



Estado de Santa Catarina

**Prefeitura de
Itapiranga**

CADERNO DE PROVA **TIPO 4**

Edital de Processo Seletivo nº 004/2026

PROFESSOR DE LÍNGUA ESTRANGEIRA (INGLÊS) (HABILITADO E NÃO HABILITADO)



Foto: Portal Municipal

ATENÇÃO!

Leia atentamente as instruções constantes no verso desta capa.

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Conhecimentos Específicos

O texto seguinte servirá de base para responder às questões de 1 a 5.

Lilly enters psychedelic drug race with up to \$3.8 billion AtaiBeckley deal

July 16 (Reuters) - Eli Lilly (LLY.N) will buy AtaiBeckley (ATAI.O) for up to \$3.8 billion, the company said on Thursday, joining a race among pharma majors to develop psychedelic treatments for depression and other mental health conditions.

The deal taps into rising interest in psychedelics following easing regulations under the Trump administration and reinforces Lilly's push to use windfall weight-loss drug profits to diversify its product portfolio.

Lilly will gain access to AtaiBeckley's lead candidate BPL-003, a psychedelic-based nasal spray in late-stage development for treatment-resistant depression, a severe form of the illness that does not improve after standard treatments.

Jefferies' Andrew Tsai estimates BPL-003 could generate sales of more than \$1 billion to \$2 billion if it succeeds in late-stage trials. AtaiBeckley expects initial results from the trials in early 2029.

Lilly will pay \$6.75 per AtaiBeckley share in cash, a premium of about 26% to the stock's closing price on Wednesday. AtaiBeckley's shares rose more than 30% in morning trading.

The offer consists of \$2.8 billion upfront and up to \$1 billion in milestone-based payments. The companies expect the deal to close in the third quarter.

"The acquisition aligns with Eli Lilly's expanding neuroscience portfolio and offers upside potential in large markets like depression," said Barclays analyst Emily Field.

Shares of psychedelic drug developers Enveric Biosciences (ENVB.O) and GH Research (GHR.S.O) were up 6% and 11%, respectively.

The psychedelics industry could reach \$12 billion in revenue by 2034, rivaling the size of branded antidepressants currently at about \$8 billion, said RBC Capital Markets analyst Trung Huynh.

SURGING INTEREST IN PSYCHEDELIC-BASED THERAPIES

Drugmakers have shown growing interest in psychedelic-based treatments for depression and other mental health disorders.

President Donald Trump's executive order in April directed U.S. health regulators to speed up reviews of certain psychedelic treatments and increased federal funding for research in the field.

AbbVie (ABBV.N) last year bought an experimental psychedelic-based depression drug from Gilgamesh Pharmaceuticals for up to \$1.2 billion.

New York-based AtaiBeckley was formed through a merger between Germany-based Atai Life Sciences and privately held Beckley Psytech in 2025. Billionaire venture capitalist Peter Thiel was an early backer of Atai.

Current medicines for treatment-resistant depression include Johnson & Johnson's (JNJ.N) ketamine-derived nasal spray Spravato — which requires twice-weekly clinic visits — or other invasive interventions.

<https://www.reuters.com/business/healthcare-pharmaceuticals/lilly-enter-s-psychedelic-drug-race-with-up-38-billion-ataibeckley-deal-2026-07-16/>

Questão 01

A teacher uses the article to discuss how pharmaceutical research, regulation, investment and public communication interact across national borders. The teacher wants to avoid turning the lesson into either commercial promotion or an unsupported debate about medical treatment. Register T for true statements and F for false statements.

☐ Students may compare how the article distinguishes clinical evidence, regulatory decisions and market expectations.

☐ The lesson may examine how international news circulates through English and influences access to scientific and economic information.

☐ Students should evaluate the therapeutic effectiveness of BPL-003 according to their personal experiences with mental-health treatments.

☐ The teacher may require students to distinguish information reported in the article from conclusions not supported by the text.

Mark the alternative that presents the CORRECT sequence.

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

Questão 02

The article presents Lilly's acquisition of AtaiBeckley as part of a broader corporate strategy. Based on the information provided, the acquisition may be interpreted as an attempt to:

- (A) Concentrate Lilly's investments on medicines already approved for treatment-resistant depression in major markets.
- (B) Reduce Lilly's dependence on its weight-loss business by expanding into a potentially profitable field of neuroscience.
- (C) Replace Lilly's existing neuroscience products with treatments developed by smaller pharmaceutical laboratories.

- (D) Limit Lilly's exposure to emerging therapies by acquiring a company with an established commercial product.

Questão 03

A teacher prepares an audio adaptation of the article and asks students to identify the difference between confirmed information and market projections. Before listening, the teacher provides the categories confirmed transaction, clinical expectation, and financial estimate. Which procedure most effectively develops the intended listening skill?

- (A) Asking students to translate each sentence before identifying the information category to which it belongs.
- (B) Asking students to classify statements while listening and justify their choices with linguistic evidence from the recording.
- (C) Asking students to repeat the financial figures and reproduce the pronunciation used by the newsreader.
- (D) Asking students to transcribe the recording and evaluate their performance according to spelling and punctuation accuracy.

Questão 04

After reading the article, students compare the headline, financial projections, quoted analysts and descriptions of clinical development. They then produce a short English-language briefing distinguishing facts, forecasts and corporate interests.

Consider the assertions:

I. The activity is compatible with a language-education approach that treats English as a means of accessing and critically examining international information.

BECAUSE

II. Students must analyse how linguistic choices and source positions influence the representation of a contemporary event.

Mark the CORRECT alternative.

- (A) The first assertion is false, and the second assertion is true.
- (B) Both assertions are false.
- (C) Both assertions are true, but the second does not explain the first.
- (D) Both assertions are true, and the second explains the first.

Questão 05

Read the excerpt:

"Jefferies' Andrew Tsai estimates BPL-003 could generate sales of more than \$1 billion to \$2 billion if it succeeds in late-stage trials."

Consider the statements:

I. The modal verb could expresses a projected commercial possibility rather than a guaranteed result.

II. The clause introduced by if establishes a condition for the estimated sales performance.

III. The simple present form succeeds refers to a habitual event repeatedly observed in previous trials.

Mark the alternative that presents only the CORRECT statements.

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

Questão 06

Read the sentence:

"By the time the meeting started, the committee had already reviewed the revised proposal."

Which interpretation accurately explains the relationship between the verb forms?

- (A) The meeting began before the review, and the simple past indicates the action completed first.
- (B) The review occurred before the meeting began, and the past perfect marks the earlier past event.
- (C) Both events are hypothetical, and the auxiliary had expresses an unreal condition in the past.
- (D) The review remains unfinished, and the past perfect connects the action directly with the present.

Questão 07

A teacher intends to address generative artificial intelligence through English-language materials. Students will compare an institutional guideline, a news report and a promotional text produced by a technology company. Mark T for true statements and F for false ones.

() Comparing the three genres may reveal how purpose and authorship influence the presentation of the same technology.

() Examining evidence and lexical choices can help students distinguish information from promotional framing.

() The lesson should determine whether the technology is socially beneficial through a vote based on students' initial impressions.

() Producing citation rules for classroom use can connect language learning with responsible participation in digital environments.

Mark the alternative that presents the CORRECT sequence.

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

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

Questão 08

A public school organizes an English-language information project about access to municipal services. Students analyse forms and websites, identify barriers to comprehension and produce plain-language guides for different audiences. Which assessment design most coherently reflects the formative and civic dimensions of the project?

- (A) Evaluate the students' ability to translate official documents while preserving their vocabulary and syntactic organization.
(B) Evaluate the quantity of municipal services mentioned and the time required to complete the final publication.
(C) Evaluate the number of technical expressions reproduced from official documents and the visual similarity of the guides.
(D) Evaluate linguistic clarity, accuracy of information, audience adaptation and evidence of revision after community feedback.

Questão 09

An English teacher organizes a unit in which students compare posts, news reports and public-service messages about the same environmental issue. They examine audience, purpose, vocabulary and source credibility before creating a bilingual awareness campaign for the school community. The activity most appropriately treats English as:

- (A) A social practice through which learners interpret discourses and participate in communicative situations.
(B) A cultural model through which learners adopt the conventions of countries where English is widely spoken.
(C) A technical subject whose content should remain separate from social and interdisciplinary questions.
(D) A vocabulary resource used to translate information previously studied in other school components.

Questão 10

A school's Projeto Político Pedagógico (PPP) identifies low student participation in community decisions and proposes strengthening communication between the school, families and local organizations. The English department plans a multilingual digital bulletin containing interviews, public information and student reports. Consider the assertions.

I. The project can connect the English curriculum with the objectives established collectively in the PPP.

BECAUSE

II. Students use language to investigate community

issues, address real audiences and participate in the school's communication practices.

Mark the alternative that correctly assesses the relationship between the two assertions.

- (A) Both assertions are true, and the second explains the first.
(B) Both assertions are true, but the second does not explain the first.
(C) The first assertion is true, and the second assertion is false.
(D) The first assertion is false, and the second assertion is true.

Questão 11

Read the sentences and evaluate the meanings and grammatical uses of the highlighted phrasal verbs.

() In "The research team *carried out* several interviews," carried out means conducted.

() In "The school *turned down* the proposal," the object pronoun may be correctly placed as in "The school turned it down."

() In "The volunteer *looked after* the children," the phrasal verb is separable and may be rewritten as "The volunteer looked the children after."

() In "She eventually *got over* the disappointment," got over means examined the disappointment carefully.

Mark T for true statements and F for false statements. Then select the alternative that presents the CORRECT sequence.

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

Questão 12

During a lesson on requesting information, students first listen to a short exchange at a train station. They identify expressions used to ask about departure times, adapt the dialogue to new destinations, and perform similar interactions with different classmates. The teacher provides brief feedback on clarity and appropriateness. The lesson is most consistent with:

- (A) A structural sequence organized around explicit description of sentence patterns before any contextual language use.
(B) A grammar-translation sequence based on written equivalence between English and the students' first language.
(C) A direct-method sequence focused on teacher explanation and individual reproduction of isolated vocabulary items.

- (D) A communicative sequence combining language models, contextual adaptation and purposeful interaction among learners.

Questão 13

A teacher plans a reading lesson using a complex magazine article. Before reading, students predict content from the title and images. During reading, they identify the author's position and trace referents across paragraphs. After reading, they write a response comparing the article's argument with another source. Consider the statements:

- I. Prediction activates prior knowledge and creates purposes for reading.
- II. Tracing referents supports local cohesion and the construction of meaning across sentences.
- III. Comparing arguments requires students to move beyond retrieval toward evaluation and synthesis.
- IV. The sequence assesses reading accurately even when the written response is unrelated to evidence from the sources.

Mark the alternative that presents only the CORRECT statements.

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

Questão 14

Four students must produce a podcast in English. One member misses deadlines, another begins making decisions without consultation, and the remaining students avoid discussing the conflict. The teacher decides to structure a group review meeting. Which sequence best promotes assertive communication and shared responsibility?

- (A) Ask students to avoid discussing previous difficulties and divide the remaining work according to current language proficiency.
- (B) Transfer all production decisions to the teacher and evaluate students according to the quality of their assigned segment.
- (C) Request anonymous complaints from group members and use them to determine individual penalties before production continues.
- (D) Describe observable difficulties, hear each member's perspective, renegotiate tasks and establish verifiable agreements.

Língua Portuguesa

Questão 15

"O fato de podermos compartilhar esse espaço, de estarmos juntos viajando não significa que somos iguais; significa exatamente que somos capazes de atrair uns aos outros pelas nossas diferenças, que deveriam guiar o nosso roteiro de vida."

KRENAK, Ailton. Ideias para adiar o fim do mundo. São Paulo: Companhia das Letras, 2019.

Assinale a opção que apresenta análise correta do texto.

- (A) As formas "podermos" e "estarmos" pertencem ao futuro do subjuntivo; e o sujeito da forma verbal "significa" é o substantivo "espaço", com o qual ela concorda em número.
- (B) A oração "que deveriam guiar o nosso roteiro de vida" é subordinada adjetiva explicativa; e o ponto e vírgula separa orações coordenadas de estrutura sintática paralela.
- (C) O termo "de atrair uns aos outros" funciona como complemento verbal de "significa", e a preposição que o encabeça decorre da regência do verbo de ligação, ali "somos".
- (D) O ponto e vírgula cederia lugar à vírgula seguida de "porque", preservada a relação causal; e "ideias", do título da obra, ainda admite o acento agudo.

Questão 16

"Quando retirei a faca da mala de roupas, embrulhada em um pedaço de tecido antigo e encardido, com nódoas escuras e um nó no meio, tinha pouco mais de sete anos."

VIEIRA JUNIOR, Itamar. Torto Arado. São Paulo: Todavia, 2019. (abertura do capítulo 1)

Assinale a opção que apresenta análise correta do texto.

- (A) A forma "da mala" resulta de crase, fusão que o acento grave deveria assinalar sempre que a preposição se unisse ao artigo definido anteposto a substantivo feminino.
- (B) O particípio "embrulhada" produz ambiguidade, pois pode remeter a "faca" ou a "mala"; e "nódoas" acentua-se por ser proparoxítona, classe acentuada sem exceção alguma.
- (C) O texto é predominantemente descritivo, por não haver progressão temporal; e "tinha pouco mais de sete anos" tem sujeito indeterminado, por não vir expresso ali.
- (D) Os adjetivos "antigo" e "encardido" exercem a função de predicativo do objeto, atribuída pelo verbo "retirei", que compõe predicado verbo-nominal no período.

Questão 17

"Fomos, durante muito tempo, embalados com a história de que somos a humanidade. Enquanto isso, enquanto seu lobo não vem; fomos nos alienando desse

organismo de que somos parte, a Terra, e passamos a pensar que ele é uma coisa e nós, outra: a Terra e a humanidade."

KRENAK, Ailton. Ideias para adiar o fim do mundo. São Paulo: Companhia das Letras, 2019.

Assinale a opção que apresenta análise correta do texto.

- (A) Em "fomos nos alienando", o pronome átono está em próclise ao gerúndio; e "a Terra", isolada por vírgulas, exerce a função sintática de aposto explicativo de "organismo".
- (B) O segmento "de que somos parte" constitui oração subordinada adverbial conformativa, e a preposição que o inicia é exigida pela regência do verbo de ligação "somos".
- (C) Em "Fomos [...] embalados com a história", tem-se locução verbal de aspecto durativo em voz ativa, cujo sujeito pratica a ação designada pela forma nominal de particípio.
- (D) A vírgula empregada em "e nós, outra" separa o sujeito do seu predicado, emprego que a norma autoriza sempre que houver paralelismo entre as orações coordenadas.

Conhecimentos Gerais

Questão 18

A Lei Orgânica de Itapiranga estabelece competências municipais relacionadas à promoção de objetivos de interesse coletivo e disciplina formas de atuação do poder público junto a organizações da sociedade. Entre essas competências, encontra-se a possibilidade de destinação de recursos a determinadas entidades privadas, desde que observadas as condições previstas na legislação municipal. Considerando os requisitos estabelecidos pela Lei Orgânica para essa finalidade, em qual situação o Município poderá conceder o auxílio financeiro previsto?

- (A) À entidade social privada sem fins lucrativos, reconhecida por legislação de interesse social, com representação institucional em Itapiranga e recursos autorizados pela Lei Orçamentária Anual.
- (B) À entidade social privada sem fins lucrativos, declarada de interesse público pelo Município, com atividades regulares em Itapiranga e autorização prevista na legislação orçamentária.
- (C) À entidade social privada sem fins lucrativos, reconhecida por ato administrativo municipal, com atuação comprovada em Itapiranga e previsão específica no orçamento anual.
- (D) À entidade social privada sem fins lucrativos, declarada de utilidade pública por lei municipal ou estadual, com sede e foro jurídico em Itapiranga e observados os limites da Lei de Diretrizes Orçamentárias anual.

Questão 19

O enfrentamento de organizações criminosas recebeu novo tratamento legislativo federal no primeiro semestre de 2026, com uma norma sancionada que criou categorias penais relacionadas à atuação de organizações ultraviolentas, grupos paramilitares e milícias privadas.

O texto considera práticas que, mediante violência ou grave ameaça, afetam a paz pública, a segurança coletiva ou instituições.

Entre as novas tipificações estão os crimes de _____ e de _____.

Identifique a alternativa que completa corretamente as lacunas acima.

- (A) controle social criminoso; favorecimento ao controle social criminoso
- (B) controle territorial organizado; colaboração com controle territorial organizado
- (C) domínio territorial violento; auxílio ao domínio territorial violento
- (D) domínio social estruturado; favorecimento ao domínio social estruturado

Questão 20

A trajetória histórica de Itapiranga (SC) está relacionada à ocupação e à organização territorial do Extremo Oeste catarinense, processo que contribuiu para a formação de características próprias do município. Sua localização e a constituição do núcleo colonial que antecedeu sua organização político-administrativa são elementos relevantes para compreender a configuração do território itapiranguense. Considerando os aspectos históricos e geográficos de Itapiranga, analise as afirmativas a seguir.

I.O município situa-se em área de fronteira com a Argentina e possui limite interestadual com o Rio Grande do Sul.

II.A colonização organizada na década de 1920 contou com famílias de descendência alemã vinculadas ao catolicismo.

III.A Sociedade União Popular participou da organização do processo colonizador que deu origem à colônia denominada Porto Novo.

IV.A colônia Porto Novo estava, naquele período, administrativamente vinculada ao município de São Miguel do Oeste.

Está correto o que se afirma em:

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



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