



**MINISTÉRIO DA EDUCAÇÃO
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INSTITUTO FEDERAL DE EDUCAÇÃO, CIÊNCIA E TECNOLOGIA DE MINAS GERAIS
REITORIA/GABINETE**

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**CONCURSO PÚBLICO DE PROVAS E TÍTULOS
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PROVA OBJETIVA - PROFESSOR EBTT

ÁREA/DISCIPLINA: Letras - Língua Inglesa, Linguística e Literatura - Ponte Nova

ORIENTAÇÕES:

1. Não abra o caderno de questões até que a autorização seja dada pelos Aplicadores;
2. A interpretação das questões é parte do processo de avaliação, não sendo permitidas perguntas aos Aplicadores de prova;
3. Nesta prova, as questões são de múltipla escolha, com cinco alternativas cada uma, sempre na sequência a, b, c, d, e, das quais somente uma é correta;
4. As respostas deverão ser repassadas ao cartão-resposta utilizando caneta na cor azul ou preta dentro do prazo estabelecido para realização da prova, previsto em Edital;
5. Observe a forma correta de preenchimento do cartão-resposta, pois apenas ele será levado em consideração na correção;
6. Não haverá substituição do cartão resposta por erro de preenchimento ou por rasuras feitas pelo candidato;
7. A marcação de mais de uma alternativa em uma mesma questão levará a anulação da mesma;
8. Não são permitidas consultas, empréstimos e comunicação entre os candidatos;
9. Ao concluir as provas, permaneça em seu lugar e comunique ao Aplicador de Prova. Aguarde a autorização para devolver o cartão resposta, devidamente assinado em local indicado.
10. O candidato não poderá sair da sala de aplicação antes que tenha se passado 1h00min do início da aplicação das provas. Só será permitido que o candidato leve o caderno de prova objetiva após 4h00min de seu início;
11. Os três últimos candidatos deverão permanecer em sala até o fechamento da ata e assinatura dos mesmo para fechamento da sala de aplicação.
12. Confira se esta prova possui **20** questões objetivas e **13** páginas, após a autorização para se abrir a prova.

Read the excerpt of the chapter “Decolonization” from the book *Post-Colonial Studies: The Key Concepts* below to answer QUESTIONS 1 to 3.

“Decolonization is the process of revealing and dismantling colonialist power in all its forms. This includes dismantling the hidden aspects of those institutional and cultural forces that had maintained the colonialist power and that remain even after political independence is achieved. Initially, in many places in the colonized world, the process of resistance was conducted in terms or institutions appropriated from the colonizing culture itself. This was only to be expected, since early nationalists had been educated to perceive themselves as potential heirs to European political systems and models of culture. This occurred not only in settler colonies where the white colonial élite was a direct product of the system, but even in colonies of occupation. Macaulay’s infamous 1835 Minute on Indian Education had proposed the deliberate creation in India of just such a class of ‘brown white men’, educated to value European culture above their own. This is the locus classicus of this hegemonic process of control, but there are numerous other examples in the practices of other colonies. [...]

As well as direct and indirect economic control, the continuing influence of Eurocentric cultural models privileged the imported over the indigenous: colonial languages over local languages; writing over orality and linguistic culture over inscriptive cultures of other kinds (dance, graphic arts, which had often been designated ‘folk culture’). Against all these occlusions and overwritings of pre-colonial cultural practices, a number of programmes of decolonization have been attempted. Notable among these have been those that seek to revive and revalue local languages. The pressure of the global economy means that élite communication is dominated by the use of the ex-colonial languages, notably the new ‘world language’ of English, whose power derives from its historical use across the largest of the modern empires and from its use by the United States.” (ASHCROFT, et al., 2007, p. 56-57)

QUESTÃO 01

A. Read the excerpt from the text and answer the question:

“Decolonization is the process of revealing and dismantling colonialist power in all its forms. This includes dismantling the hidden aspects of those institutional and cultural forces that had maintained the colonialist power and that remain even after political independence is achieved.” (ASHCROFT, et al., 2007, p. 56).

B. Considering this discussion, how could a teacher follow a decolonial approach while teaching English as a Foreign Language?

- a. By teaching English in a different space (not in a typical classroom) and using North American textbooks.
- b. By guiding students to develop integrated projects with other subjects and considering only the British or North American English varieties.
- c. By applying a methodology marked by a hierarchical structure, where students are those who receive knowledge and teachers are those who hold it.
- d. By rethinking and redesigning methodologies, resources, evaluations, and any other aspects involved in the process while considering the students' realities.
- e. By encouraging students to learn Spanish or any other foreign language which is not English.

QUESTÃO 02

A. The excerpt below is from the previous text. Look at the word in bold and answer the question:

“Initially, in many places in the **colonized** world, the process of resistance was conducted in terms or institutions appropriated from the colonizing culture itself” (ASHCROFT, et al., 2007, p. 56).

B. The word “**colonized**” in this excerpt shares the same word class with the word in bold in:

- a. “[...] since early nationalists had been **educated** to perceive themselves as potential heirs [...]” (ASHCROFT et al., 2007, p. 56).
- b. “[...] This process of political and cultural ‘brokerage’, as some historians have called it, **involved** these early decolonizers [...]” (ASHCROFT, et al., 2007, p. 56).
- c. “[...] Their general attitudes and practices were necessarily imbued with the cultural and

social values they had been taught [...]” (ASHCROFT, et al., 2007, p. 56).

d. “[...] political independence did not **necessarily** mean a wholesale freeing [...]” (ASHCROFT, et al., 2007, p. 56-57).

e. “[...] decolonizing processes that have advocated a return to indigenous language use have involved both a social programme to democratize **culture** [...]” (ASHCROFT, et al., 2007, p. 57).

QUESTÃO 03

A. Look at the following groups of countable and uncountable nouns:

I – nationalist, example, world, empire, program.

II – process, culture, power, product, information.

III – decolonization, information, power, education, advice.

IV – institution, decolonization, advice, system, model.

B. Considering the classification between countable and uncountable nouns, in which groups do all the words share the same type of nouns?

a. Groups I and III.

b. Groups II and IV.

c. Groups I and II.

d. Groups III and IV.

e. None of them.

Read the poem / too below to answer QUESTIONS 4 to 7.

I, Too

Langston Hughes - 1901-1967

**I, too, sing America.
I am the darker brother.
They send me to eat in the kitchen
When company comes,
But I laugh,
And eat well,
And grow strong.
Tomorrow,
I'll be at the table
When company comes.
Nobody'll dare
Say to me,
"Eat in the kitchen,"
Then.
Besides,
They'll see how beautiful I am
And be ashamed —
I, too, am America.**

Source: The Collected Poems of Langston Hughes, published by Knopf and Vintage Books.
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QUESTÃO 04

A. Read the sentences about the poem and write true (T) or false (F).

- I. The poem expresses how he felt like an unforgotten American citizen because of his skin color. ()
- II. Hughes proclaims that he, too, is an American, even though the dominant members of society are constantly pushing him aside and hiding him away because he is an African American. ()

III. Even though Hughes feels ostracized because of his job in the kitchen, he still sings like an American. ()

IV. Although short in length, it delivers a powerful message about how many African Americans have been working in America. ()

V. He hopes white people will be ashamed of the way they have treated African Americans, and they will realize they are also a part of the country. ()

B. Now, choose the correct alternative.

a. T, T, T, F, F

b. T, F, T, F, F

c. T, T, F, F, T

d. T, T, F, T, F

e. F, F, T, F, T

QUESTÃO 05

Read the poem again and choose the option to complete the sentence below:

It's possible to observe a multi-dimensional meaning in the title, "I, too" in the lines that open and close the poem. If you hear the word as the number "two", it can be inferred to someone who:

a. has been treated as secondary, subordinate, or inferior.

b. represents the kitchen metaphorically in the poem.

c. shares the same rights of equality and diversity at that time.

d. has not been excluded in the society.

e. shares the "company" while dining in the kitchen.

QUESTÃO 06

A. Read the stanza below.

"Besides,

They'll see how beautiful I am

And be ashamed"

B. Which are the verb tenses of the underlined words, respectively?

Check the alternative which presents the verb tenses of the underlined words.

- a. simple future, simple present, infinitive.
- b. simple present, simple present, simple present.
- c. simple future, simple present, simple present.
- d. simple future, present participle, simple present.
- e. simple future, simple present, gerund.

QUESTÃO 07

A. Read the excerpt below and answer the question:

A collocation, as one of the units of formulaic language, is a series of words or terms that co-occur more often than would be expected by chance. In phraseology, a collocation is a type of compositional phraseme, meaning that it can be understood from the words that make it up. This contrasts with an idiom, where the meaning of the whole cannot be inferred from its parts, and may be completely unrelated (WARD, 2007; SCHMITT, 2007; 2012).

B. Refer to the poem line “*But I laugh, And eat well, And grow strong*”. Which is the best definition for the collocation grow strong?

- a. opportunity; get second wind
- b. revive; take a turn for the better
- c. think; reflect about some situation.
- d. enlargement: increase the size or shape.
- e. correct a situation; make something right

QUESTÃO 08

Read the sentences, fill in the blanks with the correct collocation and match the columns. Then, choose the correct alternative.

- | | |
|---|------------------|
| 1. Our high turnover rate has been a growing _____ for us. | () considerably |
| 2. A rose in full bloom had been allowed to grow _____ one of the walls. | () steadily |
| 3. The company is growing _____ all the time. | () concern |
| 4. Opposition to the latest proposals is growing _____ . | () bigger |
| 5. The Catholic community in Edinburgh began to grow _____ in the mid-19 th Century. | () unchecked up |

- a. 1, 2, 3, 4, 5
- b. 5, 4, 1, 3, 2
- c. 5, 1, 4, 3, 2
- d. 4, 1, 3, 2, 5
- e. 1, 3, 4, 2, 5

QUESTÃO 09

A. Read the paragraphs below.

“What is reading?”

Reading is a conscious and unconscious thinking process. The reader applies many strategies to reconstruct the meaning that the author is assumed to have intended. The reader does this by comparing information in the text to his or her background knowledge and prior experience.”

“What is literacy?”

Literacy is a set of attitudes and beliefs about the ways of using spoken and written language that are acquired in the course of a person’s socialization into a specific cultural context.”

“It is important to clarify the relationship between reading and literacy, since research has shown that they are not the same thing. In fact, the definitions and uses of literacy vary culturally, and the cultural contexts of literacy are the underpinnings of the acquisition and use of reading and writing.”

(MIKULECKY, 2008)

Adapted from: <https://docplayer.net/5689737-Teaching-reading-in-a-second-language.html> Access on March 20th, 2023

B. Concerning teaching literacies approaches, identify the option that best describe a social literacy activity.

- a. Assign students to work in pairs on an exercise where they practice using the same skill. Require them to explain their thinking to each other as they work.
- b. Engage students to master the basic 2,000 words that constitute approximately 80 percent of texts in English.
- c. Plan activities to enhance bottom-up processing by acquiring the most useful vocabulary and by learning strategies for guessing meaning in context.
- d. Inviting students to read extensively for pleasure in English, and discuss their reading with someone who can model the literate behaviors expected in an English-language context.
- e. Inviting students to search for news, texts, photographs, or advertisements they read in their

everyday life to analyze critically in class.

QUESTÃO 10

Read the following Reading skills and some examples and then check the correct option.

- I- "Previewing and predicting. Giving the text a quick once-over to be able to guess what is to come;
- II- Skimming. Carefully getting the most detailed analysis of a passage or book;
- III- Guessing the meaning of unknown words from the context. Using such clues as knowledge of word parts, syntax, and relationship patterns".

(MIKULECKY, 2008)

Source: <https://docplayer.net/5689737-Teaching-reading-in-a-second-language.html> Access on March, 20th 2023

- a. The statements I and II are correct.
- b. The statements I and III are correct.
- c. The statements I, II and III are correct.
- d. The statements II and III are correct.
- e. None of them.

QUESTÃO 11

Read the following excerpt from Jane Austen's *Pride and Prejudice* and compare the concessive clause in bold with the other clauses below (I to IV). Which one of these subordinate clauses shares the same classification of clause in "**although utterly unknown to her before**" from the first excerpt?

"He protested that, except Lady Catherine and her daughter, he had never seen a more elegant woman; for she had not only received him with the utmost civility, but even pointedly included him in her invitation for the next evening, **although utterly unknown to her before.**" (AUSTEN, 2013, p. 71).

I – Even though she read *Pride and Prejudice*, she does not remember all the story.

II – "Mr Darcy, who was leaning against the mantelpiece with these eyes fixed on her face, seemed to catch her words with no less resentment than surprize." (AUSTEN, 2013, p. 184).

III – "It will be no use to us if twenty such should come, since you will not visit them." (AUSTEN, 2013, p. 3).

IV – "The two ladies were delighted to see their dear friend again, [...] since they had met [...]" (AUSTEN, 2013, p. 78).

- a. The subordinate clause in I.
- b. The subordinate clause in II.
- c. The subordinate clause in III.
- d. The subordinate clause in IV.
- e. None of them.

QUESTÃO 12

A. Read the following excerpt from Shakespeare's *The Taming of the Shrew*:

Baptista:

Gentlemen, importune me no farther,
For how I firmly am resolu'd you know:
That is, not to **bestow** my yongest daughter,
Before I haue a husband for the elder:
If either of you both loue Katherina,
Because I know you well, and loue you well,
Leaue shall you haue to court her at your pleasure."

Source: <https://firstfolio.bodleian.ox.ac.uk/download/text-pdfs/F-shr.pdf>

B. In this context, the word "**bestow**" is closest in meaning to:

- a. To bless the youngest daughter.
- b. To behold the youngest daughter.
- c. To hold the youngest daughter.
- d. To take care of the youngest daughter.
- e. To allow the youngest daughter to marry.

QUESTÃO 13

A. Read the following excerpt from the book *The Great Gatsby* and complete with the missing verbs.

"By seven o'clock the orchestra _____, no thin five-piece affair, but a whole pitful of oboes and trombones and saxophones and viols and cornets and piccolos, and low and high drums. The last swimmers _____ in from the beach now and _____ up-

stairs; the cars from New York _____ five deep in the drive [...]” (FITZGERALD, 2011, p. 32-33).

Source: https://www.wsfcs.k12.nc.us/cms/lib/NC01001395/Centricity/Domain/7935/Gatsby_PDF_FullText.pdf Access on March, 20th 2023

- a. arrived - came - are dressing - parked.
- b. has arrived - have come - are dressing - are parked.
- c. will arrive – are coming – were dressing – will be parked.
- d. arrived – had come – will dress – park.
- e. are arriving – will come – dress – are not parked.

QUESTÃO 14

A. Read the following sentences and write true (T) or false (F).

- I – Beowulf is a narrative poem and an example from the Old English Literature Period. ()
- II – The Canterbury Tales was written by Geoffrey Chaucer in The Middle Ages. ()
- III – William Shakespeare wrote tragedies, comedies and histories during The Renaissance. ()
- IV – Pride and Prejudice is a set of short stories and was written by Jane Austen. ()

B. Considering Rainsford’s studies (2014), choose the correct alternative.

- a. T, T, T, T.
- b. T, F, F, T.
- c. T, T, F, F.
- d. T, T, T, F.
- e. F, T, T, F.

QUESTÃO 15

A. Read the definition on communicative activities.

“Communicative activities are the ones designed to motivate students to interact speaking and listening to each other. During these activities students generally communicate when one of the speakers have some information (facts, opinions, ideas, etc) and the others don’t. They aim at making students use the language they are learning to interact in a real and meaningful way, generally involving exchange of information” (SCRIVENER, 1994, p. 62)

B. Considering the definition above which item on the following list is a communicative activity?

- a. Listening and doing oral grammar drills.
- b. Acting out a scripted conversation.
- c. One learner describes a picture in the textbook while the other students look at it.
- d. Improvising a conversation so that includes lots of examples of a grammar structure.
- e. Giving instructions so that someone can use a new machine.

QUESTÃO 16

Which are the problems you face when teaching listening? Harmer (2007) states that good listening lessons go beyond the listening task itself with related activities before and after the listening. He also points out some of the problems students face when they are listening to the English language.

Read the problems and some examples and then check the correct option.

I. Students generally don't recognize vowel sounds, diphthongs or minimal pairs, for instance:
live – leave

II. They face problems in listening to connected speech, for example: /How'zit going?/

III. They don't understand weak forms such as in /ai k n s ki/

IV. Students generally don't understand phonetic links such as in /He works saz an engineer/

- a. Statements I and II are correct.
- b. Statement II is the only correct.
- c. Statement III is the only correct.
- d. Statements I, II, and IV are correct.
- e. All of them are correct.

QUESTÃO 17

A. Read the text below and answer the question:

What have you learned today?

THINGS I'VE LEARNED	THINGS I'VE LEARNED	PROMPTS
FROM _____ I LEARNED: _____ _____ _____	FROM _____ I LEARNED: _____ _____ _____	<ol style="list-style-type: none">1. What are your highest principles?2. Who taught you these principles?3. How did they teach you?4. If they hadn't taught you, would you have learned them?5. Who taught you to see and value your advantages in life?6. Who taught you to see your own deficiencies?7. Who taught you your favourite "life hacks"?8. How do you improve on their teachings?9. Who taught you the lesson that has helped you the most?10. Who taught you the lesson that has hurt you the most?11. Who taught you the most about relationships?12. Who taught you the most about family and community?13. Who taught you the most about money and finances?14. Who taught you the most about health and happiness?15. Whose lessons have you yet to learn?16. How can you find teachers for the lessons you still want to learn?17. Which one teaches you more, a good example, or a bad example?18. What lessons you want to teach in turn?19. What can you learn from your teachers about teaching?20. Which fictional characters have taught you the most?21. What made you willing to learn from them?22. How can your characters pass on the lessons you've learned?
FROM _____ I LEARNED: _____ _____ _____	FROM _____ I LEARNED: _____ _____ _____	
FROM _____ I LEARNED: _____ _____ _____	FROM _____ I LEARNED: _____ _____ _____	
FROM _____ I LEARNED: _____ _____ _____	FROM _____ I LEARNED: _____ _____ _____	
FROM _____ I LEARNED: _____ _____ _____	FROM _____ I LEARNED: _____ _____ _____	

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Source: <https://www.eadeverell.com/things-learned/> Access on March, 20th 2023

B. The verb tense in the question "What have you learned today?" was used to talk about:

- a. an action which the period of time is still going on.
- b. something that happened in a definite time in the past.
- c. an action when the time does not carry much importance.
- d. an event that happened sometime during a person's life.
- e. something you are going to learn today.

QUESTÃO 18

Choose the best option that fills in the blank:

“If global conditions _____ fraught, they _____ Goldilocks was a fairy tale after all.”

- a. Turns – will prove.
- b. Turn – could prove.
- c. Turn – will prove.
- d. Turns – have proved.
- e. Turned – proved.

QUESTÃO 19

Choose the best option that completes the context:

“Lost-and-found citywide are practically overflowing with discarded umbrellas - once the rain stops, many Vancouverites _____ leave them behind than lug them home.”

- a. Had better
- b. Should
- c. Would rather
- d. Must
- e. Could.

QUESTÃO 20

Which of the sentences below contains a CORRECT version of reported speech?

- a. Ana said what she said.
- b. Richard told Carlos that Roberta was mad.
- c. I am aware of that.
- d. They sold the last piece.
- e. Fabio was saying that he regretted it.