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INSTITUTO FEDERAL DO ESPÍRITO SANTO

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Professor de Ensino Básico, Técnico e Tecnológico

Caderno de Provas Questões Objetivas

Letras I – Índice 221/222/223

Instruções

- 1 - Aguarde autorização para abrir o CADERNO DE PROVAS.
- 2 – Confira se o seu CADERNO DE PROVAS contém todas as questões. Caso o caderno esteja incompleto, tenha qualquer defeito ou apresente divergência, comunique ao fiscal da sala para que seja substituído.
- 3 - A prova terá duração máxima de 4 (quatro) horas, não podendo o candidato retirar-se com a prova antes que transcorram 2 (duas) horas do seu início.
- 4 - A prova é composta de 50 (cinquenta) questões objetivas.
- 5 - Verifique se os seus dados estão corretos no CARTÃO RESPOSTA, caso haja alguma divergência, comunique-a imediatamente ao fiscal da sala. Após a conferência, escreva e assine seu nome nos espaços próprios do CARTÃO RESPOSTA.
- 6 - As respostas às questões objetivas deverão ser assinaladas no CARTÃO RESPOSTA. Lembre-se de que para cada questão objetiva há APENAS UMA resposta.
- 7 - O CARTÃO RESPOSTA deverá ser marcado, obrigatoriamente, com caneta esferográfica (tinta azul ou preta).
- 8 - Não dobre, não amasse e nem rasure o CARTÃO RESPOSTA, pois ele não poderá ser substituído.
- 9 - A interpretação dos enunciados faz parte da aferição de conhecimentos. Não cabem, portanto, esclarecimentos.
- 10 – Não será permitido o uso de materiais impressos ou quaisquer equipamentos eletrônicos, tais como telefones celulares, notebooks, calculadoras ou similares, no período destinado à prova.
- 11 - O Candidato deverá devolver ao Fiscal o CARTÃO RESPOSTA, ao término de sua prova.

PROVA DE CONHECIMENTOS ESPECÍFICOS

The text below serves as a basis for Questions 01 to 09:

World's first womb transplant

March 7, 2002.

LONDON, England (CNN) - The world's first human womb transplant has taken place on a 26-year old woman in Saudi Arabia, it has been revealed.

The transplanted human uterus produced two menstrual periods before it failed after three months and had to be removed.

The experiment showed a womb transplant is technically achievable -- and was immediately hailed as a breakthrough bringing hope to tens of thousands of childless couples whose only chance of a baby at the moment is through surrogacy. Surrogacy is not acceptable on religious grounds to Muslims.

The date of the operation -- April 2000 -- gave rise to speculation that similar operations, not yet documented in medical journals -- might have taken place in the two years since.

But some experts warned such surgery is highly risky and raised ethical issues. Some say it will not be acceptable until less toxic anti-rejection drugs become available (...).

Dr. Wafa Fageeh, a professor at Abdulaziz University who performed the transplant with her team at King Fahad Hospital and Research Centre in Jeddah, Saudi Arabia, called the operation "a good start."

An editorial in the International Journal of Gynecology and Obstetrics, which revealed the operation, praised the breakthrough. The editorial, by Dr. Louis G. Keith of Northwestern University medical school, Chicago, and Giuseppe Del Priore of New York University medical center said the Saudi team had crossed one of the last frontiers of transplant surgery. Although uterine transplants did not save lives, their importance to many women should not be underestimated, they said. "To some individuals, childbearing is the greatest event of a lifetime. To such persons, transplantation of organs of reproduction would not be considered frivolous or unnecessary, even though these organs do not sustain life."

"You have to give them credit. They took a concept that everybody thought was undoable and they did it," Keith, an obstetrician and gynecologist who was not involved in the research, told AP. "It brought enough blood to the uterus for the uterus to survive 99 days and function as a uterus is supposed to function -- which is to menstruate," said Keith.

Other experts were more cautious.

“It is technically feasible, theoretically desirable, but presently unsafe,” Roger Gosden, a fertility pioneer at Eastern Virginia Medical School in Norfolk, Virginia, told the Associated Press. “Their results reveal the risks and this procedure awaits the development of safe immunosuppression. “A transplant to save life is an acceptable risk, but not one for fertility, when there are alternatives,” he said. “This is why we would never be given ethical clearance to try this in the United States” for the foreseeable future.

The operation failed because a blood vessel supplying the uterus developed a clot, which cut off the blood supply.

The transplant, using the womb of a 46-year-old post-menopausal woman who had to have a hysterectomy, was performed April 6, 2000, on a 26-year-old Saudi woman who had lost her uterus because of excessive bleeding after childbirth.

The recipient was given anti-rejection pills, but nine days after the operation the body rejected the womb. However, doctors were able to control it with drugs.

Hormone treatment was given to thicken the womb’s lining and it grew to 18 millimeters thick, indicating that hormones were getting through and that blood supply was good, the researchers reported (...)

On the 99th day, scans revealed a blockage in one of the grafted vessels which cut off blood supply to the uterus, and it had to be removed. The clot did not endanger the woman’s life.

Some experts believe that non-vital transplants aimed at improving quality of life rather than saving it -- such as transplants of the hand, voice-box or uterus -- are not worth the risks.

Retrieved from:

<http://edition.cnn.com/2002/HEALTH/parenting/03/07/womb.transplant/index.html>

Accessed on September 7th, 2015

01 Considering the above text, it is true to affirm that:

- a) The writer’s intention is to persuade readers, and the story he tells holds the text together.
- b) As a news report, the discourse is realistic, impersonal, objective and unambiguous.
- c) The writer does not provide any additional or detailed information about the topic because he assumes these issues are present in the reader’s mind “by default”.
- d) The article was written for specialists, and, therefore, is exclusive.
- e) The article is written in short paragraphs which are presented in a chronological sequence.

02 "To some individuals, childbearing is the greatest event of a lifetime. To such persons, transplantation of organs of reproduction would not be considered frivolous or unnecessary, even though these organs do not sustain life." The implicit connection between these two clauses indicates:

- a) purpose
- b) result
- c) contrast
- d) addition
- e) concession

03 "Illocutionary Force Indicating Devices" are expressions that indicate the communicative force of an utterance performed by a speaker or a writer (Yule, 1996, p.49). It reveals the speaker's or writer's intention.

When asked about the uterus transplant, Dr. Rogere Gosden affirms that: "*It is technically feasible, theoretically desirable, but presently unsafe*" and that "*their results reveal the risks and this procedure awaits the development of safe immunosuppression*". The illocutionary force of these utterances counts as:

- a) a promise
- b) an inquiry
- c) an order
- d) a warning
- e) an assertion

04 "The date of the operation -- April 2000 -- gave rise to speculation that similar operations, not yet documented in medical journals -- **might** have taken place in the two years since". The modal verb highlighted in this sentence indicates:

- a) logical conclusion
- b) probability, doubt
- c) advice, suggestion
- d) strong obligation
- e) necessity

05 “You **have to** give them credit. They took a concept that everybody thought was undoable and they did it.” The highlighted words are in free variation with:

- a) should
- b) can
- c) must
- d) will
- e) might

06 “To some individuals, childbearing is the greatest event of a lifetime. To such persons, transplantation of organs of reproduction would not be considered frivolous or unnecessary, **even though** these organs do not sustain life.”

The highlighted word in the above sentence indicates:

- a) Contrast
- b) Result
- c) Example
- d) Purpose
- e) Concession

07 “The date of the operation -- April 2000 -- gave rise to speculation that similar operations, not yet documented in medical journals -- might have taken place in the two years since”. The stylistic device used by the writer in this sentence to avoid repetition is called:

- a) metaphor
- b) ellipsis
- c) simile
- d) euphemism
- e) allusion

08 “It is technically **feasible**, theoretically desirable...” The highlighted word is closest in meaning to:

- a) affordable
- b) inappropriate
- c) suitable
- d) impossible
- e) possible

09 “The *recipient* was given anti-rejection pills, but nine days after the operation the body rejected the womb.” The highlighted word refers to:

- a) the patient
- b) a container
- c) the injection tube
- d) the surgeon
- e) the gynecologist

10 _____ pollution is related to the introduction of substances to the sea, a first approach to its measurement can be made by the chemical analyses of contaminants in the water.

- a) While
- b) Since
- c) Although
- d) Until
- e) Because of

11 My friends decided to buy that house because _____ location would allow _____ to get to work more easily.

- a) its/ them
- b) theirs/ their
- c) it/ themselves
- d) they/ us
- e) its/ their

12 There’s _____ on at the movies that I want to see, so there’s no point in going.

- a) anything
- b) something
- c) nothing
- d) none
- e) everything

13 The alternative presenting, respectively, the correct words/phrases to fill in the blanks is:

Ushuaia, the southernmost city in the world, is located on the shores of the Beagle Channel. Although it is the capital of Tierra del Fuego, Antarctica and Southern Atlantic Islands province, Ushuaia is not a big city, and, in this respect, it has _____ to offer. For adventurers, thrill-seekers, and tourists who would like to witness and experience natural beauty, however, it is a real paradise. The city of _____ 56,000 inhabitants has in the last decades transformed from a sleepy village into a lively tourist center. Its busy streets are lined with colorful structures; it is now a bustling port, and its bay is riddled with _____ boats of all sizes. There is not _____ of a nightlife in Ushuaia; most bars and pubs close early, but it has _____ great shopping areas that sell everything from souvenirs to sporting goods. Ushuaia is a tax-free zone where you can find imported goods along with regional products, _____ gourmet food, clothing, jewelry and tobacco that you can buy for your loved ones waiting at home!

- a) Little – some – many – much- a few – much
- b) Much – little – much – a few – little – many
- c) Some – much – many – little - a few – any
- d) Little – some - a few – many – much – little
- e) Much – many – a few – any – some – much

14 The blanks in the sentences can be filled in, respectively, with the idioms :

- I. sit on the fence
- II. at the drop of a hat
- III. off the hook
- IV. beat about/around the bush
- V. a bitter pill

- If you need help, just call on me. I can come _____.
- Don't _____. Just tell me where my brother is.
- When Jane and Tom argue, it is best to _____ and not make either of them angry.
- Thanks for getting me _____. I didn't want to attend that meeting.
- Losing the championship was _____ to swallow for a team that was used to winning every year.

- a) II – IV – I – III – V
- b) I – IV – II – V- III
- c) III – V – I – II – IV
- d) IV – III – II – I – V
- e) V- III- I – II - IV

15 The sentences below must be completed, respectively, with the adverbs:

- Has the cure for cancer _____ been found?

- Unfortunately, not, but we hope it will be _____. Studies reveal that scientists just don't understand cancer well enough _____.

- a) yet – now - already
- b) now – at the moment - very soon
- c) soon – yet - already
- d) still – now – tomorrow
- e) already – very soon - yet

16 *The concept of intelligence design has recently been proposed by scientists to explain many complex phenomena.*

The alternative presenting an equivalent sentence is:

- a) Many complex phenomena have recently been proposed by scientists to explain the concept of intelligence design.
- b) Scientists have recently been proposing the concept of intelligence to explain many complex phenomena.
- c) Scientists have recently proposed the concept of intelligence design to explain many complex phenomena.
- d) Many complex phenomena have explained the concept of intelligence design.
- e) Scientists have explained many complex phenomena by proposing the concept of intelligence design.

17 If that _____ the case, then those scientists' work would have been very important for mankind.

- a) will be
- b) is
- c) wasn't
- d) would be
- e) had been

The text below serves as a basis for Questions **18** and **19**.

The City of ELT

Once upon a time there was a city called ELT. The people of ELT led a comfortable, if not extravagant life, pursuing the noble goals of literature and grammar. There were differences, of course: some people preferred to call themselves EFL people, while others belonged to a group known as ESL. But the two groups lived in easy tolerance of each other, more united than disunited.

Now it happened that the city was surrounded by high mountains and legend had it that the land beyond the mountains was inhabited by illiterate and savage tribes called Scientists, Businessman and Engineers. Few people from ELT had ever ventured into that land. Then things began to change. Some of the people in ELT became restless. The old city could not support its growing population and eventually some brave souls set off to seek their fortune in the land beyond the mountains. Many in ELT were shocked at the prospects. It was surely no place for people brought up into gentle landscape of English literature and language.

But, as it turned out, the adventurers found a rich and fertile land. They were welcomed by local inhabitants and they founded a new city, which they called ESP. The city flourished and prospered as more and more settlers came. Soon there were whole new settlements in this previously uncharted land. Other smaller groups took on the names of the local tribes to found a host of new towns called English for Hotel staff, English for marine Engineers, English for medical Science and so on. A future of limitless expansion and prosperity looked assured.

But as with all things the reality proved less rosy. A number of people at the frontiers were forced to abandon their settlements and return to the larger cities. Many settlers who had come to the newly developed land because ELT could no longer provide them with a living, longed for the comforts and certainties of the old city. Others were confused as to where their loyalties lay. Worst of all, there were even examples of groups from ELT being transported against their will to the new territories. Added to all this, the scientist, businessman and other tribes were becoming more demanding. Some began to resent the interference of the settlers in their area; others complained that the promised benefits had not materialized. The future in short began to look, if not gloomy, then a little confused and uncertain for the brave new world of ESP.

HUTCHINSON, Tom; WATERS, Alan. English for specific purposes. 25 ed. Cambridge: Cambridge University Press, 2005.

18 As illustrated by the text, the statements below refer to several issues involving the teaching of English for Specific Purposes, EXCEPT:

- a) By the time expertise about ESP started to develop, the fields of ESL and EFL were already consolidated.
- b) As a branch of ESP, EAP covered professionals from the Medical Sciences as learners
- c) Teaching literature and grammar were equated with teaching language.
- d) The word 'savage' describing scientists, businessman and engineers imply that they lacked knowledge of English.
- e) As soon as it became a field in its own right, ESP witnessed the popping up of countless subfields.

19 The only statement that presents correct information about ESP, as illustrated in the text is

- a) Owing to dissatisfaction with the philosophy of ESP, teachers eventually went back to teaching EFL/ESL.
- b) As time went by, the community of ESP learners resented the insufficient number of professionals.
- c) ESP teachers have not always been sure about their affiliation to ELT
- d) Since all EFL/ESL teachers who started teaching ESP did so willfully, their main dissatisfaction was only related to the heterogeneity of the learners.
- e) When it appeared as an autonomous field, ESP found no resistance of the part of the ELT community.

20 The statements below present correct information about ESP, EXCEPT:

- a) Even though ESP is concerned with learning, for a long time it drew more attention to *what* people learn than to *how* learning occurs, i.e., it has traditionally been language-centred in its approach.
- b) "Tell me what you need English for and I will tell you the English that you need" is a maxim in the field of ESP that reflects the need to focus on the learner's needs and interests as relevant teaching content.
- c) Register Analysis is an approach to the teaching of ESP that relies on the identification of grammatical and lexical features typical to certain registers in order to teach accordingly.
- d) Rhetorical or Discourse Analysis is an approach to the teaching of ESP that identifies and teaches the organizational patterns in texts as well as the linguistic elements by which these patterns emerge.
- e) The teaching of reading strategies gave birth to the succeeding approaches to ESP, namely, Register Analysis and Rhetorical or Discourse Analysis.

21 The spread of language teaching methods in the 70's was distinctive for the acknowledgement of the importance of both, cognitive and affective factors in language learning. David Nunan (1989) referred to them as "Designer Methods" as a way of criticizing their overstated and overgeneralized claims summarized in the sentence "Promise of success: one size fits all". They were named:

- a) Communicative Language Teaching, Suggestopedia, The Direct Method, The Silent Way and The Natural Approach
- b) The Grammar Translation Method, Communicative Language Teaching, The Monitor Model, The Direct method and Suggestopedia
- c) The Audiolingual Method, Total Physical Response, The Natural Approach, Total Physical Response and Community Language Learning
- d) Community Language Learning, The Audiolingual Method, The Direct Method, The Silent Way and The Monitor Model
- e) Community Language Learning, Suggestopedia, The Silent Way, Total Physical Response and The Natural Approach

22 A Post-Method perspective in language teaching involves

- a) Valuing the order in which classroom practices must be carried out in order to guarantee effectiveness, i.e., the PPP Model (Presentation, Practice, Production) needs to be followed to ensure learning.
- b) Accepting that there will always be a finite set of techniques and procedures that make up a method and, thus, master them in order to contribute to language learning while, at the same time, educating oneself.
- c) Becoming pedagogically resourceful so as to meet the needs imposed by the global spread of English and, consequently, learning as many varieties of the language as possible in order to teach them.
- d) Valuing local traits and particular needs, breaking from the traditional hierarchy theory/practice by encouraging teachers to become theorists of their practice and tapping into social political consciousness aiming for transformation.
- e) Based on the learners' needs and background, adopting different methods every time the context requires in order to make sure different learning styles and types of intelligence will be covered in a given course.

23 Considering the “Orientações Curriculares Nacionais” (OCNs), the INCORRECT statement is:

- a) Until the middle of the twentieth century, the term “exclusion” referred to only low achievers at school.
- b) Students with special needs (disabilities, for instance) already were one of the targets of inclusive policies in mid twentieth century.
- c) The difference between “insert” and “include” lies in the fact that the former involves only bringing students in whereas the latter involves helping them integrate.
- d) Transdisciplinarity in the curriculum aims to expand students’ view of the world and of their own condition as part of a complex society.
- e) Communication and information technology also became the focus of attention of educational public policies as time went by.

24 With respect to the concept of Communicative Competence, the statements below are correct, EXCEPT:

- a) The term was coined by sociologist Del Hymes (1967) as a response to Chomsky’s pair competence/performance which, to Hymes was too limited to account for second language learning and production.
- b) In order to develop Communicative Competence, language users must be exposed to the standard variety of the language, e.g., a learner of English needs to become familiar with angloamerican culture and accent.
- c) Communicative Competence is divided into Grammatical, Discourse, Sociolinguistic and Strategic competence by some scholars.
- d) The concept of Communicative Competence led to the development of notional-functional syllabuses for language teaching.
- e) A communicatively competent user of any language is not necessarily someone who masters its grammar.

25 The statements present correct information about Communicative Language Teaching (CLT), EXCEPT:

- a) CLT is better understood as an approach, not a method, since it is based on principles and acknowledges that teaching and learning environments are all the same thus requiring general principles and not a fixed set of procedures.
- b) In the communicative class, production is emphasized over reception because no evidence has been found of the effectiveness of the Input Hypothesis.
- c) Classroom goals focus on the various components of communicative competence and not only on grammar.
- d) One of the premises of CLT is that language is used to communicate through the performance of language functions, i.e., things that speakers do with the language.
- e) CLT has not made any explicit considerations of the role of the mother tongue and, consequently, of the benefits of translation in the teaching of English as an additional language.

26 The statement below which is INCORRECT about Chomsky's Innatist Model is:

- a) The LAD (Language Acquisition Device) was the term for what Chomsky later called Universal Grammar.
- b) Chomsky's theory of language acquisition was based on the native speaker who, to him, is the only ideal parameter to guide scholarship in this field.
- c) Competence and performance are concepts which distinguish, respectively, between the mental representation of a language's grammar and the way speakers end up using language.
- d) Chomsky developed both, a theory about first, and second language acquisition
- e) An error is a competence problem whereas a mistake is a performance problem.

27 Evidence supporting Chomsky's claim that humans are universally endowed with an innate ability to acquire language can be found in the following facts, EXCEPT:

- a) Virtually all children learn their native language at a time when they do not learn anything so complicated.
- b) Children master their native language under a variety of conditions.
- c) Children acquire language with the aid of interlocutors who point which parts of the input are relevant and which are ungrammatical.
- d) The input children receive does not contain all the rules that they end up knowing.
- e) Animals cannot manipulate a symbol system as complex as the natural language of a 3-year-old.

28 The statement below which is INCORRECT about second language acquisition theories is:

- a) Apart from the Behaviourist, Innatist and Interactionist perspectives, there has not been further investigation on the nature of language acquisition.
- b) Most of what we know about second language acquisition is based on our collective knowledge of how first language acquisition happens.
- c) The Behaviourist Model holds that language acquisition is the result of imitation, stimulus, response and reward.
- d) The Monitor Model by Krashen draws on mentalist/innatist accounts of language acquisition.
- e) The Interactionist perspective explains acquisition as a result of cognitive work coupled with interactional modifications.

29 The alternative containing only Hypotheses comprised by Krashen's Model is:

- a) The Acquisition/learning Hypothesis; the Monitor Hypothesis; The Input Hypothesis; The Natural Order Hypothesis;
- b) The Interactionist Hypothesis; The Affective Filter Hypothesis, The Creative Construction Hypothesis, The Monitor Hypothesis;
- c) The Information Processing Hypothesis; The Affective Filter Hypothesis; The Input Hypothesis; The Natural Order Hypothesis;
- d) The Acquisition/learning Hypothesis; The Creative Construction Hypothesis; The Interactionist Hypothesis; The Information Processing Hypothesis;
- e) The Interactionist Hypothesis; The Information Processing Hypothesis, The Input Hypothesis; the Monitor Hypothesis.

30 The only INCORRECT statement about the different principles of second language acquisition is:

- a) Learners are believed to acquire language by understanding messages which contain items just beyond their current level of proficiency, i.e., comprehensible input.
- b) The acquired system contains language that was uptaken spontaneously and meaningfully whereas the learned system comprises linguistic items that required a conscious effort to learn.
- c) In analyzing interlanguage, it is not possible to distinguish between language that has been learned and language that has been acquired.
- d) There is a universal order of acquisition of grammar structures and lexis in any given language, according to Krashen.
- e) Affective variables play a major role in acquisition and, ultimately, determine whether it will take place or not.

31 According to Michael Long's Interactionist Model, interactional modifications play a crucial role in second language acquisition. All the statements below are claims that he makes, EXCEPT

- a) Interactional modifications can be related to discourse management or discourse repair.
- b) When fixing communication breakdown, learners negotiate meaning and relinquish topics.
- c) Children and adults use correction in the same way, though adults do it more often.
- d) When repairing their own errors, acquirers may avoid other people's correction.
- e) Acquirers resort to comprehension checks and self-repetition in order to manage discourse.

32 The alternative presenting the correct information about The Output Hypothesis is:

- a) The Output Hypothesis is an alternative to the Input Hypothesis, i.e., they are mutually exclusive.
- b) Output is language that learners are exposed to, have not mastered yet, but can be understood by interlocutors.
- c) Output is learner production that can be understood by other speakers of the language because of their rigorous grammaticality.
- d) Pushed Output is crucial for acquisition to happen, which is why no use of the learners' mother tongue should be allowed in an instructional setting.
- e) When learners have to make efforts to ensure that their messages are communicated, it is more likely that they will notice the gap between their productions and those of proficient speakers.

33 According to the Mentalist model, if a child produces a sentence such as "*Mommy is goed to work*", we can say that:

- a) She has fossilized the wrong past tense morpheme in English.
- b) Her production is evidence of active cognitive work going on.
- c) Caretaker talk/mother talk has not been accurate enough.
- d) The child has probably been exposed to poor quality input.
- e) Communicative competence is still null.

34 From the perspective of New Literacies and Multiliteracies, it is INCORRECT to state that:

- a) Traditionally, literacy did not usually involve reading the world, but just decoding words in sentences, which is why it is necessary to expand our view of what it means to teach reading and writing.
- b) The teaching of reading should be integrated with the teaching of cultural modes of seeing, describing and explaining the world.
- c) A good reader understands textual representations, values, ideologies, discourses, takes position and develops her own views of the world.
- d) Literacy requires an ability to position oneself neutrally in order to find out the ideology that texts contain.
- e) As social practice, reading should make people aware of the political nature of knowledge and of the unequal distribution of power in society.

35 From the perspective of New Literacies and Multiliteracies, the INCORRECT statement about the picture below is:



- a) This image is a text that needs to be read with a critical eye, i.e., by taking into account the asymmetrical power relations that produce violence and deprivation.
- b) Interpreting this picture requires questioning the way society is organized and, thus, the unequal distribution of power.
- c) Teaching critically is more than just helping learners master the language. It involves leading them to read the world, as is possible through this picture.
- d) This image produces unmistakable meanings which will be interpreted in identical ways by consumers in the contemporary capitalist world.
- e) The multimodality of this text allows for the use of semiotic resources which are not just linguistic to produce and interpret meanings.

36 Menezes de Souza proposes a redefinition of critical literacy. The only statement that DOES NOT reflect his view is:

- a) Teachers are the ones who transmit power for learners to build their own interpretations of texts.
- b) To read critically is to be aware that one is not only in the world, but *with* the world.
- c) Comprehension and clarity can be attained as long as the reader understands that she is not impartial, but is socio-historically constituted.
- d) Overcoming common sense and a naïve consciousness depends on how much one listens and develops a critical perception.
- e) From a post critical perspective, like writing, reading is also an act of text production.

37 The statements describe a contemporary view of Critical Literacy, EXCEPT:

- a) A reader does more than to just unveil supposedly hidden messages in text since she is part of the socio-historical context that constitute it.
- b) Traditionally, “critical” was related to the desire to read texts and the world by distancing oneself in order to see things clearly, but this has changed.
- c) A genealogy of texts will consider meaning socially constructed and, thus, reject the view that texts contain permanent and stable meanings.
- d) The production of meaning is not a random act deliberately performed by autonomous individuals, but one that is complex, sociohistorical and collective.
- e) Critical literacy ought to be committed to an attempt to reduce difference between the subject and the other.

38 The description of a classroom practice below that can be considered consistent with a New Literacies/Multiliteracies perspective is:

- a) Learners can take part in classroom decision-making provided that the course plan is not disrupted.
- b) The syllabus necessarily includes the teaching of cultural artifacts of the country where the language is spoken (e.g. holidays, meals, music, art, etc)
- c) An English-only atmosphere is promoted so as to guarantee that the learners' mother tongue will not interfere with their acquisition of the additional language.
- d) Learners are encouraged to avoid translation in the language classroom in order to "think in the foreign language".
- e) Learners are encouraged to rely on their personal repertoire of strategies, knowledge and culture to build interpretations of the world through text production.

39 Digital epistemologies are defined as

- a) the theories that emerge through the study of people's use of mobile phone applications.
- b) the techniques and procedures that can be used to teach effectively in our contemporary digital society.
- c) knowledge that has been produced as a consequence of the new languages and technologies in a digital society which bring about new ways of knowledge construction.
- d) information technologies that are researched to make teaching more motivating and to engage learners.
- e) the new subfield of Applied Linguistics that relates second language acquisition with the digital world.

40 The INCORRECT statement about language teaching and technology in Vera Menezes de Paiva's view is:

- a) A digital immigrant is someone who was born before technological advancements affected education.
- b) Communication and Information Technologies have already been incorporated in education and, thus, teacher education should focus on other aspects of learning.
- c) A digital native is someone who was born surrounded by computers, internet, video games and cell phones.
- d) Technological teacher education should comprise teaching, research, extension and the administration.
- e) Communication and Information Technologies ought not to be restricted to a component in teacher education.

41 The excerpt below reflects the contemporary discussion about English in the world today. The alternative that is INCORRECT according to a post-colonial perspective of English Language Teaching is:

"hi, there, i'm taiwanese who live in hualien, i love sea, speeding motorcycle, music (tarvis, uzjsme doma, tom waits, julie dolphin, yo la tengo, rufus.....), and i love sculpture. i want to make friends with anyone who is a native speaker of english, if you're interested, please write email to me."

— Message retrieved from the Internet (http://fl.hfu.edu.tw/ss/_disc1/0000008c.htm)

- a) English has been appropriated by speakers from all over the world and one of the implications is that the language is changing as speakers are usually successful at communicating regardless of their grammatical accuracy.
- b) To many people, native speakers of English are still the authority which serves as an unquestionable parameter of "good English".
- c) Teachers of English need to be familiar with and teach as many varieties of English as possible, but should adopt American English.
- d) Sounding like a native speaker is the goal of many learners of English, which is understandable, given the symbolic capital that is at stake when one reproduces angloamerican accents.
- e) Promoting a post-colonial critical view of English should be the goal of language education in Brazil, i.e., encouraging speakers to appropriate the language for international communication.

42 *“Teaching English can no longer be taken as simply teaching language.”* (Holborow 1996: 172). From a postcolonial perspective, the statement implies that:

- a) Language teaching needs to acknowledge the interdisciplinarity that constitutes this activity thus partnering with fields alike to promote better learning.
- b) Teaching English meant exclusively the teaching of grammar for a long time, which has changed drastically over the last century to incorporate a view of language as discourse.
- c) Teaching English cannot be detached from teaching the culture of the countries where the language is originally spoken.
- d) Teaching a language like English leads to an understanding of the unequal distribution of power in society and to the questioning of our colonial condition.
- e) Teaching language nowadays must organically incorporate the use of communication and information technology which, until recently, was considered just an alternative.

43 From a post-colonial perspective of English as a world language, the statements below describe teaching and attitudes that are a-critical and biased towards angloamerican standards, EXCEPT:

- a) Prescriptivism guides teachers’ decisions about what English counts as real English.
- b) There is a clear standard on which teaching is based: American English.
- c) The native speaker is highly valued as a resource.
- d) Teaching privileges diversity, including a variety of accents.
- e) Nonnative teachers feel they need to live in an English speaking country in order to become better teachers.

44 The statements below that reflect a critical perspective on the cultural politics of English as an international language are:

I- English language teaching ought to privilege hybridity and learners' repertoire of languages/strategies.

II- The mother tongue has little to offer in the process of language acquisition, according to cognitive theories.

III- Even though teaching methods should be replaced by approaches, a fixed set of techniques and procedures is necessary in view of the complexity of World Englishes.

IV- Speaking a language is a political act, whether we are aware of it or not since the choices one makes when expressing oneself are filled with personal interpretations and intentions.

V- English became a world language from the economic political centers to the periphery, thus eroding the sovereignty, cultural identity and political independence of developing nations.

- a) I and V
- b) II and III
- c) III, IV and V
- d) I and IV
- e) I, IV and V

45 The INCORRECT statement about Tim Newfield's review of Alastair Pennycook's book, *The Cultural Politics of English as an International Language*, is:

This work was both revealing and recondite. Many of Pennycook's key assertions are, I maintain, all too briefly outlined and unsupported. His description of the "metanarratives of modernity" (p. 58), for example, is as terse as it is abstruse. Moreover, when Pennycook suggests that, "perhaps language – and particularly English as an international language – should also be replaced by a vision of powerful discursive formations globally and strategically employed" (p. 64) he doesn't elaborate what this means. Pennycook offers no prescriptive list of pedagogic dos and don'ts in this work. Nor is a clear-cut teaching methodology elucidated. What he provides is an impassioned vision of personal philosophy, stating how he sees his role in shaping the political agenda for the next century. Embracing the concept of cultural relativism and lambasting all claims towards "objectivity", much of this text is thought-provoking.

- a) Newfield subscribes to postcolonial thought.
- b) Newfield expected clear guidelines for how to teach English as an International Language.
- c) Newfield is critical of Pennycook's book.
- d) To Newfield, the claims Pennycook makes do not always have a stated basis.
- e) If Pennycook had met Newfield's expectations, the book would be contradictory.

PROVA DE LEGISLAÇÃO DO SERVIÇO PÚBLICO FEDERAL

46 Ana Clara é ocupante do cargo efetivo de professora de Ensino Básico, Técnico e Tecnológico no IFES – Instituto Federal de Educação do Espírito Santo, lotada no Campus Vitória. Após três anos, passa a exercer suas funções, em caráter permanente, no Campus Montanha.

Com fundamento na Lei no 8.112/1990, considerando que Ana Clara foi deslocada no mesmo quadro e no mesmo cargo, analise o caso apresentado e responda, com base nos itens a seguir:

- I. A remoção é forma de provimento originário de cargo público.
- II. A remoção a pedido de Ana Clara sujeita-se a critério da Administração.
- III. A remoção somente pode ocorrer se houver necessariamente mudança de sede.
- IV. A remoção de Ana Clara não pode ser feita de ofício.

A partir da situação hipotética e dos itens acima, é correto afirmar que:

- a) Apenas os itens I e II estão corretos.
- b) Apenas os itens II e IV estão incorretos.
- c) Apenas o item II está incorreto.
- d) Apenas os itens I, III e IV estão incorretos.
- e) Apenas o item IV está correto.

47 Mauro, ocupante de cargo efetivo de Técnico Administrativo no IFES – Instituto Federal de Educação do Espírito Santo, saiu 2 (duas) horas antecipadamente do serviço, nos dias 04 e 05 de junho de 2015, com a justificativa de realização de exames médicos. Nos termos do que dispõe a Lei no 8.112/1990, em relação à compensação:

- a) Mauro não perderá a parcela de remuneração diária, proporcional às saídas antecipadas, uma vez que cumpriu mais da metade de sua carga horária diária de trabalho.
- b) Mauro não perderá a parcela de remuneração diária, proporcional às saídas antecipadas, se houver compensação de horário, a ser estabelecida pela chefia imediata, desde que compense a totalidade de horas até o último dia útil de junho de 2015.
- c) Mauro não perderá a parcela de remuneração diária, proporcional às saídas antecipadas, se houver compensação de horário, a ser estabelecida pela chefia imediata, desde que compense a totalidade de horas até o último dia útil de julho de 2015.
- d) Mauro não perderá a parcela de remuneração diária, proporcional às saídas antecipadas, se houver compensação de horário, a ser estabelecida pela chefia imediata, desde que compense a totalidade de horas até o último dia útil do ano de 2015.
- e) Mauro não perderá a parcela de remuneração diária, proporcional às saídas antecipadas, se houver autorização da chefia imediata quanto à dispensa da compensação, por ser mera liberalidade do gestor.

48 De acordo com a Lei nº 8.112/90, o servidor em estágio probatório faz jus às licenças e aos afastamentos, exceto:

- a) Serviço militar
- b) Tratamento da saúde do próprio servidor
- c) Tratamento de interesses particulares
- d) Tratamento de saúde de pessoa da família
- e) Exercício de mandato eletivo

49 Quanto ao estágio probatório, é correto afirmar (Lei nº 8.112/90):

- a) A 4 (quatro) meses antes de findo o período do estágio probatório, será submetida à homologação da autoridade competente a avaliação do desempenho do servidor, realizada por comissão constituída para essa finalidade.
- b) O servidor não aprovado no estágio probatório ficará em cadastro de disposição de outra instituição pública federal ou será reconduzido a cargo anteriormente ocupado.
- c) O servidor em estágio probatório não poderá exercer quaisquer cargos em comissão ou funções de direção, chefia ou assessoramento no órgão ou entidade de lotação.
- d) São os únicos fatores de avaliação para o desempenho do cargo durante o estágio probatório assiduidade, disciplina e pontualidade.
- e) O servidor em estágio probatório não sofre qualquer interrupção quando ocorrem licenças ou afastamentos, bem como na participação em curso de formação.

50 São formas de provimento de cargo público previstas na Lei nº 8.112/90, exceto:

- a) Remoção
- b) Nomeação
- c) Promoção
- d) Reversão
- e) Reintegração