

Estado de Santa Catarina

Prefeitura de Palma Sola



CADERNO DE PROVA TIPO 2

Edital de Processo Seletivo nº 011/2026

PROFESSOR DE INGLÊS



ATENÇÃO!

Leia atentamente as instruções constantes no verso desta capa.

ATENÇÃO! LEIA ATENTAMENTE AS INSTRUÇÕES A SEGUIR.



- ▶ **Verifique o tipo de prova indicado na capa deste caderno de prova e preencha corretamente o campo correspondente no cartão-resposta.**
- ▶ **O cartão-resposta é o único documento válido para a correção da prova objetiva e não será substituído em hipótese alguma.**
- ▶ **O candidato somente poderá retirar-se do local de prova após decorridos 30 (trinta) minutos do início da aplicação da prova.**
- ▶ **A interpretação das questões faz parte da avaliação, não sendo permitidos esclarecimentos ou consultas aos fiscais sobre o conteúdo da prova.**

CONFERÊNCIA DO CADERNO DE PROVA

- ▶ Confira se este caderno de prova corresponde ao cargo para o qual você se inscreveu e se contém **20 (vinte) questões**, numeradas de **1 a 20**.
- ▶ Verifique se há falhas de impressão, páginas faltantes, questões ilegíveis ou qualquer outra imperfeição gráfica que possa comprometer a compreensão da prova. Eventuais irregularidades deverão ser comunicadas imediatamente ao fiscal de sala. Não serão aceitas reclamações após o término da prova.
- ▶ Os cadernos de prova possuem 4 (quatro) tipos diferentes. O conteúdo das questões é idêntico para todos os candidatos, diferenciando-se apenas a ordem das questões e das alternativas.

PREENCHIMENTO DO CARTÃO-RESPOSTA

- ▶ Cada questão da prova objetiva apresenta 4 (quatro) alternativas, identificadas pelas letras A, B, C e D, sendo apenas uma delas a resposta correta.
- ▶ Todas as respostas deverão ser transcritas para o cartão-resposta, que constitui o único documento válido para a correção da prova objetiva.
- ▶ Preencha o tipo de prova e assinale a alternativa que considerar correta conforme o exemplo apresentado a seguir:

✓ **Forma CORRETA:** ●

✗ **Forma ERRADA:** ○ ● ✓ ⊘ ⊗ ⊙

MATERIAIS PERMITIDOS

- ▶ Mantenha sobre a carteira apenas:
 - documento oficial de identificação;
 - caneta esferográfica de tinta azul ou preta, fabricada em material transparente;
 - recipiente transparente contendo água, sem rótulo ou etiqueta.

TEMPO DE PROVA

- ▶ A prova objetiva terá duração máxima de **2h30 (duas horas e trinta minutos)**, já incluído o tempo destinado ao preenchimento do cartão-resposta.
- ▶ O caderno de prova poderá ser levado pelo candidato.
- ▶ Os 3 (três) últimos candidatos de cada sala somente poderão retirar-se simultaneamente, após o encerramento da ata de sala.

NÃO É PERMITIDO

- ▶ Comunicar-se com outros candidatos durante a aplicação da prova, sob qualquer forma ou alegação.
- ▶ Realizar consultas de qualquer natureza, inclusive por meio de materiais impressos, equipamentos eletrônicos ou quaisquer outros recursos.
- ▶ Ausentar-se da sala sem o acompanhamento de um fiscal.
- ▶ Utilizar o banheiro após a entrega do cartão-resposta.
- ▶ Permanecer no local de realização das provas após a entrega do cartão-resposta e o encerramento de sua participação no certame.

ENCERRAMENTO

- ▶ Ao concluir a prova, entregue ao fiscal de sala o **cartão-resposta** devidamente **preenchido** e **assinado**.
- ▶ Após a entrega do cartão-resposta, retire-se imediatamente do local de aplicação das provas.

BOA PROVA!

Conhecimentos Específicos

O texto seguinte servirá de base para responder às questões de 1 a 14.

Japan in the Ancient World

Japanese archaeologists divide the earliest part of Japanese history into four periods: the Paleolithic (preceramic) period, the Jomon (cord-marked pottery) period, the Yayoi period, and the Kofun (burial mound) period. Underlying this chronology, however, are two basic problems: First, who are the Japanese, and where did they come from? Second, how do the Japanese or "proto-Japanese" relate to the Ainu, a group of people who have resided in Japan since about 7500 B.C.E. but differ racially, culturally, and linguistically from modern Japanese in significant ways?

Paleolithic Japan (before 10,000 B.C.E.)

The Japanese islands have probably been occupied by humans for at least 30,000 years, if not longer. However, 10,000 years ago, Paleolithic Japan was a cooler place, and the sea level was 125 feet (38 meters) lower; therefore, some of the archaeological evidence of the earliest inhabitants is submerged. These hunters and gatherers, who had an extensive stone-tool inventory, most likely came to southern Japan through present-day Korea or to northern Japan from eastern Siberia, though there is abundant evidence of land connections to Asia at this time throughout the islands. It appears that the complete physical separation of the Japanese islands occurred only as recently as 18,000 to 12,000 years ago.

Jomon period (c. 10,000-c. 300 B.C.E.)

Starting about 13,000 years ago, when the Japanese climate began to warm, beautiful local pottery traditions—characterized by complex impressions made by twisted cords or sticks on the outside of pots before baking—abruptly appeared at various locales. Such ceramics eventually became commonplace throughout the islands. The Jomon people (named for this distinctive "cord-marked" ceramic style) were probably the direct descendants of the people of the previous Paleolithic traditions. They were very successful at hunting, fishing, and gathering, and because of the numerous rivers and rugged coastlines, they were largely sedentary. Shell mounds all over the islands indicate how extensively the ocean and rivers were exploited by Jomon people. The Jomon pottery eventually came to show distinctive regional styles, suggesting the existence of rather well-defined cultural groups and local folk traditions.

Yayoi (c. 300 B.C.E.-c. 300 C.E.)

About two thousand years ago, a distinct break occurred in the archaeological record. In Kyushu, the southernmost main island of Japan, bronze from the Korean peninsula and a newer style of earthenware pottery appeared, and iron smelting was developed. These changes characterize the Yayoi period, named after the district in modern Tokyo where certain artifacts were first discovered. The Yayoi period also saw the

beginning of Japanese-style intensive irrigated wet-rice cultivation, which became the main means of subsistence for almost everyone on the islands. This agrarian rice-based economy—with basically the same kind of farming practices—would persist until Japan's westernization in the late nineteenth century.

However, controversy surrounds the origins of this culture. The Yayoi people may have come from overseas and replaced the earlier Jomon people (as evidenced by the presence of many new technologies from abroad). For many years, Japanese archaeologists have assumed this to be true, with the implication being that the Jomon people are the ancestors of modern Ainu, and modern Japanese are the descendants of those who migrated from the Asian mainland during the Yayoi and Kofun periods. However, a majority of archaeologists feel that the record probably indicates a gradual but direct continuity from Jomon people to early, but historically identifiable, Japanese, with any migration from the mainland blending in with the local cultures. In either case, by the end of the Yayoi period, certain institutional structures were in place—a division of labor, the accumulation of prestige and luxury goods by particular individuals, and the rise of complex political organizations—which created a more stratified society, allowing for the development of a full-fledged Japanese state in the Kofun period.

<https://www.ebsco.com/research-starters/history/japan-ancient-world>

Questão 01

A teacher prepares a listening activity based on an audio version of the text *Japan in the Ancient World*. Before listening, students predict possible topics from the title. During the first listening, they identify the general subject of the audio. During the second listening, they complete a timeline with approximate dates and archaeological periods. After listening, they discuss how environmental changes, migration routes and cultural practices are connected in the text. The sequence described corresponds to:

- (A) A listening sequence organized around pre-listening, global comprehension, specific comprehension and post-listening interaction.
- (B) An intensive listening sequence centered only on phonological discrimination, since students are required to identify individual sounds and stress patterns before interpreting meaning.
- (C) A content-based lecture activity, since the teacher transmits historical information and students reproduce the chronological data without negotiation of meaning.
- (D) A bottom-up listening sequence exclusively focused on decoding isolated words, since comprehension is built without prediction, contextualization or discussion.

Questão 02

A teacher evaluates students' work after a

reading-and-writing sequence based on the text. The rubric includes: identification of main ideas, use of textual evidence, organization of information, appropriate vocabulary, clarity of explanation and revision after feedback. Based on this assessment instrument, judge the statements below as True (T) or False (F).

() The rubric is appropriate because it makes the assessment criteria explicit.

() The rubric allows the teacher to assess reading comprehension, language use, organization of information and improvement in the writing process.

() Rubrics should replace feedback with ranking, since they are used only for final classification.

() Revision after feedback should be avoided because it compromises the reliability of the assessment.

The correct sequence is:

- (A) F – F – T – T.
- (B) F – T – F – F.
- (C) T – T – F – F.
- (D) F – T – F – T.

Questão 03

A teacher designs a unit based on the text "Japan in the Ancient World." In the first class, students identify the main topic and key vocabulary. In the second class, they analyze chronological markers, connectors and cautious language. In the third class, they compare Paleolithic and Jomon Japan. In the final class, they produce a short illustrated explanatory text for a classroom exhibition. The organization of the unit shows:

- (A) A random sequence of activities, since reading, grammar and writing are treated as unrelated skills.
- (B) A spiral organization, because comprehension, language analysis and production are progressively revisited and expanded.
- (C) A remedial sequence, because advanced content is avoided and replaced by isolated vocabulary.
- (D) A task-based sequence, because students focus only on completing the final product, without attention to language or content.

Questão 04

Read the excerpt below:

"Japanese archaeologists divide the earliest part of Japanese history into four periods: the Paleolithic (preceramic) period, the Jomon (cord-marked pottery) period, the Yayoi period, and the Kofun (burial mound) period."

According to the text, the function of this sentence is to:

- (A) Argue that the Yayoi period is older than the Paleolithic period.
- (B) Introduce a chronological framework that organizes the discussion of early Japanese history.

(C) Deny the existence of cultural diversity in ancient Japan.

(D) Prove that all archaeological periods in Japan were defined by pottery production.

Questão 05

Regarding the verb structure and meaning of the excerpt "Japan has probably been occupied for at least 30,000 years, if not longer" from the text, judge the statements below.

I. The structure "have probably been occupied" is in the present perfect passive and suggests cautious probability, while "if not longer" extends the stated time span beyond the minimum mentioned.

II. The adverb "probably" expresses absolute certainty and shows that the author presents the information as an unquestionable fact.

III. The expression "if not longer" restricts the occupation period to exactly 30,000 years.

Which proposition(s) is/are CORRECT?

- (A) Only I.
- (B) Only I and III.
- (C) Only II and III.
- (D) Only III.

Questão 06

In the text, the terms "preceramic," "cord-marked," "stone-tool," and "well-defined" illustrate different mechanisms of word formation and modification in English. The correct linguistic analysis is:

- (A) "Cord-marked" contains a comparative suffix, while "preceramic" is formed by conversion from a verb.
- (B) "Preceramic" is a phrasal verb, while "cord-marked" is an adverbial clause reduced to a participle.
- (C) "Stone-tool" is an irregular plural formation, while "well-defined" functions only as a finite verb phrase.
- (D) "Preceramic" contains a prefix indicating anteriority in time, while "cord-marked", "stone-tool", and "well-defined" are compound modifiers.

Questão 07

Students use a digital timeline tool to represent the periods mentioned in the text. They include short English captions, images from reliable sources, pronunciation recordings of key terms and links to references. The teacher requires source checking, copyright awareness and revision of automated translations. Based on the procedure described, judge the statements below as True (T) or False (F).

() The activity represents technological substitution, since digital tools eliminate the need for reading comprehension and language mediation.

() The procedure is consistent with digital literacy, because students use technology to create, interpret,

verify, attribute and communicate information responsibly.

() The activity is mainly informal browsing, since students collect images without considering credibility, authorship or linguistic accuracy.

() Source checking, copyright awareness and revision of automated translations are important elements of responsible digital literacy.

The correct sequence is:

- (A) T – T – F – F.
- (B) F – F – T – T.
- (C) F – T – F – T.
- (D) T – F – T – F.

Questão 08

In the text, expressions such as "probably," "most likely," "it appears that," and "suggesting" contribute to the construction of meaning by:

- (A) Introducing informal speech and reducing the credibility of the scientific explanation.
- (B) Indicating a cautious academic stance, especially when evidence allows inference but not definitive conclusion.
- (C) Marking absolute certainty and eliminating the possibility of alternative archaeological interpretations.
- (D) Establishing chronological sequence without affecting the degree of certainty of the claims.

Questão 09

Regarding language teaching approaches in a reading-and-writing lesson based on the text "Japan in the Ancient World," judge the statements below.

I. The procedure corresponds to task-based language teaching because students use reading, inference, comparison and language resources to produce a communicative outcome connected to a meaningful context.

II. The procedure corresponds to grammar-translation methodology because students mainly translate every sentence and memorize isolated vocabulary lists.

III. The procedure corresponds to audiolingual methodology because students mainly repeat fixed oral structures until pronunciation errors disappear.

Which proposition(s) is/are CORRECT?

- (A) Only II and III.
- (B) Only I.
- (C) Only II.
- (D) Only I and III.

Questão 10

According to the text, the organization of early Japanese

history is presented as:

- (A) A religious classification based on the transition from burial rituals to written mythology.
- (B) A chronological framework of archaeological periods, linked to questions of origin, identity, and cultural relationship.
- (C) A purely linguistic classification based on the development of writing systems in ancient Japan.
- (D) A political sequence that begins with imperial administration and ends with regional folk traditions.

Questão 11

Although the text focuses on ancient Japan, it is written in English and discusses migration, cultural groups, archaeological interpretation, environmental change and historical identity. In an English class, the teacher uses it to discuss how English circulates knowledge about societies that are not necessarily English-speaking. This use of the text is consistent with English as a Lingua Franca because it:

- (A) Restricts English teaching to the cultural histories of the United States and the United Kingdom, since those are the only legitimate contexts for language learning.
- (B) Uses Japanese history as a pretext for pronunciation drills, excluding cultural, historical and social interpretation.
- (C) Treats English as a medium for intercultural circulation of knowledge, allowing students to discuss different histories, identities and cultural formations beyond native-speaker contexts.
- (D) Presents ancient Japan as relevant when it can be compared to English-speaking civilizations.

Questão 12

Read the excerpt below:

"However, 10,000 years ago, Paleolithic Japan was a cooler place, and the sea level was 125 feet (38 meters) lower; therefore, some of the archaeological evidence of the earliest inhabitants is submerged."

The relation among "however," "therefore" and "some" indicates that the author:

- (A) Establishes chronological sequence, introduces opposition and proves that submerged evidence is unrelated to sea-level change.
- (B) Uses informal markers to express personal opinion and to question the validity of archaeological research.
- (C) Introduces a contrast, establishes a consequence and avoids overgeneralization about the archaeological evidence.
- (D) Presents a cause, adds an example and confirms that all evidence from Paleolithic Japan has disappeared.

Questão 13

Read the excerpt below:

"Underlying this chronology, however, are two basic problems: First, who are the Japanese, and where did they come from? Second, how do the Japanese or 'proto-Japanese' relate to the Ainu [...]"

According to the excerpt and the organization of the first paragraph, it is CORRECT to state that the text:

- (A) Rejects archaeological periodization because the existence of the Ainu makes any chronological division impossible.
- (B) Presents chronology as a settled classification, but immediately indicates that such classification is connected to unresolved questions about origin, identity and cultural relationship.
- (C) States that Japanese archaeologists classify ancient history only according to racial differences among early populations.
- (D) Defines the Ainu as the direct ancestors of all modern Japanese, eliminating doubts about ethnic, cultural and linguistic continuity.

Questão 14

Regarding pronunciation and stress patterns in words related to the text "Japan in the Ancient World," judge the statements below.

I. In "archaeological," the spelling "ch" represents the sound /k/.

II. In "ceramic," the primary stress falls on the second syllable.

III. In "probably," the primary stress falls on the second syllable.

Which proposition(s) is/are CORRECT?

- (A) Only I and II.
- (B) Only I.
- (C) Only III.
- (D) Only I and III.

Língua Portuguesa

Questão 15

A concordância nominal apresenta regras específicas que variam de diferentes formas. Em situações de comunicação formal, o domínio dessas regras contribui para a construção de textos adequados à norma-padrão da língua portuguesa. Considerando as regras de concordância nominal da norma-padrão da língua, assinale a alternativa em que a concordância nominal está correta.

- (A) Seguem anexo os documentos solicitados para a conferência da comissão avaliadora.
- (B) Os estudantes permaneceram meias preocupados com o resultado da avaliação institucional.

- (C) As pesquisadoras mesmo elaboraram o relatório encaminhado ao conselho universitário.
- (D) É proibida a entrada de pessoas não autorizadas nas dependências do laboratório.

Questão 16

Os vícios de linguagem comprometem a clareza, a correção e a eficácia da comunicação, podendo ocorrer em diferentes níveis da língua. Leia atentamente as afirmativas a seguir e identifique aquelas em que há a presença do vício de linguagem conhecido como ambiguidade.

I. O gerente informou ao supervisor que seu relatório seria encaminhado à diretoria no mesmo dia.

II. O pesquisador revisou cuidadosamente o artigo antes de submetê-lo à revista científica.

III. A professora encontrou a coordenadora quando saía de sua sala.

IV. Os estudantes participaram da palestra e registraram as principais informações apresentadas pelo conferencista.

V. Carlos avisou a Fernando que seu irmão chegaria mais tarde ao encontro.

Assinale a alternativa que apresenta todas as afirmativas em que ocorre ambiguidade.

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

Questão 17

A regência nominal consiste na relação estabelecida entre um nome e o termo que o complementa. A regência inadequada configura desvio em relação à norma-padrão e é recorrente em textos produzidos em contextos formais. Considerando as regras de regência nominal, leia atentamente as afirmativas a seguir e identifique em quais delas há erro na regência nominal.

I. O servidor permaneceu convicto que a decisão administrativa seria mantida após o julgamento do recurso.

II. O relatório apresentado pela comissão estava compatível com as normas previstas no regulamento interno.

III. Os novos procedimentos são adequados à realidade da instituição e atendem às exigências legais.

IV. A pesquisadora afirmou ter a impressão que os resultados da análise precisariam de nova conferência.

V. Os estudantes permaneceram desconfiados sobre a veracidade das informações divulgadas durante a palestra.

Assinale a alternativa que apresenta todas as afirmativas em que há erro de regência nominal.

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

Conhecimentos Gerais

Questão 18

Antes da chegada dos colonos que impulsionaram o processo de ocupação e desenvolvimento da região, já existiam moradores vivendo no território que atualmente corresponde ao município de Palma Sola (SC). Sobre o modo de vida desses primeiros habitantes, assinale a alternativa correta.

- (A) Dedicavam-se à agricultura comercial e adquiriam a maior parte dos alimentos em mercados locais.
- (B) Produziam excedentes agrícolas para venda regular nos principais centros urbanos da região.
- (C) Mantinham propriedades voltadas ao abastecimento regional e ao fornecimento contínuo de mercadorias.
- (D) Praticavam a agricultura de subsistência e utilizavam a troca de produtos como forma de comércio.

Questão 19

A incorporação da inteligência artificial (IA) aos serviços de saúde tem sido associada a ganhos de eficiência, segurança e qualidade assistencial. Considerando as características atribuídas a essa tecnologia, assinale a alternativa que explica o fator que possibilita sua aplicação em atividades como diagnósticos complexos, monitoramento de pacientes e apoio à gestão hospitalar.

- (A) A capacidade de processar grandes volumes de informações, reconhecer padrões e gerar subsídios para decisões clínicas e administrativas.
- (B) A utilização de modelos estatísticos para projetar tendências assistenciais com base em indicadores previamente selecionados.
- (C) A padronização de protocolos assistenciais destinada a reduzir variações na condução clínica dos pacientes.
- (D) A automatização de fluxos de trabalho mediante regras previamente programadas para execução de tarefas recorrentes.

Questão 20

Com fundamento no Art. 83, parágrafo primeiro da Lei Orgânica do Município de Palma Sola (SC), que determina a instituição de Regime Jurídico Único e de Planos de Carreira para os servidores da Administração Pública Direta, das Autarquias e das Fundações Públicas, bem como assegura isonomia de vencimentos em determinadas hipóteses, analise as assertivas abaixo e classifique cada uma como verdadeira (V) ou falsa (F).

() As vantagens de caráter individual não podem justificar diferenciação remuneratória entre servidores.

() O Município deve instituir Regime Jurídico Único para os servidores da Administração Pública Direta, das Autarquias e das Fundações Públicas.

() A isonomia de vencimentos alcança cargos de atribuições iguais ou semelhantes do mesmo Poder.

() A isonomia de vencimentos pode ocorrer entre servidores dos Poderes Executivo e Legislativo, observadas as ressalvas legais.

A sequência CORRETA, de cima para baixo, é:

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



Associação dos Municípios do
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