternative with the right synonyms according to the given context: "I carried him to tire myself, the way some people rush into activity when their plans fail. If I sometimes recognized this, I blamed my Aunt Lilian who had brought me up to give too much importance to careers and causes and things of the mind, simply because she had never known, herself, any of the pleasures of the body, and had, as a result, made me feel guilty now." (A woman of my age. Bawden, Nina.)

- A) "I carried him to make me happy, the way some people rush into activity when their plans fail. If I sometimes recognized this, I loved my Aunt Lilian who had raised me to give too much importance to careers and causes and things of the mind, simply because she had never known, herself, any of the gifts of the body, and had, as a result, made me feel guilty now."
- B) "I carried him to make me loved, the way some people rush into activity when their plans fail. If I sometimes recognized this, I pleased my Aunt Lilian who had taught me to give too much importance to careers and causes and things of the mind, simply because she had never known, herself, any of the pains of the body, and had, as a result, made me feel guilty now."
- C) "I carried him to make me weary, the way some people rush into activity when their plans fail. If I sometimes recognized this, I failed with my Aunt Lilian who had gave me up to give too much importance to careers and causes and things of the mind, simply because she had never known, herself, any of the sins of the body, and had, as a result, made me feel guilty now."
- D) "I carried him to make me weary, the way some people rush into activity when their plans fail. If I sometimes recognized this, I found fault with my Aunt Lilian who had raised me to give too much importance to careers and causes and things of the mind, simply because she had never known, herself, any of the enjoyments of the body, and had, as a result, made me feel guilty now."

02. Read the following fragment and give a comprehension to the phrasal verb "cheer up": "She was very disappointed, but faced up bravely to the situation. In fact, when Chris, Sara, Michael and I visited her in hospital, so, that was she who cheered us up and made us laugh! I think that year we were making up for the limitations of the one before." (Life, love and laughter. Horne, Molly. Braunton)

- A) "The possession, use, or occupancy of anything with satisfaction or pleasure."
- B) "To become less sad or to make someone feel less sad."
- C) "To criticize someone or something, often after deliberately looking for mistakes."

D) "The use or possession of something that is satisfying or beneficial."

03. "All PCN, - National Curriculum Parameters - themes are supposed to be taught as cross-curricular themes, although 'CPCCT', - cultural plurality as a cross-curricular theme, - is the theme that receives the most emphasis within the FL (foreign language) curriculum where it is given a three-page text. The other themes are not discussed as specifically as CPCCT. The reason given for the emphasis is: 'The cross-curricular theme of Cultural Plurality deserves special treatment due to the fact that FL teaching gives great support to this question.' (Brazil, 1998a: 48, my translation) The document also states that 'This theme can be focused on with the aim of demystifying the homogenous understanding of specific cultures that involve typical generalizations in FL classrooms, for instance, that the English or the French are 'this or that way'. (Brazil, 1998a: 48, my translation)" (Adapted from Cultural Plurality in the FL National Curriculum Parameters: a study of race/ethnicity by Aparecida de Jesus Ferreira) In this context, we can reflect that:

- A) "Many schools merely use some designated days to celebrate 'ethnic' meals, for example, and the schools consider that to be an adequate way to teach diversity. Equally can have some misconceptions. In this empirical view we can find three key assumptions underpinning multicultural education: a) that educational achievement can be raised by learning about children's cultural and ethnic 'roots'; b) that improvement of equality of opportunity can be achieved by learning about children's culture and its tradition; c) that prejudice and discrimination can be reduced if children and adults are taught about cultural aspects from those different cultural and ethnic backgrounds. The argument, stated above, show that teaching CPCCT in education means going by teaching and some specific aspects of grammar tasks and written traditions in a right spelling." (Adapted from Cultural Plurality in the FL National Curriculum Parameters: a study of race/ethnicity by Aparecida de Jesus Ferreira)
- B) "Many schools merely use some designated days to celebrate 'ethnic' meals, for example, and the schools consider that to be an adequate way to teach diversity. Equally can have some misconceptions. In this empirical view we can find three key assumptions underpinning multicultural education: a) that educational achievement can be raised by learning about high class cultural approach and ethnic 'roots'; b) that improvement of equality of opportunity can be achieved by learning about children's culture and its tradition; c) that prejudice and discrimination keep growing if children and adults are taught about cultural aspects from those different cultural and economic backgrounds. The argument, stated above, show that teaching CPCCT in education means going beyond teaching about some specific aspects of culture and ethnic folk traditions." (Adapted from Cultural Plurality in the FL National Curriculum Parameters: a study of race/ethnicity by Aparecida de Jesus Ferreira)

- C) “Many schools merely use some designated days to celebrate ‘ethnic’ meals, for example, and the schools consider that to be an adequate way to teach diversity. Equally can have some misconceptions. In this empirical view we can find three key assumptions underpinning multicultural education: a) that educational achievement cannot be raised by learning about children’s cultural and ethnic ‘roots’; b) that improvement of equality of opportunity will be achieved by learning about children’s culture and its behaviors; c) that prejudice and discrimination keep growing if children and adults are taught about cultural aspects from those different cultural and ethnic backgrounds. The argument, stated above, show that teaching CPCCT in education means going beyond teaching about some specific aspects of culture and ethnic folk traditions.” (Adapted from Cultural Plurality in the FL National Curriculum Parameters: a study of race/ethnicity by Aparecida de Jesus Ferreira)
- D) “Many schools merely use some designated days to celebrate ‘ethnic’ meals, for example, and the schools consider that to be an adequate way to teach diversity. Equally can have some misconceptions. In this empirical view we can find three key assumptions underpinning multicultural education: a) that educational achievement can be raised by learning about children’s cultural and ethnic ‘roots’; b) that improvement of equality of opportunity can be achieved by learning about children’s culture and its tradition; c) that prejudice and discrimination can be reduced if children and adults are taught about cultural aspects from those different cultural and ethnic backgrounds. The argument, stated above, show that teaching CPCCT in education means going beyond teaching about some specific aspects of culture and ethnic folk traditions.” (Adapted from Cultural Plurality in the FL National Curriculum Parameters: a study of race/ethnicity by Aparecida de Jesus Ferreira)

04. According to Brazilian PCN, it should become important to remember that:

- A) “Languages and codes are by definition dynamic and situated in space and time, with all the historical, sociological and anthropological implications that this notion brings with it. It is likewise pertinent to consider the relations with the social and production practices and the students’ inclusion as citizens in a literate and symbolic world. Contemporary production is essentially symbolic in nature and social life requires the mastery of languages as tools for communication and negotiation of meanings/sense.”
- B) “In countries where many different languages are spoken, English is often used as an official language to help people communicate”
- C) “To encourage students to think about how the American upper class is now part of an international upper class, and the way those atop the class hierarchy in this country connect with those in the upper classes around the world.”

D) “Some 93% of children between the ages of 3 and 18 are in education in state-funded schools without charge. Since 1998, there have been two main types of maintained (state funded) school: Academy schools, established by the 1997-2010 Labor Government to replace poorly-performing community schools in areas of high social and economic deprivation. Their start-up costs are typically funded by private means, such as entrepreneurs or NGOs, with running costs met by Central Government and, like Foundation schools, are administratively free from direct local authority control; Community schools (formerly county schools), in which the local authority employs the schools' staff, owns the schools' lands and buildings, and has primary responsibility for admissions.”

05. In the following context, how can you replace the verb “enroll” in the options below? “The interviews presented in this article are a portion of a data set from a larger study in which I surveyed 177 students enrolled in a first-year college writing course at a rural, midsize Midwestern state university, asking about their uses of digital tools for nonacademic reading and writing purposes.”

- A) “Curled.”
- B) “Rolled in.”
- C) “Registered.”
- D) “Winded up.”

06. Find the sentence with a wrong use of a noun.

- A) The people I hired to pour the cement floor used too many sand, and I had to patch numerous areas.
- B) Administrators and teacher leaders can take a few essential steps to promote and enhance their own collaboration.
- C) There are some men that actually work, you know.
- D) Gray foxes also take many mice, small birds, frogs, and lizards and will scavenge when dead meat is available.

07. In the following sentence, choose the right explanation about “would” in the options below: “As a result, we anticipated that it would be informative to describe how a self-selected online forum could advance adults' literacies.”

- A) To talk about what people want to do or are willing to do.
- B) To talk about hypotheses – things that are imagined rather than true.
- C) It is most commonly used to make recommendations. It can also be used to express desperate hope as well as warn people.
- D) "Would" is used to express necessity and obligation.

08. "Today's students live in a world that \_\_\_\_\_ been transformed by technology, and they are often \_\_\_\_\_ to as 'digital natives' because their exposure to digital resources begins at birth."

- A) Have/ referred.
- B) Have/ refers.
- C) Has/ refers.
- D) Has/ referred.

09. "I \_\_\_\_\_ his apology that it would not \_\_\_\_\_ come if I had not gone first."

- A) Hear/ have.
- B) Heard/ have.
- C) Hear/ had.
- D) Heard/ had.

10. "She \_\_\_\_\_ definitely want to leave a phone number where she can be \_\_\_\_\_ overnight."

- A) Will/ reached.
- B) Has/ reached.
- C) Should/ reaches.
- D) Has/ reaches.

11. "Is our solution cheaper \_\_\_\_\_ the cost of getting new freshwater and the cost of getting rid of the waste water?"

- A) Then.
- B) Those.
- C) Than.
- D) That.

12. "My library's first attempt \_\_\_\_\_ online discussions involved creating a discussion board through our school's learning-management system; students could post comments about the books nominated \_\_\_\_\_ the Abraham Lincoln Award."

- A) Of/ for.
- B) At/ for.
- C) At/ on.
- D) On/ in.

13. Describe your grading scale as if I \_\_\_\_\_ a new ninth-grade student in your class. In other words, what does she \_\_\_\_\_ to do to get an A, a B, or just pass?

- A) Am/ have.
- B) Was/ has.
- C) Were/ have.
- D) Were/ has.

14. The costs would \_\_\_\_\_ been higher if the analysis had \_\_\_\_\_ courses failed or dropped among the excess credits.

- A) Have/ included.
- B) Has/ including.
- C) Have/ includes.
- D) Has/ included.

15. My brother and I \_\_\_\_\_ attempting to produce all of our own food for 2015, and we would have already failed if we did not have this dark, moist, cool place to \_\_\_\_\_ vegetables in peak condition.

- A) Am/ keeping.
- B) Am/ keep.
- C) Is/ keeping.
- D) Are/keep.

## QUESTÕES DE CONHECIMENTOS GERAIS

16. A preparação geral para o trabalho e, facultativamente, a habilitação profissional poderão ser desenvolvidas nos próprios estabelecimentos de ensino médio ou em cooperação com instituições especializadas em educação profissional. A educação profissional técnica de nível médio será desenvolvida nas seguintes formas:

*I - articulada com o ensino médio;*

*II - subsequente, em cursos destinados a quem já tenha concluído o ensino médio.*

Segundo o disposto na Lei nº 9.394/96, dos itens acima:

- A) Apenas o item I está correto.
- B) Apenas o item II está correto.
- C) Ambos os itens estão incorretos.
- D) Ambos os itens estão corretos.

17. Complete a lacuna corretamente com base no Estatuto da Criança e Adolescente:

*Art. 13: Os casos de suspeita ou confirmação de castigo físico, de tratamento cruel ou degradante e de maus-tratos contra criança ou adolescente serão obrigatoriamente comunicados ao \_\_\_\_\_ da respectiva localidade, sem prejuízo de outras providências legais.*

- A) Juizado especial da Unesco.
- B) Conselho Tutelar.
- C) Juizado Municipal.
- D) Conselho Municipal de Segurança.

18. “Henri Wallon (1879 – 1962) defendeu o desenvolvimento intelectual dentro de uma cultura mais humanizada, diferente dos métodos tradicionais (que priorizam a inteligência e o desempenho em sala de aula). A proposta walloniana propõe uma abordagem que sempre considere a criança como um todo.”

O trecho acima:

- A) Está totalmente correto.
- B) Está totalmente incorreto.
- C) Possui apenas a primeira frase correta.
- D) Possui apenas a última frase correta.

19. Assinale a alternativa em que todas as palavras estão acentuadas corretamente:

- A) Pólen / íons.
- B) Joqueí / tunéis.
- C) Armazéns / bicéps.
- D) Fácil / cadáver.

20. Analise o uso das letras G e J:

Logista;

Enrijecer;

Berinjela;

Miragem.

Assinale (V) quando a palavra estiver grafada corretamente e (F) quando grafada incorretamente:

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