

**SECRETARIA DA EDUCAÇÃO E
DO ESPORTE – SEED/PR**

**PROCESSO SELETIVO
SIMPLIFICADO
Nº 30/2022**



Área de Conhecimento: LEM – Inglês

TARDE

Tipo 1 - BRANCA

Organizadora:



INSTRUÇÕES

ATENÇÃO



CADA CANDIDATO RECEBERÁ APENAS UMA FOLHA DE RESPOSTAS, INDEPENDENTEMENTE DAS ÁREAS DE CONHECIMENTO (EDUCAÇÃO BÁSICA) E EIXOS TECNOLÓGICOS (EDUCAÇÃO PROFISSIONAL) QUE ESTÁ REALIZANDO.

1. O caderno de provas consta de 40 (quarenta) questões de múltipla escolha para a área de conhecimento (Educação Básica) e eixos tecnológicos (Educação Profissional).
2. **As questões de nº 01 a 08 se referem aos Conhecimentos Comuns (Língua Portuguesa, Estatuto da Criança e do Adolescente e Conhecimentos Didáticos) aplicáveis a todas as áreas de conhecimento (Educação Básica) e eixos tecnológicos (Educação Profissional) e estão presentes em todos os cadernos de provas. As respostas referentes a estas questões somente deverão ser transcritas uma única vez para a Folha de Respostas (Gabarito).**
3. Somente será permitida a utilização de caneta esferográfica de tinta azul ou preta, feita de material transparente e de ponta grossa.
4. Ao receber o material de realização das provas, o candidato deverá conferir atentamente se o caderno de provas contém o número de questões previsto, se corresponde à área de conhecimento/eixos tecnológicos a que está concorrendo, bem como se os dados constantes na Folha de Respostas (Gabarito) estão corretos. Caso os dados estejam incorretos, ou o material esteja incompleto ou, ainda, detenha qualquer imperfeição, o candidato deverá informar tal ocorrência ao fiscal de aplicação.
5. As provas terão duração de 4 (quatro) horas para candidatos com **uma** única inscrição e 6 (seis) horas para candidatos com **duas** inscrições. Este período abrange a assinatura, assim como a transcrição das respostas para a Folha de Respostas (Gabarito).
6. **As questões das provas objetivas são do tipo múltipla escolha, com 4 (quatro) alternativas (A a D) e uma única resposta correta. Ao terminar a prova, o candidato, obrigatoriamente, deverá devolver ao fiscal de aplicação a Folha de Respostas (Gabarito) devidamente assinada em local específico.**
7. É proibida, durante a realização das provas, a comunicação entre os candidatos, bem como a utilização de máquinas calculadoras e/ou similares, livros, anotações, impressos ou qualquer outro material de consulta, protetor auricular, lápis, borracha ou corretivo. Especificamente, não será permitido ao candidato ingressar na sala de provas sem o devido recolhimento, com respectiva identificação, dos seguintes equipamentos: *bip*, telefone celular, *walkman*, agenda eletrônica, *notebook*, *palmtop*, *ipod*, *ipad*, *tablet*, *smartphone*, mp3, mp4, receptor, gravador, máquina de calcular, máquina fotográfica, controle de alarme de carro, relógio de qualquer modelo, pulseiras magnéticas e similares, o que não acarreta em qualquer responsabilidade do Instituto Consulplan sobre tais equipamentos.
8. Os fiscais de aplicação não estão autorizados a emitir opinião e a prestar esclarecimentos sobre o conteúdo das provas. Cabe única e exclusivamente ao candidato interpretar e decidir.
9. Não é permitida a anotação de informações relativas às respostas (cópia de gabarito) no Cartão de Confirmação da Inscrição (CCI) ou em qualquer outro meio.
10. O candidato somente poderá retirar-se do local de realização das provas escritas levando o caderno de provas no decurso dos últimos 30 (trinta) minutos anteriores ao horário previsto para o seu término. O candidato também poderá se retirar do local de provas somente a partir das 2 (duas) horas após o início de sua realização; contudo, não poderá levar consigo o caderno de provas.
11. Os 3 (três) últimos candidatos de cada sala só poderão sair juntos. Caso algum destes candidatos insista em sair do local de aplicação antes de autorizado pelo fiscal de aplicação, será lavrado o Termo de Ocorrência, assinado pelo candidato e testemunhado pelos 2 (dois) outros candidatos, pelo fiscal de aplicação da sala e pelo Coordenador da Unidade de Provas, para posterior análise pela Comissão de Acompanhamento do Processo Seletivo Simplificado.

RESULTADOS

- Os gabaritos oficiais preliminares das provas objetivas serão publicados no dia 26 de setembro de 2022 a partir das 16h.

INFORMAÇÕES IMPORTANTES

Atenção quanto às instruções sobre a marcação das questões e o preenchimento da folha de respostas.

EDUCAÇÃO BÁSICA

As questões de nº 01 a 08 se referem aos Conhecimentos Comuns (Língua Portuguesa, Estatuto da Criança e do Adolescente e Conhecimentos Didáticos) aplicáveis a todas as áreas de conhecimento (Educação Básica) e eixos tecnológicos (Educação Profissional) e estão presentes em todos os cadernos de provas.

O candidato com **DUAS INSCRIÇÕES** fará **DUAS PROVAS** e deverá resolver este grupo de questões e transcrevê-las para a folha de respostas **uma única vez**.

ATENÇÃO



CADA CANDIDATO RECEBERÁ APENAS UMA FOLHA DE RESPOSTAS, INDEPENDENTEMENTE DAS ÁREAS DE CONHECIMENTO (EDUCAÇÃO BÁSICA) E EIXOS TECNOLÓGICOS (EDUCAÇÃO PROFISSIONAL) QUE ESTÁ REALIZANDO.

EDUCAÇÃO PROFISSIONAL

As questões de nº 01 a 08 se referem aos Conhecimentos Comuns (Língua Portuguesa, Estatuto da Criança e do Adolescente e Conhecimentos Didáticos) aplicáveis a todas as áreas de conhecimento (Educação Básica) e eixos tecnológicos (Educação Profissional) e estão presentes em todos os cadernos de provas.

As questões de nº 09 a 24 se referem ao Núcleo Comum aplicável a todos os eixos tecnológicos da Educação Profissional.

O candidato com **DUAS INSCRIÇÕES** fará **DUAS PROVAS** e deverá resolver este grupo de questões e transcrevê-las para a folha de respostas **uma única vez**.

ATENÇÃO

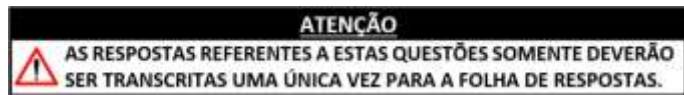


CADA CANDIDATO RECEBERÁ APENAS UMA FOLHA DE RESPOSTAS, INDEPENDENTEMENTE DAS ÁREAS DE CONHECIMENTO (EDUCAÇÃO BÁSICA) E EIXOS TECNOLÓGICOS (EDUCAÇÃO PROFISSIONAL) QUE ESTÁ REALIZANDO.

ÁREA DE CONHECIMENTO: LEM – INGLÊS

CONHECIMENTOS BÁSICOS / CONHECIMENTOS GERAIS

As questões de nº 01 a 08 se referem aos Conhecimentos Comuns (Língua Portuguesa, Estatuto da Criança e do Adolescente e Conhecimentos Didáticos) aplicáveis a todas as áreas de conhecimento (Educação Básica) e eixos tecnológicos (Educação Profissional) e estão presentes em todos os cadernos de provas.



LÍNGUA PORTUGUESA

Texto para responder às questões 01 e 02.

Apesar de tudo, a educação avançou

O desafio de uma evolução nacional passa necessariamente pela articulação federativa. No Brasil o ensino fundamental é primordialmente de responsabilidade dos municípios; o médio, dos Estados; e o superior, da União. O governo federal não atua diretamente sobre os resultados da educação básica, mas pode aprimorá-los por meio da coordenação, financiamento e avaliação.

Em 2009, o Sistema Nacional de Educação foi inserido na Constituição para articular a cooperação federativa com vistas ao alcance das metas do Plano Nacional de Educação. Mas as atuais comissões intergovernamentais ou têm caráter protocolar, como a que discute os parâmetros do Fundo Nacional da Educação Básica (Fundeb), ou não contam com a participação de Estados e municípios, como o Conselho Deliberativo do FNDE. Falta uma instância única com legitimidade para congregar não só os gestores da Educação, mas os da Fazenda e Planejamento nos três níveis de governo.

Como resume o Ipea, uma boa articulação federal entre coordenação, financiamento e avaliação pode estabelecer bases curriculares flexíveis, adaptáveis às inovações pedagógicas e demandas do mercado de trabalho; diminuir iniquidades salariais dos professores por meio de uma complementação mais equitativa via Fundeb; construir processos formativos direcionados às lacunas de aprendizado e aptos a mensurar as competências desenvolvidas pelos estudantes; e, estimular trocas das melhores práticas entre municípios e Estados.

As conquistas da última geração, sobretudo no acesso e fluxo escolares, mostram que os preceitos constitucionais sobre educação estão no caminho certo. Mas a geração presente precisará de muito esforço para capitalizar esses ganhos e materializar esses preceitos não só em uma educação aberta a todos, mas de excelência para cada um.

(Estadão, 28 de dezembro de 2021. Fragmento. Adaptado.)

Questão 01

Dentre os trechos a seguir, é possível reconhecer o posicionamento do articulador do texto – uma das principais características do gênero textual apresentado – em:

- A) “O desafio de uma evolução nacional passa necessariamente pela articulação federativa”, em que é apresentada uma premissa.
- B) “No Brasil o ensino fundamental é primordialmente de responsabilidade dos municípios; o médio, dos Estados; e o superior, da União”, em que demonstra-se uma ideia para construção de um raciocínio.
- C) “Em 2009, o Sistema Nacional de Educação foi inserido na Constituição para articular a cooperação federativa com vistas ao alcance das metas do Plano Nacional de Educação”, em que a inserção de um fato reflete o ponto de vista.
- D) “[...] têm caráter protocolar, como a que discute os parâmetros do Fundo Nacional da Educação Básica (Fundeb), [...]”, em que a citação de um órgão de autoridade no assunto tratado indica a subjetividade própria da opinião expressa pelo enunciador.

Questão 02

O título do texto apresentado utiliza, em sua estrutura linguística, uma locução prepositiva. Dentre as alternativas a seguir, assinale aquela em que todas as sugestões são produtoras de sentido equivalente à da locução referida.

- A) Em virtude de; por força de; por causa de.
- B) Em relação a; a respeito de; em termos de.
- C) A despeito de; em que pese; não obstante.
- D) Em vez de; em detrimento de; de preferência a.

ESTATUTO DA CRIANÇA E DO ADOLESCENTE

Questão 03

O direito à educação, de crianças e adolescentes, visa seu pleno desenvolvimento, preparo para o exercício da cidadania e qualificação para o trabalho. Nesse sentido, trata-se de um caso em que dirigentes de estabelecimentos de ensino fundamental possuem o dever de comunicar ao Conselho Tutelar:

- A) Maus-tratos envolvendo seus alunos.
- B) Indisciplina dos alunos em sala de aula.
- C) Falta de decoro dentro da instituição de ensino.
- D) Ausência dos pais ou responsáveis nas reuniões pedagógicas.

Questão 04

Matheus, 14 anos, foi flagrado cometendo ato infracional. A autoridade policial, informando somente à autoridade judiciária competente, entrou na sala de aula, expôs para toda a turma a situação em questão interrogando Matheus e, sem qualquer resistência do adolescente, o algemou e o levou, em compartimento fechado da viatura, para a delegacia. Considerando o caso hipotético, a ação da autoridade policial:

- A) É incorreta e constitui um crime em espécie.
- B) É correta, pois o adolescente foi capturado em flagrante.
- C) Estaria correta somente se o adolescente tivesse 16 anos completos.
- D) É incorreta, mas não constitui crime em espécie ou infração administrativa.

CONHECIMENTOS DIDÁTICOS

Questão 05

Quando se pensa em didática, a ação de definir objetivos de aprendizagem significa reflexões sobre a estruturação no planejamento, especialmente pelos professores, sendo que tal ação precisa estar diretamente relacionada com a escolha de conteúdos, procedimentos e atividades, estratégias, avaliação e metodologia a ser adotada para atender aos objetivos gerais por meio dos objetivos específicos. Assim, é recomendável delimitar claramente os objetivos a serem seguidos, sejam eles cognitivos, atitudinais, ou de competências. Considerando que é mais acessível atingir resultados a partir de conceituações mais simples para as mais elaboradas e a taxonomia de Bloom ajuda o ato de planejar e controlar objetivos de aprendizagem, na efetivação dos objetivos de ensino, é correto afirmar que:

- A) Na prática, a utilização de verbos, em função do comportamento que se espera, organiza os objetivos de aprendizagem devidamente distribuídos em níveis que, por ordem de complexidade, podem corroborar o alcance dos objetivos gerais sem que tenham se alcançado os objetivos específicos para determinada competência.
- B) A taxonomia de Bloom não apenas esquematiza uma classificação, como também organiza hierarquicamente os processos cognitivos. Na medida em que os processos cognitivos mostram resultados positivos quanto à aprendizagem esperada, caracteriza a importante independência entre os níveis de organização e os processos cognitivos.
- C) O domínio cognitivo dá conta da memória, dos meios de raciocínio, da resolução de problemas e do pensamento criativo flexível. Nesse contexto, os objetivos educacionais precisam considerar os conhecimentos prévios e os novos conteúdos a serem ensinados aos alunos. Isso acarreta uma classificação da ação mental esperada do aluno como reação após a efetivação dos objetivos.
- D) A taxonomia, classificação sistemática de Bloom, encontra-se estruturada em níveis de complexidade, que vão desde o mais simples até o mais complexo. No plano educacional significa que, para a conquista de uma nova habilidade ou conhecimento de um próximo nível, o estudante poderá ter o domínio de conhecimentos ou habilidades do nível posterior, sem que tenha alcançado o do nível anterior.

Questão 06

Os processos de avaliação formativa foram concebidos inicialmente para permitir ajustamentos sucessivos durante o desenvolvimento e a experimentação de um novo currículo, manual ou método de ensino. Posteriormente, aplicaram a avaliação formativa à avaliação de alunos, com o objetivo de orientá-los a realização de seu trabalho, ajudando-os a localizar dificuldades e a progredir na aprendizagem. Ao vivenciar práticas avaliativas situadas nos pressupostos da avaliação formativa, o futuro professor analisará suas diferentes facetas e, provavelmente, no seu futuro profissional, atuará de acordo com um paradigma que não se inscreva em princípios da racionalidade técnica. Assim, a avaliação formativa se coloca sempre como uma possibilidade e nunca como um receituário a ser seguido. Algumas características da avaliação formativa lhe são constituintes, EXCETO:

- A) Diferentemente da avaliação somativa, que pode se referir tanto a norma quanto a critério, a formativa leva sempre em conta em que ponto o estudante se encontra e seu processo de aprendizagem, no que se refere a conteúdos e habilidades.
- B) A avaliação formativa trata das atividades pedagógicas em desenvolvimento e os ajustes instrucionais focalizam as necessidades dos estudantes. Assim, é o caso de considerar os resultados de uma prova agora com vistas a tentar novas abordagens em outro momento.
- C) Os resultados obtidos em uma prova podem ser usados para propósitos formativos ou somativos, pois não é a natureza da prova que recebe o rótulo de formativo ou somativo, mas o uso que se faz de seus resultados. Se o propósito da prova X é oferecer a professores e estudantes evidências necessárias para que se façam ajustes, ela se insere no processo de avaliação formativa.
- D) Por definição, é baseada em critérios e, ao mesmo tempo, toma como referência o estudante. Isso significa que a análise do progresso considera aspectos como: o esforço despendido, o contexto particular do trabalho e o progresso alcançado ao longo do tempo. Consequentemente, o julgamento da produção e o *feedback* que será oferecido levarão em conta o estudante e não apenas os critérios de avaliação.

Questão 07

As dificuldades de aprendizagem estão circunscritas a um quadro clínico diagnosticado em um número pequeno de sujeitos que apresenta progressos limitados no aprendizado escolar, apesar de terem as condições necessárias para um bom rendimento no aprendizado. Este quadro evidencia as seguintes características: não apresenta deficiências auditivas ou visuais, recebe estímulos para aprender e estudar, apresenta inteligência suficiente para um desempenho escolar melhor que o demonstrado, frequente a escola com todas as possibilidades de oferecer bom nível de ensino e está motivado para o aprendizado. Sujeitos assim podem não conseguir se apropriar dos conhecimentos escolares ou, pelo menos, não com a mesma rapidez, mesmo diante dos esforços do professor, de metodologias inovadoras, de uma escola que perceba as situações educativas de forma complexa, desafiadora e interdisciplinar. Alguns fatores relacionados à aprendizagem escolar devem ser descartados antes de se atribuir que tudo isso acontece com o aluno devido a uma dificuldade de aprendizagem. Diante do exposto, analise as afirmativas a seguir.

- I. Considerar problemas de “ensinagem”, sabendo que tal perspectiva aponta para a necessidade de se realizar um exame constante e processual sobre o tipo de vinculação que estabelece entre o professor e o educando, cabendo ao professor tomar consciência sobre o poder que exerce e suas responsabilidades.
- II. Averiguar questões relacionadas ao macrocontexto social em que o sujeito está inserido, que pode seguir princípios divergentes dos preconizados pela escola.
- III. Investigar questões relacionadas ao macrocontexto cultural em que o sujeito está inserido, que pode seguir princípios divergentes dos preconizados pela escola.
- IV. Averiguar questões relacionadas ao macrocontexto familiar em que o sujeito está inserido, que pode seguir princípios divergentes dos preconizados pela escola.

Está correto o que se afirma em

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

Questão 08

As metodologias ativas despontam em um contexto em que a metodologia utilizada pelo docente, além de dar gosto e motivação ao alunado, deve atribuir significado ao que se está estudando e para que se esteja estudando. Assim, acontecerá o envolvimento dos alunos com a aula e, junto a isso, o envolvimento que conduz ao sucesso escolar. O importante é aprender algo que faça sentido: descobrir, por trás das palavras que se constroem significados conhecidos e experimentar o domínio de uma nova habilidade, encontrar explicação para um problema relativo a um tema que se deseja compreender, garantindo que a atenção do aluno ou da aluna se concentre no domínio da tarefa e na satisfação que sua realização supõe. Todas estas considerações sustentam os pilares das metodologias ativas. Considerando tais pilares, assinale a correta a relação conceitual.

- A) Autonomia: ao desenvolver práticas pedagógicas norteadas pelo método ativo, o estudante passa a assumir uma postura ativa, exercitando uma atitude crítica e construtiva que fará dele um profissional melhor preparado.
- B) Estudante como centro do processo ensino-aprendizagem: há, nesse percurso, uma migração do ensinar para o aprender, o desvio do foco do docente para o aluno, que assume a integralidade da responsabilidade pela sua aprendizagem.
- C) Problematização da realidade e reflexão: no contexto da sala de aula, problematizar implica fazer uma análise sobre a realidade como forma de tomar consciência dela, eximindo o docente da necessidade de instigar o desejo de aprender do estudante.
- D) Estudante como centro do processo ensino-aprendizagem: a partir de uma maior participação do docente no processo de construção do conhecimento, ele passa a ter menos controle da sala de aula, já que se exige dele ações e construções mentais variadas.

CONHECIMENTOS ESPECÍFICOS

Analyse the image to answer 09.



(Available in: <https://www.reddit.com/>.)

Questão 09

Linguistic knowledge strengthens by means of language practice, together with analysis, and insight about its use, always considering context in articulation with reading, writing, and speaking. Having observed verbal and non verbal data in the featured image, it is possible to state that the building of humor is based on:

- A) Polysemy.
- B) Paronymy.
- C) Paraphrase.
- D) Subordination.

Read the description of an oral practice activity to answer 10.

The teacher tells students they will train pronunciation. First he/she reads pairs of sentences aloud; the students follow the teacher's reading. Next, the teacher delivers students handouts containing the pairs of sentences they have just heard, and gets them oriented to repeat the sentences that he/she will read aloud again, pausing after each sentence to give students the opportunity to carry out choir repetition. After this step is repeated several times and performed satisfactory, the teacher will ask individual students to read the sentences, and he/she will elicit any doubts they might have, as well as correct pronunciation.

The handout sentences

- 1.A – Do you know Valen's address?
- 1.B – Do you have permission to address President Biden?
- 2.A – Dishonesty is a common attribute of politicians.
- 2.B – That quote is attributed to Bob Dylan.
- 3.A – We aren't happy with your conduct.
- 3.B – He was asked to conduct the philharmonic orchestra.
- 4.A – The content of your essay is fine, the structure is not.
- 4.B – She seemed very content while reading the message.
- 5.A – The army marched through the desert.
- 5.B – If you desert the army you will be in big trouble.
- 6.A – What is that object over there?
- 6.B – Would you object if I opened the window?
- 7.A – The project should be completed next month.
- 7.B – We could project the film on the wall.

Questão 10

Choose the item that justifies the use of the pairs of sentences for oral practice.

- A) Homophones may be pronounced in diverse ways.
- B) Homographs may be pronounced the same or not.
- C) Different tonicities will hinder the distinct meanings.
- D) Minimal pairs have vowels with different completion.

Questão 11

Examine the image to answer 11.



(Available in: <https://www.researchgate.net/>.)

A meme is an amusing or interesting item, such as a captioned picture or video, or genre of items that is spread widely online especially through social media. It is consistent to assert the highlighted meme contributes to overall student development because it.

- A) Embodies lexicon alluding new technologies.
- B) Searches to depict divergence among cultures.
- C) Approaches how new cultural influences wither.
- D) Delves into interdisciplinary elements' demands.

Questão 12

Some of the deep-seated concepts about the English language, and consequently concerning its teaching, do not cater to the prospects of a language that “went viral” and has become “miscigenated”, as it is the concept of a foreign language strongly criticized for its eurocentric slant. The item that represents a conflicting aspect regarding the ILF (Inglês como Língua Franca) conception defended in BNCC is:

- A) Polyphony.
- B) Territoriality.
- C) Multiliteracies.
- D) Interculturalism.

Questão 13

The reading practices in the English language encompass a variety of reading possibilities and reading strategies including knowledge enlargement in issues which are meaningful to students. Review the chart and the description of a reading activity to answer 13.

The teacher introduces the topic of past verb forms by means of informal conversation asking students about activities they performed on the last weekend (it is useful to know that the past tense of regular and irregular verbs has already been studied in other previous classes). Then he/she presents students a text, in the genre interview, which students should silently read and employ to fill in the individual chart that they have just been given. The students are told to pay close attention to verb use in the text, so that the chart should be filled with regular and irregular verbs which appear in the text in their past form. Students are also told that not all of the blanks in the chart would be filled. Afterward there will happen the sharing and discussion of the collected information.

REGULAR AND IRREGULAR VERBS

Complete the following chart.

1	TO BUY		
2			COME
3		GOT MARRIED	GOTTEN MARRIED
4	TO GIVE		GIVEN
5		HURT	HURT
6	TO PUT		
7	TO SEE		SEEN
8	TO SEND	SENT	
9			SPOKEN
10	TO TELL	TOLD	

(Available in: <https://es.liveworksheets.com>. Adapted.)

Choose the micro ability related to the purposes of reading, which the activity specifically seeks to improve.

- A) Targeted screening.
- B) Purport recognition.
- C) Top-down decoding.
- D) General idea search.

Questão 14

According to the conceptions supported in the BNCC, the English language status is currently characterized by:

- A) Local language use seen as curiosity.
- B) Accuracy and correction upper hand.
- C) Shifts from the ideal speaker pattern.
- D) High level of performance proficiency.

Questão 15

Read the text to answer 15.

Universal Declaration of Human Rights

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3

Everyone has the right to life, liberty and security of person.

Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6

Everyone has the right to recognition everywhere as a person before the law.

Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

(Available in: <https://www.un.org/en/about-us/universal-declaration-of-human-rights>. Adapted.)

The Universal Declaration of the Human Rights displays relevant genre aspects, belonging in the normative domain as far as text composition is concerned, among those aspects, we might single out:

- A) Informal language to promote people’s grasp.
- B) Phrasing that searches for deterring vagueness.
- C) Word repetition to frame deeper appreciation.
- D) Examples that help understanding of concepts.

Questão 16

Read the text to answer 16.

Delta variant and low vaccine access creates a third wave in Africa

Covid-19 cases are surging across the African continent, with more than twenty countries now in the grip of a third wave. Experts predict this wave will surpass case numbers seen in previous peaks. The speed and scale of Africa’s third wave is like nothing seen before, says Matshidiso Moeti, the World Health Organization regional director for Africa. The Delta variant is a big part of this potentially catastrophic surge, with over a dozen countries having detected cases. In Uganda and the Democratic Republic of the Congo, the Delta variant is now the most common in circulation. Stopping the spread and mutation of Covid-19 relies on populations being vaccinated. But access to vaccines in Africa is far too low. According to the latest WHO figures, only 1% of the African population has been fully vaccinated, compared to 50% of the population in high income countries like the UK and USA. Covid-19 vaccines, the world’s best hope to end the pandemic, are not being distributed fairly.

(Available in: <https://shareverified.com>. Adapted.)

Taking into account the elements constituting a journalistic text, we may infer that the author’s objective is to:

- A) Enhance apprehension and arouse concerns so that readers will respect social distancing.
- B) Itemise the Covid-19 traits to warn the reading audiences about its impending dangers.
- C) Expose the Covid-19 setting and unfolding as of a social, political, and technical standpoint.
- D) Sway readers’ opinions about the issue by employing argumentative positioning markers.

Questão 17

Read the text and its references to answer 17.

*There once was a man who toiled with pen
He worked to draw lines sharp and language lean
But as he dozed the Sandman came
And silicon stole the scene
Pixel by pixel he built a trap
From captured mouse did spring an App
And then another and another
Until his time would wither
Upon reflection he now ponders
What new roads he next wanders*

(Author: Dan Puryear – CAD Applications Engineer. https://autodesk.blogs.com/between_the_lines/2016/09/bad-poetry-slam-winner.html.)

Slam poetry is a form of performance poetry that combines the elements of performance, writing, competition, and audience participation. It is performed at events called poetry slams, or simply slams. It is considered an artistic movement, a creative way of telling stories, as well as a genre of poetry and spoken word. Choose the item that matches the poem’s plot.

- A) Myths can be far truer than History.
- B) Change ought to be a friend not a foe.
- C) One image is worth a thousand words.
- D) Having no time means having no priority.

Questão 18

Analyse the image to answer 18.



(Available in: <https://www.facebook.com/trafficawcamp>.)

The public service announcement above deals with the necessary precautions in traffic. The communicative situation emphasizes the appealing function of the language for it is possible to verify that the campaign’s social attribution is to:

- A) Raise people’s awareness on safe driving.
- B) Teach people what impaired driving means.
- C) Disseminate a gloomy image on technology.
- D) Foster violations concerning drivers’ behavior.

Questão 19

Figurative language serves as an excellent communication tool and is something we encounter daily that helps us convey complex descriptions or emotions quickly and effectively. Also referred to as “figures of speech”, figurative language can be utilized to persuade, engage and connect with an audience.



(Available in: <https://examples.yourdictionary.com>.)

Which figurative language device or “figure of speech” is found in the segment “Chocolate was her Achilles’ heel.”?

- A) Simile.
- B) Allusion.
- C) Oxymoron.
- D) Synecdoche.

Questão 20

Following the assessment guidelines for the teaching and learning of the English language, according to the Paranaense Syllabus, its initial stage should characterize the teaching/learning context by establishing student profile, his/her limitations and expectations so that planning happens in harmony with the educational reality. Mark the kind of assessment procedure which would enable the approach described.

- A) Needs analysis.
- B) External review.
- C) Portfolio production.
- D) Comparative feedback.

The existing relation between verbal and visual-verbal languages contributes to build discourse genre comprehension, and improve perception about many relevant communicative aspects. Observe the advertisements to answer **21**.



(Available in: <https://branddoctor.typepad.com/>.)

Questão 21

In order to produce meaning out of the advertisements, one should activate relations of:

- A) Neologism.
- B) Hypernymy.
- C) Regionalism.
- D) Intertextuality.

Questão 22

The text below reproduces a classroom dialogue which was carried out targeting oral practice.

Teacher: Where did you go on the weekend?
Student: I went to the park.
Teacher: You went to the park? How nice! What did you do?
Student: I played soccer.
Teacher: You played soccer. Who played soccer with you?
Student: My friends from school, my team.
Teacher: Your friends from school, your team? Did you like it?
Student: I loved it.
Teacher: You loved it. Great!

Among the resources of classroom management, teacher's speech is considered a key element. The repetition produced by the teacher in the above dialogue signals:

- A) Unnecessary increase in speaking time.
- B) Valuable strategy for student correction.
- C) Focus on essential features of the dialogue.
- D) Attempt to replicate ordinary oral interaction.

Questão 23

Read the text to answer **23**.

There was a woman by the door. The woman was carrying a huge duffel bag. I had never seen her around, although she looked somehow familiar. The poor lady was obviously weary. I was not sure whether or not I'd address the stranger as she stared at me. **While highlighting the underlined words and conducting its due analysis, it is consistent to assert that, in the text, they illustrate the use of different.**

- A) Cohesive devices.
- B) Sequential sharding.
- C) Encyclopedic knowledge.
- D) Circumlocution resources.

Questão 24

Read the text to answer **24**.

- A: So, I've decided I'm going to go to the bank and ask for a car loan.
 B: That sounds like a good idea.
 C: Well, you need a car.
 B: Right.
 A: Anyway, I was wondering if either of you would teach me how to drive.
 B: Look, I'm very busy during the week, I'm trying to catch up with my deadline.
 C: I'm in the same boat, but there must be a way...
 A: What about the weekend? Say, Saturday morning? You both could take turns.
 B: Fine with me!
 C: Count me in!

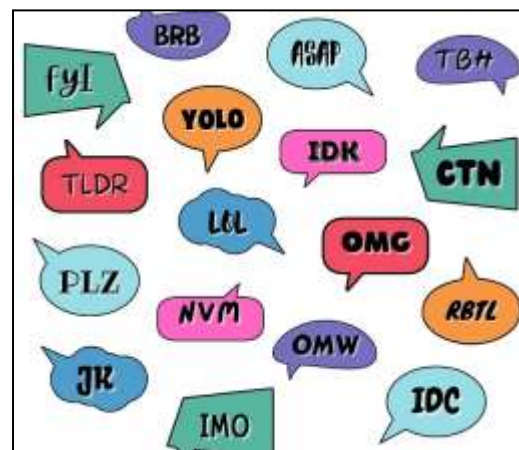
The words reproducing pause, hesitation, redundancy, etc which might or might not be present in abbreviated form in the dialogue are:

- A) Established idioms.
- B) Speech concept charts.
- C) Oral discourse markers.
- D) Metaphorical expressions.

Questão 25

The following handout was tabled for 9^o graders of Ensino Fundamental as a research tool. Students should discover the meanings of the abbreviations. They received adequate support on how to perform the research activity, that is, indication of sites, pages, blogs, etc where to look for suitable information.

FIND OUT THE MEANING OF THE ABBREVIATIONS



(Available in: <https://www.liveworksheets.com/hv2889859db>.)

Choose the learning purpose and ability the work with the handout is meant to comprise.

- A) Explore virtual environments and/or app to access artistic/literary heritage.
- B) Recognize the practice and use of novel languages familiar to technology.
- C) Investigate the relevance of other languages in the social context of Brazil.
- D) Identify discrepancies/similarities existing between Portuguese and English.

Questão 26

Read the dialogue to answer 26.



(Available in: <https://www.liveworksheets.com/se1991286ki>.)

Indicate the language practice which might be proposed as of the dialogue study.

- A) Linguistic analysis.
- B) Persuasive discourse.
- C) Argumentation building.
- D) Discourse purposefulness.

Read the text to answer 27.

In American literature, regionalism refers to works that describe distinctive local geography and culture, and to movements that value smaller-scaled representations of place over representations of broad territorial range. Regionalism emerges from the perception of modern geographic plurality; writers and readers understand a larger unit of space (commonly the national territory) to be diversified at its periphery according to topographical features, economy, history, dialect, and manners. A region is always one among many within a common container, characterized by uneven development between center and periphery. Regionalism indicates that a writer has chosen to focus on one of the areas outside the centers of power, and to organize the work around that region. In American literature, regionalism has been associated with the sketch or short story, although the category can accommodate poetry and the novel. Regionalism's detractors have treated it as a minor form portraying outdated folkways, more parochial than literature that features a larger spatial scale and cosmopolitan characters. Its defenders reject that evaluation, often arguing that regionalism provided access to female, nonwhite, and rural writers, who used the form in innovative and empowering ways.

(Available in: <https://www.oxfordbibliographies.com>.)

In the segment "Its defenders reject that evaluation, often arguing that regionalism provided access to female, nonwhite, and rural writers" ITS refers back to:

- A) Periphery.
- B) Literature.
- C) Short story.
- D) Regionalism.

Perform analysis and observation of the image to answer 28 and 29.



(Available in: <https://br.pinterest.com>.)

Questão 28

While producing an advertisement, authors choose persuasive strategies aiming at determining readers'/viewers' behavior. Among the argumentative strategies selected for the above campaign, we spotlight the:

- A) Partnership with facebook.com, which will boost the event's reliability and integrity level.
- B) Usage of conotative language, which leads the reading audience's focus to financial issues.
- C) Readers' informal treatment, which mitigates the seriousness of the problem that is exposed.
- D) Wordplay with "spare" and "wear" driving the readers' attention to needy people's position.

Questão 29

It is true about the ad's content that:

- A) If you donate at least a clothing shopping bag, you freely enter Clubhouse.
- B) Those willing to participate will donate clothing and make a themed drawing.
- C) Target will exchange each of the gift cards received by donors for a present.
- D) The more clothing entrants bring the greater prospect those entrants enjoy.

Questão 30

Observe the following set of minimal pairs to answer 30.

- Hit / Heat
- Bit / Beat
- Knit / Neat
- Chip / Cheap
- Live / Leave

The set of minimal pairs was used for oral practice being its specific target to distinguish vowel pronunciation. Mark the criteria that accounts for the vowel distinction existing in all of the chosen minimal pairs.

- A) Lax and tense vowels.
- B) Voiced and voiceless vowels.
- C) Fricative and affricate vowels.
- D) Rounded and unrounded vowels.

Read the texts to answer **31**.

Text 1

High-income countries such as the United States and the United Kingdom have higher food spending in absolute terms, but the share of household consumption expenditures devoted to at-home food is low – less than 10 percent. In Kenya and other low-income countries, at-home food’s share of consumption expenditures can exceed 50 percent. Per capita calorie availability follows the reverse path. According to the most recent available data, U.S. per capita calorie availability was among the highest at 3,682 calories per day, while Kenya’s was estimated at only 2,206 calories.

Text 2

For a typical dollar spent in 2020 by U.S. consumers on domestically produced food, including both grocery store and eating-out purchases, 27.9 cents went to foodservice establishments such as restaurants and other eating-out places. The foodservice share of the food dollar decreased after 9 years of gains as households shifted to food-at-home consumption during the first year of the Covid-19 pandemic. For the remainder of the food dollar, transportation (4.1 cents) and wholesale trade (11.9 cents) rose to their highest shares reported in the series, which provides statistics back to 1993.

(Economic Research Service U.S. – Department of Agriculture. <https://www.ers.usda.gov/data-products>.)

Questão 31

In both of the texts the common theme is:

- A) Food intake patterns.
- B) Healthier food habits.
- C) Increased food expense.
- D) Meager food management.

Analyse the image to answer **32**.



(Available in: <https://funnytimes.com>.)

Questão 32

The instructions above the market cashier say, “10 items or less, exact change, no small talk, just bag your groceries and get the hell out”. Mark the item that matches text and image analysis.

- A) The segment “get the hell out” is meant to delight costumers.
- B) The image conveys warmth rendered by rules’ imposition.
- C) Consumers’ right is violated since there’s not a patrons’ line.
- D) The employment of “less” is not consistent with plural nouns.

Observe the following groups of words to answer **33**.

Group 1

- Think – Bath – Thigh – Thorn – Length – Aesthetic – Cloth – Thousand – Thumb

Group 2

- Those – Then – With – Although – This – Within – Therefore – They – Mother

Questão 33

The sound represented by the TH in **Group 1** and the sound represented by the TH in **Group 2** differ due to:

- A) Their diverse place of articulation.
- B) Being either plosive or nasal sounds.
- C) The manner of articulation they have.
- D) Vocal fold vibration presence/absence.

Read the text to answer **34**.

Linguistic prejudice is endemic in public life, widely tolerated, and institutionalized in social enterprises that affect almost everyone, such as education and the media. There is limited knowledge about and little regard for linguistic study showing that all varieties of a language display systematicity and that the elevated social position of standard varieties has no scientific linguistic basis.

(Available in: <https://www.thoughtco.com>. Adapted.)

Questão 34

The coloniality framework, which is present in several levels of personal and social life, is still reproduced even in the absence of colonial management, echoing in classrooms, in a very steady way in English classes. It is NOT a biased manifestation that might contaminate English teaching/learning to favor:

- A) European peoples opposite to non Europeans.
- B) Behavior leading to subjectification and identity.
- C) Western knowledge damaging non western one.
- D) Males and patriarchy at the expense of females.

Questão 35

Types of pasta and when you should be using them



(Available in: <https://www.tastingtable.com>.)

Concerning the title above the image, the modal verb used can be replaced by:

- A) Must.
- B) Might.
- C) Ought to.
- D) Had better.

Questão 36

Covid-19 symptoms or simply a cold? It is recommended that he _____ home.



(Available in: <https://www.uhhospitals.org>.)

Fill in the blank above the image with the appropriate verb form:

- A) remain
- B) remains
- C) remained
- D) will remain

Questão 37

Read the text to answer 37.

Can a focus on playful learning be integrated in the enabling environment?

“Enabling environment” refers to the broad set of interrelated national political, social and financial conditions that can either promote or hinder the successful functioning of the pre-primary sub-sector. A supportive enabling environment is conducive to recognizing the importance of learning through play, and it can further strengthen this emphasis by fostering coordination with other sectors such as health, nutrition and social protection, which together can create a unified voice for play in children’s lives. The elements of the enabling environment, and how they can foster play-based learning, are:

1. **Policies and legislation**: Policies specific to the pre-primary sub-sector are important because they can clearly affirm children’s right to play and can state that playbased learning is a distinctive and essential feature of effective early learning. Policies and directives can reflect a child-centred approach to learning and teaching; such policies create an expectation that playful learning will be taken seriously and implemented across levels of the sub-sector.

2. **Public Demand**: Support for pre-primary services among parents and caregivers is key and it should be informed by strong awareness of what quality means in pre-primary education. Awareness-raising should focus on young children’s unique learning needs, e.g., the need to make meaning through playful investigations supported by knowledgeable teachers. A key aspect of fostering public support and demand for learning through play is to ensure that parents recognize their role in providing meaningful play experiences in the home environment, and to empower them to do so. Garnering public support and demand for learning through play will enhance the pre-primary system’s commitment to and recognition of the benefits of play.

(Available in: <https://www.unicef.org>.)

Mark the item that is in agreement with text content.

- A) Learning through play meets political exigences.
- B) Police should guarantee children’s rights to play.
- C) Young children enjoy singular learning demands.
- D) Lenient environment helps parents’ participation.

Questão 38

Read the text to answer 38.

The Unicorn in the Garden

(James Thurber.)

Once upon a sunny morning a man who sat in a breakfast nook looked up from his scrambled eggs to see a white unicorn with a golden horn quietly cropping the roses in the garden. The man went up to the bedroom where his wife was still asleep and woke her. “There’s a unicorn in the garden,” he said. “Eating roses.” She opened one unfriendly eye and looked at him. “The unicorn is a mythical beast,” she said, and turned her back on him. The man walked slowly downstairs and out into the garden. The unicorn was still there; he was now browsing among the tulips. “Here, unicorn,” said the man and pulled up a lily and gave it to him. The unicorn ate it gravely. With a high heart, because there was a unicorn in his garden, the man went upstairs and roused his wife a gain. “The unicorn,” he said, “ate a lily.” His wife sat up in bed and looked at him, coldly. “You are a booby,” she said, “and I am going to have you put in a booby-hatch.” The man, who never liked the words “booby” and “booby-hatch,” and who liked them even less on a shining morning when there was a unicorn in the garden, thought for a moment. “We’ll see about that,” he said. He walked over to the door. “He has a golden horn in the middle of his forehead,” he told her. Then he went back to the garden to watch the unicorn; but the unicorn had gone away. The man sat among the roses and went to sleep. And as soon as the husband had gone out of the house, the wife got up and dressed as fast as she could. She was very excited and there was a gloat in her eye. She telephoned the police and she telephoned the psychiatrist; she told them to hurry to her house and bring a straitjacket. When the police and the psychiatrist arrived they sat down in chairs and looked at her, with great interest. “My husband,” she said, “saw a unicorn this morning.” The police looked at the psychiatrist and the psychiatrist looked at the police. “He told me it ate a lily,” she said. The psychiatrist looked at the police and the police looked at the psychiatrist. “He told me it had a golden horn in the middle of its forehead,” she said. At a solemn signal from the psychiatrist, the police leaped from their chairs and seized the wife. They had a hard time subduing her, for she put up a terrific struggle, but they finally subdued her. Just as they got her into the straitjacket, the husband came back into the house. “Did you tell your wife you saw a unicorn?” asked the police. “Of course not,” said the husband. “The unicorn is a mythical beast.” “That’s all I wanted to know,” said the psychiatrist. “Take her away. I’m sorry, sir, but your wife is as crazy as a jay bird.” So they took her away, cursing and screaming, and shut her up in an institution. The husband lived happily ever after.

Moral: Don’t count your boobies until they are hatched.

(Available in: <http://english.glendale.cc.ca.us>.)

The text above is a modern humorous short story which is meant to establish links with traditional fables, thus revitalizing the writing and reading of fiction. Point out the distracter that suits the moral of the story.

- A) Kindness will always be better than force.
- B) Persistence is the key to solving problems.
- C) Don’t expect one’s hopes to be a certainty.
- D) No example is more powerfull than precepts.

Read the text to answer 39.

Action on Smoking and Health's (ASH)
Accomplishments

- 2019 Bucharest Declaration on Human Rights and a Tobacco-Free Europe, coming out of discussion at our Global Forum that continued at the European Network for Smoking and Tobacco Prevention's Conference the following days.
- 2019 Global Forum on Human Rights and a Tobacco-Free World, co-hosted by the Romanian Presidency, Romania 2035 Tobacco-Free Generation Initiative, and the European Network for Smoking and Tobacco Prevention with high level speakers such as the European Commissioner on Health and Food Safety and Princess Dina Mired of Jordan.
- 2019 launch of ASH's Tobacco and Human Rights Hub, a living repository of human rights resources to assist our allies in taking a human rights approach.
- 2018 Cape Town Declaration on Human Rights and a Tobacco-Free World, adopted by the World Conference on Tobacco or Health (WCTOH) and over 100 organizations worldwide, which states, "the manufacture, marketing, and sale of tobacco are incompatible with the human right to health".
- A successful campaign with the Danish Institute of Human Rights' s which resulted in DIHR denouncing tobacco as antithetical to the work of a human rights organization. This campaign also resulted in a sign on letter from 123 organizations in 40+ countries to immediately cease all marketing and production of cigarettes to adhere to human rights norms.
- A presentation before the Inter-American Commission on Human Rights, along with two of our partner organizations. This was the first time the Commission considered tobacco as a human rights issue and was an important victory.
- An article in the American Bar Association's International Law News entitled Tobacco Industry Marketing: A Violation of Human Rights in Latin America. The article was chosen by another ABA Publication, GP Solo Magazine, to be included in a "Best of the ABA" feature issue.

(Available in: <https://ash.org/human-rights>. Adapted.)

Questão 39

The text's composition characteristics and discourse resources cater to:

- Spelling out how lousy the major tobacco hazards might be.
- Assigning tobacco consumption and outstanding institutions.
- Attesting acknowledgment that smoking defies human rights.
- Featuring human rights' acceptance as a worldwide tendency.

Questão 40

The BNCC (Brasil, 2017) displays Portuguese, Physical Education, Art, and English making up its language field, such an organization indicates the belief that:

- Favors compelling economic demands to grant youngsters competitiveness in the globalized job market.
- Diverse social practices are mediated by distinct languages while social subjects influence one another.
- Cherishes the symmetry that exists as to the powers determining the design of educational politics.
- Averts disputes which mirror different ideologies which comprise language use and governmental choices.

