

**INSTITUTO
FEDERAL**
Piauí

Concurso Público para Provimento de Cargo de
PROFESSOR DO ENSINO BÁSICO, TÉCNICO E TECNOLÓGICO
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INGLÊS

LEIA AS INSTRUÇÕES COM ATENÇÃO

- A prova terá duração de **4 horas**.
- O candidato deverá utilizar caneta esferográfica de material transparente, de **tinta preta**.
- O candidato deverá verificar se o Caderno de Questões está **completo**, sem falhas de impressão ou grampeamento. Em qualquer uma das situações citadas, comunicar e solicitar ao fiscal a devida substituição, **antes da realização da prova**.
- Durante a aplicação da prova, o candidato deverá manter na carteira, **exclusivamente** documento de identificação, caneta de material transparente de tinta preta, Cartão-Resposta e Caderno de Questões.
- O candidato deverá transcrever as respostas da prova para o Cartão-Resposta, que será o único documento válido para a correção.
- O preenchimento do Cartão-Resposta é de inteira responsabilidade do candidato, que deverá proceder conforme as instruções contidas nele e na capa do Caderno de Questões
- **Não haverá substituição** do Cartão-Resposta.
- O candidato não poderá amassar, molhar, dobrar, rasgar, manchar ou, de qualquer modo, danificar o seu cartão-resposta, sob pena de arcar com os prejuízos advindos da impossibilidade de realização do processamento eletrônico do mesmo.
- A saída do candidato será permitida decorridos 60 (sessenta) minutos do início da prova, após entregar seu Cartão-Resposta, sem levar consigo o Caderno de Questões ou algum tipo de anotação de suas respostas.
- Será permitido ao candidato levar consigo o Caderno de Questões desde que permaneça na sala até 30 minutos antes do término da prova.

Este Caderno de Provas é formado por 60 questões:

Disciplina	Quantidade	Peso
Língua Portuguesa	10	1
Legislação	10	1
Conhecimentos Específicos	40	2

Com base no texto abaixo, responda à questão 01.

TEXTO PARA A QUESTÃO 1

ASA BRANCA

Quando oiei' a terra ardendo
Qual fogueira de São João
Eu perguntei' a Deus do céu, uai
Por que tamanha judiação?
Eu perguntei' a Deus do céu, uai
Por que tamanha judiação?
Que braseiro, que fornaia'
Nenhum pé de prantação'
Por farta' d'água perdi meu gado
Morreu de sede meu alazão
Por farta' d'água perdi meu gado
Morreu de sede meu alazão
Inté' mesmo a asa branca
Bateu asas do sertão
Entonce' eu disse: adeus, Rosinha
Guarda contigo meu coração
Entonce' eu disse: adeus, Rosinha
Guarda contigo meu coração
Hoje longe, muitas légua
Numa triste solidão
Espero a chuva cair de novo
Pra mim vortar' pro meu sertão
Espero a chuva cair de novo
Pra mim vortar' pro meu sertão
Quando o verde dos teus óio'
Se espaiar' na prantação'
Eu te asseguro, não chore, não, viu
Que eu vortarei', viu, meu coração
Eu te asseguro, não chore, não, viu
Que eu vortarei', viu, meu coração

Composição: Humberto Teixeira / Luiz Gonzaga
(Disponível em: <https://www.google.com/search?q=asa+branca+letra+original>. Acesso em: 27 jun. 2022).

1. Pelo entendimento que se faz do texto, percebe-se que:

- a) há uma crítica ferrenha às queimadas e, principalmente, aos caçadores de asa branca, ave símbolo do sertão brasileiro.
- b) há uma ironia em relação ao modo de falar nordestino, mostrando o coloquialismo da língua portuguesa em um patamar inferior.
- c) a intenção dos autores é mostrar que, embora o falar nordestino seja bonito e perfeitamente compreensível, deve-se utilizar a norma padrão da língua portuguesa na elaboração das músicas.
- d) o eu lírico foi embora, fugindo das condições adversas provocadas pela seca, mas, assim que tudo melhorar, vai buscar a companheira Rosinha.
- e) a volta do eu lírico para o sertão está condicionada ao fator geográfico.

Com base no texto abaixo, responda à questão 02.

TEXTO PARA A QUESTÃO 2

MONTE CASTELO

- 1. Ainda que eu falasse a língua dos homens
- 2. E falasse a língua dos anjos,
- 3. Sem amor eu nada seria.

- 4. É só o amor,
- 5. É só o amor
- 6. Que conhece o que é verdade.
- 7. O amor é bom, não quer o mal.
- 8. Não sente inveja ou se envaidece.

- 9. O amor é fogo que arde sem se ver.
- 10. É ferida que dói e não se sente.
- 11. É um contentamento descontente.
- 12. É dor que desatina sem doer.

- 13. Ainda que eu falasse a língua dos homens
- 14. E falasse a língua dos anjos,
- 15. Sem amor eu nada seria.

16. É um não querer mais que bem querer.
17. É solitário andar por entre a gente.
18. É um não contentar-se de contente.
19. É cuidar que se ganha em se perder.
20. É um estar-se preso por vontade.
21. É servir a quem vence o vencedor.
22. É um ter com quem nos mata lealdade.
23. Tão contrário a si é o mesmo amor.
24. Estou acordado e todos dormem
25. Todos dormem, todos dormem.
26. Agora vejo em parte.
27. Mas então veremos face a face.
28. É só o amor, é só o amor.
29. Que conhece o que é verdade.
30. Ainda que eu falasse a língua dos homens
31. E falasse a língua dos anjos,
32. Sem amor eu nada seria.

Renato Russo, com adaptação de trechos bíblicos e “Soneto 11”, de Luís de Camões.

(Disponível em: <https://www.vagalume.com.br/legiao-urbana/monte-castelo.html> Acesso em: 27 jun.2022).

2. Pode-se afirmar que a repetição da palavra “É”, no início dos versos 16 a 22, caracteriza um recurso linguístico denominado:

- a) assonância.
- b) polissíndeto.
- c) onomatopeia.
- d) aliteração.
- e) anáfora.

TEXTO PARA A QUESTÃO 3

SALOMÉ E O CARNAVAL

Salomé tem o nome e já teve a glória.

Há muitos anos vive, com outros biscateiros e ambulantes, num porão de casa velha na rua Ipiranga – o que resta dos escombros do passado do Rio de Janeiro, que continua marchando para o que os entendidos chamam de progresso. Seu canto, onde deita o corpo macerado por muitos tormentos, é um compartimento escuro, pequeno, mal cabendo uma cama de solteiro, um armário magro e sua mesinha de passar roupas.

[...]

(BRASIL, Assis. Salomé e o Carnaval. In Caçua, coletânea de contos piauienses. Teresina: Fundapi, 2020. p. 41)

3. Sobre os processos de flexão observados em palavras presentes no texto, podemos afirmar:

- a) “Marchando” é uma flexão da palavra marcha.
- b) “Biscateiros” apresenta somente flexão de gênero.
- c) “Mesinha” não apresenta flexão de gênero.
- d) “Biscateiros” e “ambulantes” apresentam tipos diferentes de flexão.
- e) “Porão” apresenta flexão de grau.

TEXTO PARA A QUESTÃO 4

TODA ALEGRIA CANSADA MERECE UMA BÊNÇÃO

[...]

A maioria das pessoas leva um pedaço de casa nas costas: tudo aquilo que é necessário e que inclui objetos diários da vida prática, que limpam, alimentam o corpo, descarregam males da alma, preservam a saúde, pedaços de orações, minúcias rasuradas da Bíblia, escova de dente, comida-rápida: que as lembre do quão distante de casa estão e como será impossível voltar lá a qualquer momento. E as suas inflexões carregadas, dobradas, chiadas, esparsas e perversas, desafiam minha determinação. As pessoas carregam uma

segunda-feira irremediável a tiracolo. Algumas se arrastam, poucas parecem querer parar. O amor tem pressa, mas não chega a lugar algum.

[...]

(Raimundo Neto. Caçuá, coletânea de contos piauienses. Teresina: Fundapi, 2020. p. 183)

4. Após a leitura e análise do texto, podemos **AFIRMAR** que:

- a) o uso do sinal de dois pontos não poderia ser substituído por vírgulas ou travessões, pois mudaria o sentido expresso no texto.
- b) os verbos “limpam”, “alimentam”, “carregam” e “arrastam” referem-se a “objetos diários da vida prática”, por isso se encontram no plural.
- c) no trecho “que as lembre”, a concordância do verbo está relacionada ao termo “um pedaço de casa nas costas”.
- d) na sequência “**descarregam** males da alma, **preservam** a saúde, **pedaços** de orações, **minúcias** rasuradas da Bíblia”, as palavras destacadas deveriam estar empregadas obrigatoriamente no singular.
- e) o sujeito, implícito, de “não chega a lugar algum” é o próprio narrador.

TEXTO PARA A QUESTÃO 5

todos os dias são um deserto
isto também é uma fome

outra fome

o carcará persegue
os dias, *as imagens vindas*
dos dias, do alto

a sombra
e algum naufrágio depois do céu

e isto é imenso

(Lima, Manoel Ricardo de. *O Método da Exaustão*. Rio de Janeiro: Garupa, 2020, p.32).

5. Sobre o poema em questão, podemos **AFIRMAR** que:

- a) o termo “isto” tem como referente o termo “carcará”, utilizado no poema em sentido denotativo.
- b) a polissemia presente no texto é limitada à primeira estrofe, configurando-se no uso conotativo da palavra “deserto”.
- c) o principal elemento estilístico para a construção do texto é a utilização de parônimos.
- d) o caráter polissêmico do texto é tão metafórico que seus substantivos apresentam um sentido conotativo.
- e) “deserto” e “imenso” apresentam, no texto, uma relação semântica de antonímia.

TEXTO PARA A QUESTÃO 6

Soneto 45

Mudam-se os tempos, mudam-se as vontades,
Muda-se o ser, muda-se a confiança:
Todo o mundo é composto de mudança,
Tomando sempre novas qualidades.

Continuamente vemos novidades,
Diferentes em tudo da esperança:
Do mal ficam as mágoas na lembrança,
E do bem (se algum houve) as saudades.

O tempo cobre o chão de verde manto,
Que já coberto foi de neve fria,
E em mim converte em choro o doce canto.

E afora este mudar-se cada dia,
Outra mudança faz de mor espanto,
Que não se muda já como soía.

Fonte: ROMERO, A.; ALBERTO, J.; ROMERO, L. Enem – Exame Nacional do Ensino Médio. Linguagens, códigos e suas tecnologias. 5. ed. Teresina: Fundação Dom Quixote, 2015. p. 249.

6. No Soneto 45, Luiz Vaz de Camões fez uso frequente do pronome oblíquo átono “se”. Considere o texto e julgue as proposições, assinalando, em seguida, a alternativa **CORRETA**:

I - O uso do pronome oblíquo átono “se”, conforme ocorrência no último verso do poema, é facultativo, podendo ocorrer a próclise ou a ênclise.

II - O uso do pronome oblíquo átono “se”, no último verso, está inadequado à norma padrão da língua portuguesa.

III - O uso do pronome oblíquo átono “se”, no último verso, está adequado à norma padrão da língua portuguesa, pois o “não”, que é palavra negativa, torna obrigatória a ocorrência da ênclise.

IV. O uso do pronome oblíquo átono “se”, no último verso, está adequado à norma padrão da língua portuguesa, pois o “não”, que é palavra negativa, torna obrigatória a ocorrência da próclise.

- a) Apenas II está correta.
- b) Apenas III está correta.
- c) Apenas IV está correta.
- d) Apenas I e III estão corretas.
- e) Apenas I e IV estão corretas.

TEXTO PARA A QUESTÃO 7

Papo de Índio

Veio uns ômi de saia preta
cheiu de caixinha e pó branco
qui eles disseram qui chama açucrí
Aí eles falaram e nós fechamu a cara
depois eles arrepirum e nós fechamu o corpo
Aí eles insistirum e nós comemu eles
CHACAL. Belvedere. São Paulo: Cosac Naify, 2007, p. 361.

7. Existem quatro tipos de variações linguísticas. A variação diatópica é aquela que depende do local onde vivem os falantes, que os influenciam.

(SOARES, A. Gramática de A a Z. Cascavel/PR: Editora Alfacon, 2019, p. 12).

O termo “arrepirum”, expresso no quinto verso do poema, é exemplo de variação diatópica. Também é exemplo de variação diatópica:

- a) A gente pode se vê hoje? Tipo, vamos dá um rolé.
- b) As mademoiselles eram bastante prendadas na cozinha. Atualmente, as moças preferem outras habilidades.
- c) O Chico num sabe proquê ocê tá aqui. Ele num disconfia de nadinha.
- d) O meliante fugiu e não deixou rastros, comandante.
- e) O pronome Vossa mercê deu origem a vossemecê que, por sua vez, evoluiu para vosmecê, do qual surgiu você.



Fonte: Brainly.com.br. Disponível em: motuca.sp.gov.br. Acesso em: 11jul.2022.

8. A charge acima apresenta um balão com os elementos verbais “Vou escrever a receita na sua mão. O hospital está sem papel”. A coerência do texto, aliada aos signos imagéticos e à expressão verbal “hospital público”, na charge, é engatilhada pela(s):

- a) crítica pela falta de materiais básicos no hospital público, como o papel para receitas médicas e equipamentos em mau estado de conservação.
- b) fisionomias do médico e paciente, ao perceberem que não há insumos básicos e materiais de expediente no hospital público.
- c) informação apresentada pelo médico, ao escrever a receita na mão do paciente.
- d) presença da expressão verbal “hospital público”, fora do balão da charge.

e) presença de equipamentos em péssimo estado de conservação, servindo de direcionamento para o leitor se voltar para o hospital público.

9. A imagem a seguir faz parte de uma campanha publicitária.



Disponível em: <https://www.abcdacomunicacao.com.br/no-ar-a-nova-campanha-publicitaria-da-dryko-impermeabilizantes/>. Publicado em: 18 mar. 2022. Acesso em: 04 jul. 2022.

A vírgula empregada na oração “O futuro, é hoje que a gente protege” tem como função:

- a) isolar o adjunto adverbial deslocado.
- b) isolar o vocativo.
- c) indicar a elipse de um termo.
- d) separar um termo topicalizado, que se deseja realçar.
- e) separar uma oração intercalada.

TEXTO PARA A QUESTÃO 10.

Bacamarte espetara na pobre senhora um par de olhos agudos como punhais. Quando ela acabou, estendeu-lhe a mão polidamente, como se o fizesse à própria esposa do vice-rei, e convidou-a a ir falar ao primo. A mísera acreditou; ele levou-a à Casa Verde e encerrou-a na galeria dos alucinados.

A notícia desta aleivosia do ilustre Bacamarte lançou o terror à alma da população. Ninguém queria acabar de crer que, sem motivo, sem inimizade, o alienista trancasse na Casa Verde uma senhora perfeitamente ajuizada, que não tinha outro crime senão o de interceder por um infeliz. Comentava-se o caso nas esquinas, nos barbeiros; edificou-se um romance, umas finezas namoradas que o alienista outrora dirigira à prima do Costa, a indignação do Costa e o desprezo

da prima. E daí a vingança. Era claro. Mas a austeridade do alienista, a vida de estudos que ele levava, pareciam desmentir uma tal hipótese. (...)

ASSIS, Machado de. Papéis avulsos. 2. ed. São Paulo: Martin Claret, 2013. p. 29.

10. Sem prejuízo de sentido do texto, o termo destacado em “A notícia desta **aleivosia** do ilustre Bacamarte lançou o terror à alma da população”, no início do 2º parágrafo, pode ser substituído por

- a) decorosidade.
- b) deslealdade.
- c) proibidade.
- d) franqueza.
- e) hombridade.

11. Nos termos do artigo 205 da Constituição Federal, “A educação, direito de todos e dever do Estado e da família, será promovida e incentivada com a colaboração da sociedade, visando ao pleno desenvolvimento da pessoa, seu preparo para o exercício da cidadania e sua qualificação para o trabalho”. Nessa perspectiva educacional, o ensino deverá ser ministrado com base em alguns princípios, dentre os quais não se inclui a(o):

- a) garantia do direito à educação e à aprendizagem ao longo da vida.
- b) gestão democrática do ensino público, na forma da lei.
- c) piso salarial profissional para os profissionais da educação escolar pública, nos termos de lei estadual.
- d) pluralismo de ideias e de concepções pedagógicas, bem como a coexistência de instituições públicas e privadas de ensino.
- e) valorização dos profissionais da educação escolar, garantidos, na forma da lei, planos de carreira, com ingresso exclusivamente por concurso público de provas e títulos, aos das redes públicas.

12. Considere as seguintes assertivas sobre as normas que regem o processo administrativo disciplinar dos servidores públicos civis da União, das autarquias e das fundações públicas federais, para, em seguida, marcar a alternativa **CORRETA**:

I - A autoridade que tiver ciência de irregularidade no serviço público é obrigada a promover a sua apuração imediata, mediante sindicância ou processo administrativo disciplinar, assegurada ao acusado ampla defesa.

II - Como medida cautelar e a fim de que o servidor não venha a influir na apuração da irregularidade, a autoridade instauradora do processo disciplinar poderá determinar o seu afastamento do exercício do cargo, pelo prazo improrrogável de 60 (sessenta) dias, sem prejuízo da remuneração.

III - Sempre que o ilícito praticado pelo servidor ensejar a imposição de penalidade de suspensão por mais de 30 (trinta) dias, de demissão,

cassação de aposentadoria ou disponibilidade, ou destituição de cargo em comissão, será obrigatória a instauração de processo disciplinar.

- a) Está correta apenas a alternativa I
- b) Estão corretas apenas as alternativas I e II
- c) Estão corretas apenas as alternativas I e III
- d) Estão corretas somente as alternativas II e III
- e) Estão corretas as alternativas I, II e III

13. Segundo a Lei nº 11.892, de 29 de dezembro de 2008, **NÃO** é objetivo dos Institutos Federais de Educação, Ciência e Tecnologia:

- a) Estimular e apoiar processos educativos que levem à geração de trabalho e renda e à emancipação do cidadão na perspectiva do desenvolvimento socioeconômico local e regional.
- b) Ministrando educação profissional técnica de nível médio, prioritariamente na forma de cursos integrados, para os concluintes do ensino fundamental e para o público da educação de jovens e adultos.
- c) Ministrando, em nível de educação superior, cursos de pós-graduação *stricto sensu* de mestrado e doutorado, que contribuam para promover o estabelecimento de bases sólidas em educação, ciência e tecnologia, com vistas no processo de geração e inovação tecnológica.
- d) Realizar e estimular prioritariamente a pesquisa básica, a produção cultural, o empreendedorismo, o cooperativismo e o desenvolvimento científico e tecnológico.
- e) Realizar pesquisas aplicadas, estimulando o desenvolvimento de soluções técnicas e tecnológicas, estendendo seus benefícios à comunidade.

14. Em demanda judicial, promovida por ex-servidor público municipal, o município ALPHA acabou por receber uma sentença condenatória, em primeiro grau, ao pagamento de valores remuneratórios, de natureza trabalhista, frutos da relação irregular de um contrato temporário. Diante da demanda, o município ALPHA recorreu em todas as instâncias, não logrando êxito,

sendo mantida a condenação no pagamento do valor de R\$ 200 mil reais ao ex-servidor público municipal. Dessa forma, retornando o processo para cumprimento de sentença, o magistrado de 1ª instância determinou o bloqueio de todas as contas do município ALPHA, para fins de pagamento da dívida trabalhista, fato que atingiu o valor de R\$ 150 mil reais em conta do Fundo de Manutenção e Desenvolvimento da Educação Básica e de Valorização dos Profissionais da Educação (Fundeb).

Dessa forma, diante do caso hipotético, é **CORRETO** afirmar:

- a) Agiu de maneira correta o magistrado, posto que o direito social à educação, nos termos do art. 6º e art. 205 da Constituição Federal, não justifica especial proteção a valores de aplicação efetiva dos recursos públicos destinados ao fomento da educação.
- b) Agiu de maneira correta o magistrado, pois a sentença trabalhista tem especial proteção frente aos valores destinados ao fomento à educação, não ensejando violação ao direito social à educação.
- c) Agiu de maneira incorreta o magistrado, pois a decisão judicial de bloqueio não pode atacar nenhuma conta do ente público, considerando que os bens públicos são indisponíveis, não cabendo bloqueio judicial para fins de pagamento de verbas trabalhistas.
- d) Agiu de maneira incorreta o magistrado, pois os princípios da separação dos poderes e do fomento à educação são violados por decisões judiciais que gerem bloqueio, penhora ou sequestro, para fins de quitação de débitos trabalhistas, de verbas públicas destinadas à manutenção das escolas públicas.
- e) Agiu de maneira correta o magistrado, posto que o direito social à educação, nos termos do art. 6º e art. 205 da Constituição Federal, não impede decisões judiciais que gerem bloqueio ou penhora, para fins de quitação de débitos trabalhistas, de verbas públicas destinadas à manutenção das escolas públicas.

15. A Lei n.º 8.112/1990 dispõe sobre o Regime Jurídico dos Servidores Públicos Civis da União, das autarquias e das fundações públicas federais.

Dessa forma, de acordo com a referida lei, assinale a opção **CORRETA**.

- a) A Lei n.º 8.112/90 não se aplica às instituições de pesquisa científica e tecnológica federais, que deverão prover seus cargos com professores, técnicos e cientistas nacionais, de acordo com as normas e os procedimentos de leis específicas para tais fins.
- b) A Lei n.º 8.112/90 se aplica às universidades e instituições de pesquisa científica e tecnológica federais, que poderão prover seus cargos com professores, técnicos e cientistas estrangeiros, de acordo com as normas e os procedimentos da referida Lei.
- c) A Lei n.º 8.112/90 se aplica às instituições de pesquisa científica e tecnológica federais, apenas quanto ao provimento dos cargos de professores e técnicos, descartando, ainda, o provimento de cientistas estrangeiros, considerando ser função exclusiva de brasileiros natos.
- d) A Lei n.º 8.112/90 se aplica às universidades e instituições de pesquisa científica e tecnológica federais, mas reserva, no provimento de cargo, apenas 10% (dez por cento) das vagas oferecidas no concurso para pessoas portadoras de deficiência, por ser essa a margem legal no dispositivo federal.
- e) A Lei n.º 8.112/90, por se aplicar às universidades e instituições de pesquisa científica e tecnológica federais, permite a transferência como forma de provimento de cargo público, considerando cargo de natureza e padrão de vencimento correspondentes ao que ocupava o servidor transferido.

16. A educação profissional e tecnológica é regida por princípios norteadores necessários à formação profissional nos diferentes níveis de desenvolvimento, observadas as leis e normas. A respeito dos princípios básicos da educação profissional e tecnológica, devem ser observados os seguintes princípios, **EXCETO**:

- a) A interdisciplinaridade deve ser assegurada no planejamento curricular e na prática pedagógica, visando à superação da fragmentação de conhecimentos e da segmentação e descontextualização curricular.

b) Respeito ao princípio constitucional do pluralismo de ideias e de concepções pedagógicas, sendo vedada qualquer prática que configure ideologia.

c) Respeito aos valores estéticos, políticos e éticos da educação nacional, na perspectiva do pleno desenvolvimento da pessoa e seu preparo para o exercício da cidadania e sua qualificação para o trabalho.

d) Reconhecimento das identidades de gênero e étnico-raciais, assim como dos povos indígenas, quilombolas, populações do campo, imigrantes e itinerantes.

e) A inserção da tecnologia apenas na Educação Profissional e na Educação de Jovens e Adultos.

17. Sobre a Educação e suas atribuições, analise as assertivas e assinale a alternativa **CORRETA**:

I - As universidades gozam de autonomia didático-científica, administrativa e de gestão financeira e patrimonial, e obedecem ao princípio de indissociabilidade entre ensino, pesquisa e extensão.

II - Fica vedado às universidades admitir professores, técnicos e cientistas estrangeiros, na forma da lei.

III - O dever do Estado com a educação será efetivado mediante a garantia de vários direitos, como a educação infantil, em creche e pré-escola, às crianças até 3 (três) anos de idade.

IV - O acesso ao ensino obrigatório e gratuito é direito público subjetivo.

V - Serão fixados conteúdos mínimos para o ensino fundamental, de maneira a assegurar formação básica comum e respeito aos valores culturais e artísticos, nacionais e regionais. Desse modo, o ensino religioso, de matrícula facultativa, constituirá disciplina dos horários normais das escolas públicas de ensino fundamental.

- a) Todas estão corretas.
- b) Somente II e III estão erradas.
- c) I, II e III estão erradas.
- d) Somente III e IV estão erradas.
- e) Somente a III está errada.

18. A respeito das licenças dos servidores públicos federais, assinale a alternativa **CORRETA**:

a) É vedado o exercício de atividade remunerada durante o período da licença prevista no inciso I do art. 81 da Lei nº. 8112/1990, salvo quando licenciado para fins de capacitação.

b) A licença de que trata o art. 81 da Lei nº. 8112/1990, incluídas as prorrogações, poderá ser concedida a cada período de doze meses, sendo que o início do interstício de 12 (doze) meses será contado a partir da data do deferimento da segunda licença concedida.

c) Após cada quinquênio de efetivo exercício, o servidor poderá, no interesse da Administração, afastar-se do exercício do cargo efetivo, com a respectiva remuneração, por até três meses, para participar de curso de capacitação profissional.

d) A critério da Administração, poderão ser concedidas ao servidor ocupante de cargo efetivo, mesmo em estágio probatório, licenças para o trato de assuntos particulares pelo prazo de até três anos consecutivos, sem remuneração.

e) Os afastamentos para realização de programas de pós-doutorado somente serão concedidos aos servidores titulares de cargos efetivos no respectivo órgão ou entidade há pelo menos cinco anos, incluído o período de estágio probatório, e que não tenham se afastado por licença para tratar de assuntos particulares ou com fundamento neste artigo, nos quatro anos anteriores à data da solicitação de afastamento.

19. Segundo o STF:

a) não há direito líquido e certo à expedição de diploma com validade nacional se o curso de mestrado não é reconhecido, tendo em vista que as universidades não podem descumprir as normas gerais de educação em nome do princípio da autonomia universitária.

b) não há direito líquido e certo à expedição de diploma com validade nacional, ainda que o curso seja reconhecido, sem que haja autorização específica do chefe do executivo federal.

c) a administração das universidades públicas federais está subordinada ao MEC, razão pela qual este exerce as funções de controladoria interna.

d) sempre viola autonomia universitária ato de Ministro da Educação que determina o reexame de decisão proferida por determinada universidade.

e) a autonomia universitária retira das autarquias dedicadas a educação a qualidade de integrantes da administração pública indireta.

20. Assinale a alternativa **CORRETA**, à luz da lei de diretrizes e bases da educação nacional:

a) A educação básica, obrigatória e gratuita, deve ser fornecida pelo Estado dos 6 aos 16 anos.

b) A educação básica, obrigatória e gratuita, deve ser assegurada para todos os que não tiveram o acesso a ela na idade própria.

c) A educação infantil, em creche e pré-escola, deve ser garantida pelo Estado para crianças até 06 anos de idade.

d) A educação infantil, somente em pré-escola, deve ser garantida pelo Estado para crianças até 05 anos de idade.

e) A educação infantil, somente em pré-escola, deve ser garantida pelo Estado para crianças até 06 anos de idade.

21. TEXT 1

After the nominal group the most important group in a sentence is the verbal group. Like the nominal group it consists of three elements known as the auxiliary, the verb and the extension, for these three occur in that order in the group although the verb is its only essential part. Thus if there is a nominal group subject like *The man*, it can be followed by a verbal group such as *should drink up*, in which *should* is the auxiliary, *drink* the verb, and *up* the extension. Unlike the nominal group, the verbal group cannot be indefinitely expanded. In Elizabethan English it is most usual to find that each part of the verbal group consists of only one word each, though longer examples may be found. Certainly the extensive auxiliaries found in Modern English such as *might have been being (roasted)* are not found in Elizabethan English, where an auxiliary of more than two parts is rare. In Modern English these auxiliaries help to provide variety of tenses among other things. In Elizabethan English this variety was either not found or had to be expressed through other mechanisms, such as the subjunctive or the adverbial group. Consequently each verb form in Shakespeare's English has potentially a wider range of meaning than its Modern English counterpart, though for the most part the verbs do not carry as much information as they do today. This makes them simpler and stronger.

Blake, N.F. (1983). *The Verbal Group*. In: *The Language of Shakespeare. The Language of Literature*. Palgrave Macmillan, London. https://doi.org/10.1007/978-1-349-19991-4_6

About verbal and nominal groups the text states that...

- a) There is no hierarchy between verbal and nominal groups
- b) Nominal groups cannot be followed by verbal groups
- c) For a verbal group to exist it is mandatory that it has an auxiliary, a verb and an extension
- d) Verbal groups did not evolve through time
- e) There is a limit to the possibilities of verbal group expansion

22. According to the text, what are the main differences between Elizabethan English (EE) and Modern English (ME)?

- a) There is an inverse relationship between the increase in the size of verbal groups and the amount of information verbs are able to carry
- b) It was the shortening of verbal groups that made Modern English verbs both simpler and stronger
- c) Over the course of time a trade off between the size of verbal groups and the range of meaning of individual verbs has developed
- d) Each and every verbal group in Elizabethan English consisted of only one word.
- e) The main change between Shakespeare's English and today's English is that verbs nowadays are able to express a wider range of meaning

23. TEXT 2

The scarce grammar instruction in the Communicative Approach to English for Science and Technology (EST) teaching has often produced students who communicate well but lack grammatical competency. Academic and professional communication demands correctness, but how is it possible to teach grammar in a way that will help students develop grammatical competency with a communicative approach? This article discusses a possible answer to this question: the theory of noticing and its implementation through technology-enhanced language intake. Previous data confirm that students who have explicit grammar instruction as part of their study achieve a higher level of grammatical accuracy than those who do not (Ellis, 2002, p. 19). Both Long (1988) and Ellis (1990), through reviewing a number of such empirical studies, have concluded that, overall, conscious learning seems to contribute to successful L2 development. However, there are too many linguistic rules for any learner, native speaker or not, to learn them all consciously. Therefore, the grammar features chosen for teaching-learning activities should not only be well selected on the basis of their relevance for the aims of the course and the students' language needs, but their teaching methodology updated.

<https://pdfs.semanticscholar.org/1e96a053cd91b946db0896349f4ad053edba.pdf>

What is the problem that the paper's authors address in their study?

- a) How to teach science and technology for English students using the Communicative Approach
- b) The gap between the communication abilities and grammar competence of EST students that learned through the Communicative Approach
- c) The lack of proper scientific education among students in general
- d) The excessive emphasis on grammar teaching in the Communicative Approach applied to EST
- e) How to teach academic writing for EST students using the Communicative Approach

24. Consider the following statements about the issues discussed in the text:

I- enhanced grammatical accuracy is directly correlated with greater exposition to grammar lessons

II- It is important not to overwhelm students with too many linguistic rules

III- the theory of noticing aims at helping students to develop writing skills

- a) statements I and III are correct
- b) statements II and III are correct
- c) only statement I is correct
- d) statements I and II are correct
- e) all three statements are correct

25. TEXT 3

English speakers know that their language is odd. So do people saddled with learning it non-natively. The oddity that we all perceive most readily is its spelling, which is indeed a nightmare. In countries where English isn't spoken, there is no such thing as a 'spelling bee' competition. For a normal language, spelling at least pretends a basic correspondence to the way people pronounce the words. But English is not normal.

Spelling is a matter of writing, of course, whereas language is fundamentally about speaking. Speaking came long before writing, we

speak much more, and all but a couple of hundred of the world's thousands of languages are rarely or never written. Yet even in its spoken form, English is weird. It's weird in ways that are easy to miss, especially since Anglophones in the United States and Britain are not exactly rabid to learn other languages. But our monolingual tendency leaves us like the proverbial fish not knowing that it is wet. Our language feels 'normal' only until you get a sense of what normal really is.

There is no other language, for example, that is close enough to English that we can get about half of what people are saying without training and the rest with only modest effort. German and Dutch are like that, as are Spanish and Portuguese, or Thai and Lao. The closest an Anglophone can get is with the obscure Northern European language called Frisian: if you know that *tsiis* is cheese and *Frysk* is Frisian, then it isn't hard to figure out what this means: *Brea, bûter, en griene tsiis is goed Ingelsk en goed Frysk*. But that sentence is a cooked one, and overall, we tend to find that Frisian seems more like German, which it is.

We think it's a **nuisance** that so many European languages assign gender to nouns for no reason, with French having female moons and male boats and such. But actually, it's us who are odd: almost all European languages belong to one family – Indo-European – and of all of them, English is the only one that *doesn't* assign genders that way.

More weirdness? OK. There is exactly one language on Earth whose present tense requires a special ending only in the third-person singular. I'm writing in it. *I talk, you talk, he/she talk-s* – why just that? The present-tense verbs of a normal language have either no endings or a bunch of different ones (Spanish: *hablo, hablas, habla*). And try naming another language where you have to slip *do* into sentences to negate or question something. *Do you find that difficult?* Unless you happen to be from Wales, Ireland or the north of France, probably.

<https://aeon.co/essays/why-is-english-so-weirdly-different-from-other-languages>

Which of these statements is NOT true, according to the text?

- a) Frisian and English are as mutually intelligible as Portuguese and Spanish

- b) Spelling is the most noticeable oddity in the English language
- c) Anglophones often miss how weird English is because they are not keen to learn other languages
- d) English is a more gender-neutral language than French
- e) Most world languages are rarely or never written

26. Read the sentences below and judge them true (T) or false (F), then choose the alternative that shows the correct sequence from above to below:

- () Spelling competitions do not make sense for non-English speakers
 - () There is nothing odd in the way the English language forms the Simple Present tense
 - () There should not be any correlation between spoken language and written language
 - () Only English and a handful of Western European languages use the verb *to do* as an auxiliary to make affirmative and negative sentences
 - () There is no language that shares a high degree of intelligibility with English
- a) T-F-F-T-F
 - b) T-F-T-F-T
 - c) F-T-F-T-F
 - d) T-F-F-T-T
 - e) F-F-T-T-F

27. The word **nuisance**, highlighted in paragraph 4, is closest in meaning to:

- a) curiosity
- b) annoyance
- c) oddity
- d) ugliness
- e) indecency

28. TEXT 4

Hubble: 'Single star' detected at record-breaking distance. They've nicknamed it "Earendel" and it's the most distant, single star yet imaged by a telescope.

The light from this object has taken 12.9 billion years to reach us.

It's at the sort of distance that telescopes normally would only be able to resolve galaxies containing millions of stars.

But the Hubble space observatory has picked out Earendel individually by exploiting a natural phenomenon that's akin to using a zoom lens.

It's called gravitational lensing and it works like this: If there is a great cluster of galaxies in the line of sight, the gravitational pull from this mass of matter will bend and magnify the light of more distant objects behind.

Usually, this is just other galaxies, but in this specific case Earendel was in a sweetspot in the lens effect.

"We got lucky. This is really extreme; it's really exciting to find something with such a high magnification," said Brian Welch, a PhD student from Johns Hopkins University in Maryland, US. "If you happen to hit that right sweetspot, like we have in this case, the magnification can grow up to factors of 1000s," he told BBC News.

The name Earendel comes from an Old English word meaning "morning star" or "rising light". We are seeing it a mere 900 million years after the Big Bang, or at a time when the Universe was only 6% of its current age.

[...]

Afascinating piece of speculation surrounding Earendel is its composition. There is a way the data can be interpreted to suggest it is a pioneer star, an object made from the pristine gas created in the Big Bang.

Theory tells us that the very first stars to shine in the Universe comprised only hydrogen and helium. Astronomers call them Population III stars. Only when these stars and their descendants had fused heavier elements did the cosmic environment change to the one we recognise around us today.

But a 50-solar-mass star would only burn for a very short time, perhaps a million years at most before it ran out of fuel and collapsed and died. For a pioneer star to exist 900 million years after the Big Bang, it would need to have grown out of a long-surviving,

isolated and unpolluted cloud of gas. Not impossible, but arguably a stretch too far.

"Yes, we expect that Earendel is more likely to be a star that has been a little bit enriched in heavier elements, but not so much as the local stars around us today," Mr Welch said.

"There is a small chance that it's a Population III star. A few other studies predict you could get them in the outskirts of some galaxies. But that's something we're going to need much more detailed follow-up from other telescopes such as James Webb."

<https://www.bbc.com/news/science-environment-60931100> (Adapted)

What does make the discovery of Earendel so remarkable?

- a) The fact that it is a very large star, with up to 50 solar masses
- b) The star is situated in a very distant galaxy
- c) Earendel is the first Population III star ever found
- d) It is a star rich in heavy elements
- e) It is very hard to discover individual stars in such huge distances

29. Which of these excerpts below DOES NOT represent a nominal group?

- a) "the gravitational pull from this mass of matter"
- b) "a great cluster of galaxies in the line of sight"
- c) "more detailed follow-up from other telescopes such as James Webb"
- d) "a natural phenomenon that's akin to using a zoom lens"
- e) "a long-surviving, isolated and unpolluted cloud of gas"

30. Concerning the odds of Earendel being a Population III star, according to the text they are...

- a) Small, because the chances of a gas cloud without heavier elements to exist almost a billion years after the Big Bang would have been tiny
- b) High, because it is such an ancient star that the universe would have very few heavy elements by the time Earendel was born

c) Small, because Earendel is located on a galaxy that is very poor in heavier elements

d) Small, because such stars would only exist in the outskirts of some galaxies and that's not where Earendel is located

e) High, because Earendel grew out of a long-surviving, isolated and unpolluted cloud of gas

31. TEXT 5

Language education is an area where open-access resources, online courses, virtual classrooms and social networks based on information and communication technology (ICT) are being increasingly used to give learners access to information, promote interaction and communication, and enhance digital literacy skills. However, the urgent need for teachers to provide online tuition, as a result of the COVID-19 pandemic, alongside the increasingly rapid development of tools and resources present both opportunities and challenges. In order to maximize the potential of ICT in language teaching, it is crucial that it is used in a pedagogically sound way that corresponds to the individual needs of the learners. It is also important that the use of ICT is introduced and supported in a sustainable way and in a range of pedagogical approaches that promote lifelong learning.

Extracted from: <https://www.ecml.at/TrainingConsultancy/ICT-REV/tabid/1725/language/en-GB/Default.aspx>

Concerning the use of ICT in language education, the main idea of the text is:

- a) The COVID-19 pandemic provided an opportunity to expand the use of ICT in language teaching and learning
- b) ICTs will completely replace conventional language teaching in the long run
- c) ICTs provide a great opportunity to enhance language education if they are learner-centered and broadly applied
- d) Pedagogical considerations should be paramount in ICTs only regarding communication skills
- e) Although ICTs can be helpful, they cannot replace traditional ways of language teaching

32. TEXT 6



"These mosquitoes are really killing the whole vibe."

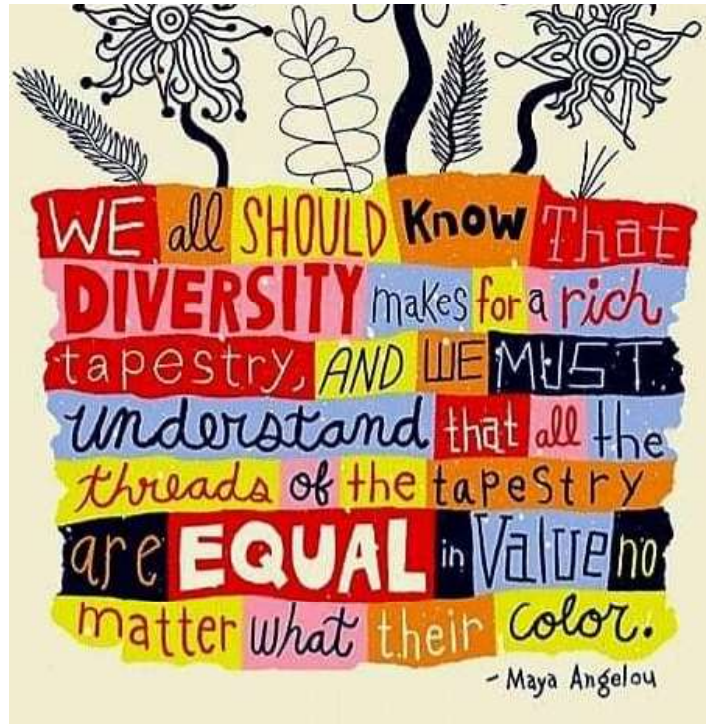
Choose the alternative which applies the same plural rule as in MOSQUITOES

- a) box – brush – photo
- b) fox – potato – peach
- c) bench – bus – leaf
- d) beach – quiz – ox
- e) glass – sheep - watch

33. Read the following sentence and identify the tense: **"My sister and I had known about the kidnapping for a while"**

- a) Simple Past Tense
- b) Past Continuous Tense
- c) Past Perfect Tense
- d) Present Perfect Tense
- e) Present Continuous Tense

34. TEXT 7



Maya Angelou's quote has two modal verbs. Considering the context, what do they indicate?

- a) advice and obligation
- b) permission and ability
- c) suggestion and prohibition
- d) possibility and order
- e) duty and deduction

35. TEXT 8



"Let's just take one pass at it in all caps, see how it feels."

What is the historical event portrayed in this thumbnail?

- a) The American Civil War
- b) The Independence of America
- c) The British Revolution
- d) The American Proclamation of Republic
- e) The Publication of American Constitution

36. TEXT 9



Besides the two things listed in the chart, what else can we do to help protect the Earth, EXCEPT:

- a) Conserve water
- b) Use long-lasting light bulbs
- c) Choose sustainable
- d) Send chemicals into our waterways
- e) Find ways to donate

37. TEXT 10

How is ESP different from general English language courses?

The English words and sentences learned, the subject matter discussed, all relate to a particular field or discipline, for example, a lawyer writing a brief, or a diplomat preparing a policy paper. The courses make use of vocabulary and tasks related to the field, such as negotiation skills and effective techniques for oral presentations.

English for Specific Purposes programs use materials that are specially designed to meet the needs of a specific group of learners, usually adults. Tuition for an ESP course may be somewhat higher than that of a general English language course. (The specialized teaching, requiring professionals, the broad range of supporting activities and facilities explain this higher cost.) In general, the course will conform to the length of a school's regular English language programs, although a highly specialized course lasting only two or three weeks might be designed to meet the needs of a specific group.

Apart from differences in ESP programs' duration and cost, these courses have a common purpose: to increase students' skill and confidence in using English.

<https://www.studyusa.com/en/a/54/english-for-specific-purposes>

What can we understand about the differences between ESP and General English courses from the text?

- a) Although ESP courses usually are cheaper, they last longer than general English ones
- b) The very nature of ESP teaching implies that as a rule ESP courses are more expensive
- c) There is no need to teaching specific vocabulary in ESP courses, as words can be used in a huge variety of contexts
- d) ESP courses can be taught with the same materials used by general English ones
- e) Most ESP courses are short in duration, usually lasting only two or three weeks

38. TEXT 11

THE MOMENT

The moment when, after many years
of hard work and a long voyage
you stand in the centre of your room,
house, half-acre, square mile, island, country,
knowing at last how you got there,
and say, I own this,

is the same moment when the trees unloose
their soft arms from around you,
the birds take back their language,
the cliffs fissure and collapse,
the air moves back from you like a wave
and you can't breathe.

No, they whisper. You own nothing.
You were a visitor, time after time
climbing the hill, planting the flag, proclaiming.
We never belonged to you.
You never found us.
It was always the other way round.

-- Margaret Atwood

Margaret Atwood, born November 18, 1939, is a Canadian poet, novelist, literary critic and essayist. What is the main theme of her poem "The Moment"?

- a) Environmental ethics
- b) Time inexorability
- c) Finitude of humanity
- d) Nature void
- e) Divine voyage

39. TEXT 12



"His music teacher says he has van Gogh's ear for music."

According to the cartoon, the boy's musical competence is:

- a) Hideous
- b) Delightful
- c) Ravishing
- d) Stunner
- e) Winsome

40. TEXT 13

Girlfriend: You've never smiled at me since we started dating.

Boyfriend: I thought you said you wanted a serious relationship.



Identify the figure of speech used in the meme above

- a) sarcasm
- b) metaphor
- c) hyperbole
- d) personification
- e) anthithesis

41. TEXT 14

I'm the unpaid photographer
for my friends.

All words below follow the same word formation, prefix (UN) and suffix (ER), of the ones in the sentence, EXCEPT:

- a) comfortable and read
- b) happy and clean
- c) advantage and care
- d) popular and listen
- e) kind and teach

42. TEXT 15

'Paleopiracy' makes foreigners dominate works on Brazilian fossils, says article

An international team of researchers has just quantified part of the impact of smuggling Brazilian fossils abroad. Almost 60% of scientific publications on material from the Araripe basin – between Ceará, Pernambuco and Piauí – are led by foreign authors not linked to Brazilian institutions.

Despite Brazilian legislation specifically prohibiting the departure of fossils used as a reference for the description of new species (the so-called holotypes) from the national territory, 88% of the specimens described by foreigners are outside Brazil. In the article, the scientists indicate the recurring presence of colonialist practices in paleontological research, with rich countries appropriating material and species collected in poorer nations, ignoring national legislation to protect heritage, and harming the development of science in these places.

In addition to presenting quantitative data on paleopiracy, the new work details that international institutions turn a blind eye to fossil smuggling and that major scientific journals do not require documents proving the licit origin of the material studied. The assertive stance now chosen by the researchers marks the deepening of the strategy of publicly exposing ethical and legal conflicts related to the irregular exploitation of fossiliferous heritage.

“These things are not new, they have been going on for decades. We are saturated with it all, but we cannot be heard by the international scientific community”, says paleontologist Juan Cisneros, a professor at the Federal University of Piauí and one of the authors of the article.

Co-author of the work, UFRN (Federal University of Rio Grande do Norte) professor Aline Ghilardi points out that foreign universities and museums have few incentives to inspect ethical and legal issues of fossils. “Institutions turn a blind eye to the fossil situation because they are benefiting. They get more scientific articles in high-impact journals and they have beautiful fossils that attract more visitors to museums. Nobody wants to lose the benefit, nothing will change”, says the paleontologist.

One of the most active voices in Brazilian science against the international trafficking of fossils, Ghilardi was one of the organizers of repatriation campaign of the dinosaur *Ubirajara jubatus*, which Germany refuses to return. The mobilization, which went beyond Brazilian social networks and reached the international press and scientific conferences abroad, is considered a watershed for the positioning of scientists.

The fossil of the exotic animal, which lived about 110 million years ago in the Araripe region, was illegally taken to Europe, where the species was described in a work without the participation of any Brazilian scientist. The controversy spread through the international community and ended up leading the journal *Cretaceous Research* to cancel the publication of the work. The journal also announced a revision to its guidelines, stating that it would no longer accept fossils suspected of having been illegally collected and exported from their countries of origin.

Adapted from: <https://newsbulletin247.com/technology/55968.html>

Read the sentences below and judge them true (T) or false (F), then choose the alternative that shows the correct sequence from above to below:

() The *Cretaceous Research* journal withdrew the paper about *Ubirajara* after it was revealed that it was taken illegally from Brazil

() After the international outcry generated by the campaign, *Ubirajara* was repatriated

() The smuggling of fossils from poor countries is a relatively new phenomenon

() More than half of scientific publications on fossils collected from the Araripe Basin do not have any participation by researchers linked to Brazilian institutions

() Brazilian legislation in general forbids fossil exports, but it can open a few exceptions for holotypes

- a) F-T-F-T-F
- b) T-F-F-F-T
- c) T-F-F-T-F
- d) T-F-T-T-F
- e) F-T-F-F-T

43. Consider the following statements about the issues discussed in the text:

I - Foreign institutions are willing to cooperate with researchers from developing nations in order to fight fossil smuggling

II - *Ubirajara jubatus* was a dinosaur that lived in what is now Northeastern Brazil

III - A holotype is a fossil that is used to describe a new species

IV - Exposing the complicity of institutions from richer countries with fossil smuggling was one of the goals of the article

- a) Statements I, III and IV are correct
- b) Statements II and III are correct
- c) Statements III and IV are correct
- d) Statements II, III and IV are correct
- e) Statements I, II, and III are correct

44. Noam Chomsky (1965) defines 'competence' as an innate ability common to all human beings about their language and 'performance' as the effective use of language in concrete situations. His studies were essential in the development of the communicative approach to language teaching. About this approach, it is correct to say that:

- a) Its main purpose is to encourage the reading of literary texts.
- b) It prohibits the use of the mother tongue while learning the target language.
- c) Its central focus is the teaching of word phonetics and grammar for a better communication.
- d) It emphasizes the social use of language and its function.
- e) It uses repetition of basic language structures intensively.

45. When preparing lessons based on the communicative approach, the teacher should avoid:

- a) The study of grammatical structures sequenced by the level of difficulty.
- b) Contextualized phrases and authentic utterances.
- c) The spontaneous creation of dialogues in the interaction among students.
- d) The use of linguistic variations in the materials used.
- e) Dealing with the error as something natural in the learning process.

46. TEXT 16

Culture shock

_____ to a new culture and way of life is both exciting and challenging – you will experience some highs and lows during your time abroad. During these times of difficulty, remind yourself that these cultural differences are the reason we all love to travel, to experience the unknown.

There are generally three stages of cultural adjustment that most people go through:

- The honeymoon stage – you will probably experience an initial period of _____ excited and happy about the new things around you. You will constantly be reminded that you are in a new culture and are far away from home.

- The shock stage – as you get used to the routine of daily life, the initial sense of adventure will wear off. During this phase, you may start _____ your friends and families. You may find it hard _____ positive and you might be tempted to avoid _____ with others. You may even become hostile to your new environment. Remember that this phase doesn't last long.

- The adjustment stage – the second phase will soon give way to the third phase – your true adjustment to the foreign culture. Once the local values and customs are more familiar to you, life will become easier and you will really begin _____ the other culture.

(Source: AMOS; PRESCHER; PASQUALIN. *Challenge*. Richmond Publishing, 2006)

Which alternative completes the blanks in the text correctly?

- a) To adjust – Being – To miss – To remain – To be – To experience
- b) Adjusting – Being – To miss – To remain – Being – To experience
- c) Adjust – To be – To miss – To remain – Being – To experience
- d) Adjusting – Be – Miss – Remain – Being – To experience
- e) Adjusting – Being – Missing – To remain – To be – Experience

47. TEXT 17

The White House is where our two girls played ball in the hallways and climbed trees on the South Lawn. It's where Barack sat up late at night, poring over briefings and drafts of speeches in the Treaty Room, and where Sunny, one of our dogs, sometimes pooped on the rug. I could stand on the Truman Balcony and watch the tourists posing with their selfie sticks and peering through the iron fence, trying to guess at what went on inside. There were days when I felt suffocated by the fact that our windows had to be kept shut for security, that I couldn't get some fresh air without causing a fuss. There were other times when I'd be **awestruck** by the white magnolias blooming outside, the everyday bustle of government business, the majesty of a military welcome. There were days, weeks, and months when I hated politics. And there were moments when the beauty of this country and its people so overwhelmed me that I couldn't speak. Then it was over. Even if you see it coming, even as your final weeks are filled with emotional good-byes, the day itself is still a blur. A hand goes on a Bible; an oath gets repeated. One president's furniture gets carried out while another's comes in. Closets are emptied and refilled in the span of a few hours. Just like that, there are new heads on new pillows — new temperaments, new dreams. And when it ends, when you walk out the door that last time from the world's most famous address, you're left in many ways to find yourself again.

(Source: OBAMA, Michelle. *Becoming*. New York: Crown, 2018, p 17.)

Which of the following alternatives does not contain a phrasal verb?

- a) Sat up
- b) Went on
- c) Suffocated by
- d) Carried out
- e) Walk out

48. Which of the following words can replace the word **awestruck** in the passage above correctly?

- a) Unimpressed
- b) Open-mouthed
- c) Bored
- d) Apathetic
- e) Emotionless

49. TEXT 18



(Source: SWAN, M.; WALTER, C. *How English works*. Oxford: Oxford University Press, 2004, p. 29)

Choose the best alternative to complete the cartoon caption.

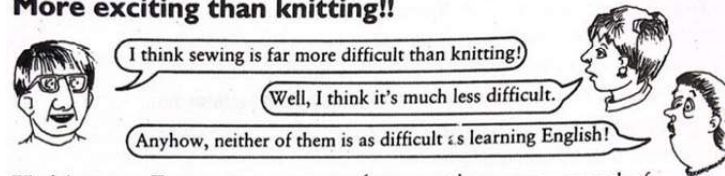
“No, he’s not _____. We thought you’d brought him.”

- a) Our
- b) My
- c) Yours
- d) Her
- e) Ours

50. TEXT 19

Task components

More exciting than knitting!!



Work in groups. Try to come to some sort of agreement between you on each of the activities in the list below. Decide which is the:

most exciting duller most dangerous safest
 most energetic most restful most rewarding most mindless

butterfly collecting	cooking	disco dancing	sewing
learning a foreign language	cycling	hang-gliding	skiing
watching television	knitting	mountain climbing	parachuting
playing the piano	reading	playing football	fishing
stamp collecting	walking	scuba diving	swimming

(Source: NUNAN, D. *Designing tasks for the communicative classroom*. Cambridge: Cambridge University Press, 1989).

Observe the image above and identify which activity is being proposed:

- a) Guessing game
- b) Questions and answers
- c) Finding the differences
- d) Opinion exchange
- e) Guessing definitions

51. TEXT 20

What makes a global language?

Why a language becomes a global language has little to do with the number of people who speak it. It is much more to do with who those speakers are. Latin became an international language throughout the Roman Empire, but this was not because the Romans were more numerous than the peoples they **subjugated**. They were simply more powerful. And later, when Roman military power **declined**, Latin remained for a millennium as the international language of education, thanks to a different sort of power – the ecclesiastical power of Roman Catholicism. **There** is the closest of links between language dominance and economic, technological, and cultural power, too, and this relationship will become increasingly clear as the history of English is told. Without a strong power-base, of whatever kind, no language can make progress as an international medium of communication. Language has no independent existence, living in some sort of mystical space apart from the people who speak it. Language exists only in the brains and mouths and ears and hands and eyes of its users. When they succeed, on the international stage, **their** language succeeds. When they fail, their language fails.

(Source: CRYSTAL, David. *English as a Global Language*. Cambridge: Cambridge University Press, 2003, p. 7)

The words **there** and **their** are:

- a) Synonyms.
- b) Homonyms.
- c) Homographs.
- d) Homophones.
- e) Antonyms.

52. In the passage, the words **subjugated** (l. 7) and **declined** (l. 8) can be correctly substituted by:

- a) Conquered – Increased
- b) Ruled – Accepted
- c) Controlled – Lowered
- d) Released – Decayed
- e) Liberated – Degenerated

53. TEXT 21

UN: World Population to Reach 8 Billion on November 15

The world's population is expected to reach 8 billion on November 15, the United Nations said Monday, with India replacing China as the world's most populous country.

The United Nations released its report, World Population Prospects 2022, _____ World Population Day, which is observed every year on July 11. This year's theme is "A world of 8 billion: Towards a resilient future for all – Harnessing opportunities and ensuring rights and choices for all."

Despite 2022 being a "milestone year" for global population, according to U.N. Secretary-General António Guterres, the population growth rate fell below 1% in 2020 and is growing _____ its slowest pace since 1950.

The U.N. said global population could potentially reach 8.5 billion in 2030, 9.7 billion in 2050 and 10.4 billion by the 2080s. The population is projected to remain steady at 10.4 billion until 2100.

More than half of the growth by 2050 is expected to come from Africa, which is the world's fastest-growing continent, the U.N. said. The growth _____ Africa comes despite a slowing global fertility rate, which is expected to decline to 2.2 births per woman by 2050, down from 2.5 births in 2019, and 3.2 births in 1990.

World Population Day is a reminder of the world's most pressing issues, including overpopulation. The current global population stands at 7.942 billion people.

(Source: <https://www.voanews.com/a/un-world-population-to-reach-8-billion-on-november-15-/6654340.html>)

From the passage above, it is correct to infer that:

- a) World population increased at its maximum rate in 2020.
- b) Africa's fertility rate is decreasing.
- c) India is the most populous country in the world.
- d) The amount of people in the planet is a matter of great concern.
- e) The World Population Day was created by the U.N. in 1950.

54. Read the text again and choose the alternative that completes its sentences correctly.

- a) On – at – in
- b) In – at – in
- c) At – at – on
- d) On – in – at
- e) In – on – at

55. Choose the alternative that best relates to the following sentence:

Many attempts have been made throughout history to explain the similarity between parents and children.

- a) Simple Present
- b) Reported Speech
- c) Passive Voice
- d) Past Perfect
- e) Simple Past

56. TEXT 22

The Use of Technology in English Language Teaching

The use of modern technology in teaching English is broadly understood to encompass an innovative application of methods, tools, materials, devices, systems, and strategies which are directly relevant to English language teaching and lead to the achievement of the desired goals. Thus, while technology is now generally accepted as an important educational and auxiliary tool across a range of teaching and learning contexts, it is particularly true of English language teaching since **it** affords a number of potential opportunities to enhance both the content and delivery of the pedagogies typically associated with traditional English language instruction. This is primarily achieved by enabling the student and/or teacher to revisit problematic content time after time until **it** is fully understood and assimilated. Familiarity with the concept of using modern technology is not merely limited to the use of modern appliances and devices, but rather obtains to the introduction of innovative systems and methods of teaching which facilitate faster and more comprehensive learning progression. According to prevailing pedagogical theories, in utilizing the learning potential of technology students are better able to acquire and

hone their language knowledge and skills. The use of technology in teaching English consolidates the integrated view of the modern means system and association with other components which benefits students by achieving the required results.

The use of modern technology in English language teaching has therefore become indispensable, especially in the wake of unprecedented developments across numerous fields and disciplines. It is essential that the education sector keep apace of the global technological revolution by adopting modern technological means such as computerization, multi-media devices, mobile phones, audio/visual effects applications, and social media, to optimize English language instruction and equip teachers to connect with classroom language learners in a systematic and advanced way. The Internet provides easy, immediate, and virtually unlimited access to software, applications, and a host of ancillary platforms and materials which can expedite English teaching and learning. While these affordances may be widely available to all, it is noted that teachers often play a key role in operating the different tools and teaching methods. Moreover, many such programs are specifically designed to promote effective English teaching whilst simultaneously increasing learner understanding and attainment of English language skills.

(Source: Frontiers in Education Technology. Vol. 2, No. 3, 2019, pp. 168-180. Available at <http://www.scholink.org/ojs/index.php/fet/article/view/2270>)

The alternative with the words that best substitute hone and ancillary is:

- a) Refine – Underestimated
- b) Sharpen – Interdependent
- c) Improve – Auxiliary
- d) Advance – Next
- e) Heal – Subject

57. Which words do the pronouns it (line 11) and it (line 17) refer to?

- a) Teaching – Student
- b) Tool – Teacher
- c) Technology – Student
- d) Technology – Content
- e) Tool – Student

58. TEXT 23

Social Media's Dark Side: How Connectivity Uprooted Our Self-Worth

We used to use technology. Now technology uses us. Silicon Valley ethicist Tristan Harris explains how the attention economy hijacked our self-worth for profit.

In the 1970s, at the dawn of personal computers, people like Steve Jobs and the scientists at Xerox PARC talked about computers as “bicycles for our mind”. Sure, someone was going to make big money selling these hardware units, but the intention was at heart quite pure; computers would give our minds wheels to go farther than ever before. Our capabilities would be augmented by technology, and we would become smarter and more capable. That ethos has not really stuck, and today we find ourselves in a Pavlovian relationship with push notifications, incapacitated by the multi-directional pull on our attention spans.

We've made it through every new technological wave—newspapers, radio, TV, laptops, cell phones—without the social decay that was widely prophesied, but there's something different about smartphones loaded with apps living in the palm of our hand, says tech ethicist Tristan Harris. It would be a mistake not to recognize how, this time, it really is different. Companies today are not more evil than they were in the 1970s, what's changed is the environment they operate in: the attention economy, where the currency is your eyeballs on their product, for as long as possible—precious exposure that can be sold to advertisers. Unlike the neutral technology we once used, and could walk away from, today's technology uses us. Behind every app—Facebook, Twitter, Snapchat—are 1,000 software designers working every day to update and find new psychological levers to keep you hooked to this product. The most powerful development has been that of 'likes', public feedback that externalized our self-worth onto a score card (this has reached new heights with Snapchat's streaks, which research by Emily Weinstein at Harvard has shown puts extreme stress on kids and adolescents.) “These products start to look and feel more like media that's about maximizing consumption and less like bicycles for our minds,” says Harris. Is it too late to do something about the attention economy?

Extracted from: <https://bigthink.com/the-present/tristan-harris-social-medias-dark-side-how-connectivity-uprooted-our-self-worth/> (Adapted)

What is different about the new communication innovations when compared to those from earlier decades?

- a) Social media software developers can rapidly come up with new ways to make people addicted to the experience they offer
- b) Media corporations in the past used to have higher moral standards than those of today
- c) The insights of Russian physiologist Ivan Pavlov have been used to maximize addiction to screens
- d) The lofty intentions of early technologists like Steve Jobs were corrupted by unscrupulous businesspeople
- e) The decline of the radio and the TV paved the way to a new business model that has addiction at its core

59. TEXT 24

The World's 1st Computer Algorithm, Written by Ada Lovelace, Sells for \$125,000 at Auction

By Brandon Specktor published July 24, 2018

Young Ada Lovelace was introduced to English society as the sole (legitimate) child of **scalawag** poet Lord Byron in 1815. More than 200 years later, she is remembered by many as the first programmer in the history of computing.

On Monday (July 23), Lovelace's scientific reputation got a boost when a rare first edition of one of her pioneering technical works — featuring an equation considered by some to be the world's first computer algorithm — sold at auction for 95,000 pounds (\$125,000) in the U.K.

In the rare book, titled "Sketch of the Analytical Engine Invented by Charles Babbage, Esq"(Richard & John Taylor, 1843), Lovelace translated a paper by Italian mathematician (and later Italian Prime Minister) Luigi Menabrea that describes an automatic calculating machine (aka, a computer) proposed by English engineer Charles Babbage.

Starting in her teen years, Lovelace collaborated extensively with Babbage. Her work on the 1843 manuscript was not just simple translation; her own contributions were longer than the original Menabrea paper, including copious new notes, equations and a formula she devised for calculating Bernoulli numbers (a complex sequence of rational numbers often used in

computation and arithmetic).

This formula, some scholars say, can be seen as the first computer program ever written.

"She's written a program to calculate some rather complicated numbers — Bernoulli numbers," Ursula Martin, an Ada Lovelace biographer and professor of computer science at the University of Oxford, told The Guardian. "This shows off what complicated things the computer could have done."

In the auctioned copy, "Lady Lovelace" is inscribed below a line on the title page reading "with notes by the translator." (This inscription, among other handwritten notes scribbled throughout the document, are believed to have been written by Lovelace's friend Dr. William King, who is thought to be the book's original owner.) According to a statement from Moore Allen & Innocent, Lovelace's identity as the author was not revealed until 1848, just four years before she died of cancer at age 36.

Though Lovelace showed a mathematical aptitude her entire life, she is best known for her collaboration with Babbage on the automatic calculating machines, the "Difference Engine" and the never-built "Analytical Engine." The extent of Lovelace's contributions to this work have been debated by scholars for centuries, but evidence of her mathematical prowess — including correspondence with Babbage and handwritten notes of algorithms — continues to mount.

"Recent scholarship, seeing past the naivety and misogyny of earlier work, has recognized that [Lovelace] was an able mathematician," Martin told The Guardian. "Her [auctioned] paper went beyond the [limitations] of Babbage's never-built invention to give far-reaching insights into the nature and potential of computation."

Extracted from: <https://www.livescience.com/63154-ada-lovelace-first-algorithm-auction.html>

The word **scalawag**, highlighted in the first paragraph, is closest in meaning to:

- a) brilliant
- b) scoundrel
- c) depraved
- d) bohemian
- e) adventurous

60. About Lovelace's mathematical work we can state that:

- a) It was released only after her death from breast cancer in 1848
- b) It was only an extension, albeit an important one, on the automatic calculating machine proposed by Charles Babbage
- c) It improved on Babbage's earlier contributions and first revealed the power of computation algorithms
- d) It was the first algorithm used to calculate Bernoulli's numbers
- e) Its importance was only revealed after her correspondence with Charles Babbage was discovered