



Edital de Processo Seletivo nº 002/2026

PROFESSOR II (LÍNGUA INGLESA)



- 

Conhecimentos Específicos

Questão 01

A textbook unit contains a reading passage followed by comprehension questions that can all be answered by locating identical words in the text. The teacher wants students to develop inferential reading without abandoning the textbook as a resource.

Which adaptation is pedagogically appropriate?

- (A) Complete the textbook questions first and then ask students to infer attitudes, relationships, implicit causes, or intended meanings using evidence from different parts of the text.
- (B) Replace the reading passage with a more difficult text while retaining the same questions, since lexical complexity naturally produces inferential comprehension.
- (C) Eliminate the textbook activity and provide a teacher explanation of the implied meanings before students read the passage independently.
- (D) Maintain the original questions because textbook activities should be implemented as designed to preserve the methodological coherence established by the authors.

Questão 02

Regarding teacher-student interaction and the construction of a positive language-learning environment, mark T for true and F for false.

() Structured pair work can function as a transitional space for students who participate more confidently in smaller groups before speaking to the whole class.

() Immediate public correction of every hesitation generally strengthens communicative confidence because learners receive precise feedback at the moment the difficulty occurs.

() Interaction rules that discourage interruption and ridicule can contribute to a safer environment for oral participation.

() Gradually increasing the size of the audience in speaking tasks can support participation without eliminating communicative challenge.

The correct sequence, from top to bottom, is:

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

Questão 03

A teacher is preparing a sequence for students who read accurately but very slowly because they repeatedly stop to translate unfamiliar words.

Consider the following actions:

I. Students read a short text under a reasonable time constraint to identify its overall purpose.

II. Students infer selected unfamiliar words from contextual and morphological clues.

III. Students reread the text to increase automaticity and process larger meaningful units rather than isolated words.

IV. Students translate every unfamiliar lexical item before attempting to identify the main idea.

Which combination is pedagogically consistent with developing reading fluency and comprehension?

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

Questão 04

Regarding the perspective adopted by the BNCC for English teaching, mark T for true and F for false.

() The BNCC approaches English as a lingua franca, recognizing its use among speakers with diverse linguistic and cultural repertoires.

() Interculturality is relevant to English teaching because language learning also involves contact with different ways of interpreting and participating in the world.

() The curricular perspective privileges approximation to a single native-speaker model as the main criterion for legitimate language use.

() Issues such as intelligibility, negotiation of meaning, and plurality of English uses are compatible with the BNCC perspective.

The correct sequence, from top to bottom, is:

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

Questão 05

A diagnostic and formative assessment shows that a student understands the main ideas of oral texts but consistently fails to identify speakers' attitudes when they rely on intonation, emphasis, or indirect wording.

Which recovery strategy is consistent with continuous support for learning?

- (A) Replace listening activities with vocabulary exercises until the student demonstrates sufficient lexical knowledge to return to oral comprehension.
- (B) Increase the student's final listening grade because successful identification of main ideas compensates for difficulties involving speaker attitude.

- (C) Provide targeted listening activities focusing on prosodic and pragmatic cues, offer feedback during practice, and reassess the same skill through new listening situations.
- (D) Reapply the original assessment several times without additional instruction so that improvement can be attributed exclusively to independent learning.

Questão 06

A teacher adopts task-based activities in which students use English to solve realistic problems. During one unit, groups must decide how to organize a school event by comparing schedules, negotiating responsibilities, resolving conflicting preferences, and presenting a final plan.

Which characteristic clearly distinguishes the activity as a task rather than a contextualized grammar exercise?

- (A) Students encounter several grammatical structures that can subsequently be classified by the teacher.
- (B) Students use linguistic resources to achieve a non-linguistic outcome whose completion depends on understanding and exchanging meaning.
- (C) Students produce a predefined grammatical form repeatedly while discussing a realistic topic.
- (D) Students work collaboratively rather than individually, since group organization is the defining characteristic of task-based instruction.

Questão 07

A teacher wants to design an integrated-skills activity around a two-minute news video.

Arrange the stages below in a coherent instructional sequence:

- I.Students produce a short spoken response in pairs, using information from the video to defend a position.
- II.Students watch once to identify the general topic and communicative purpose.
- III.Students use the title and an image from the video to predict possible content.
- IV.Students watch again to identify specific evidence and compare it with their initial predictions.

The correct sequence is:

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

Questão 08

Consider the following sentences:

- I.Had the students received clearer instructions, they might have completed the task differently.
- II.Only after the second reading did the students notice

the contradiction.

III.Neither the teacher nor the students was prepared to change their interpretation.

Which statements about their grammatical structure are correct?

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

Questão 09

During a writing unit, students first produce a draft and then receive feedback indicating that their arguments are relevant but poorly organized. Several students immediately begin correcting spelling and punctuation without reconsidering the structure of their texts.

Which teacher intervention appropriately distinguishes revision from editing?

- (A) Ask students to correct surface-level language first, because grammatical accuracy must be established before the organization of ideas can be reconsidered.
- (B) Ask students to reconsider argument sequence, paragraph organization, supporting evidence, and audience before focusing on sentence-level and mechanical corrections.
- (C) Ask students to rewrite the entire text from memory so that the second version is not constrained by choices made in the initial draft.
- (D) Ask students to preserve the organization of the first draft and improve clarity mainly by replacing repeated vocabulary with more sophisticated lexical items.

Questão 10

Read the excerpt:

"Although the proposal initially drew criticism from several teachers, the revised version eventually gained broad support. What had seemed an unnecessary complication came to be regarded as a useful safeguard against inconsistent assessment practices."

Based on the text, the expression "came to be regarded as" indicates that:

- (A) the teachers continued to regard the proposal negatively even after its implementation produced consistent results.
- (B) the perception of a feature of the proposal changed over time as the revised version was reconsidered.
- (C) the proposal gradually became more complicated because additional safeguards were incorporated into the assessment system.
- (D) the proposal was immediately recognized as necessary despite the criticism expressed by teachers.

Questão 11

Match the thinkers in Column I with the educational concepts in Column II.

COLUMN I

1. Paulo Freire.
2. Luiz Carlos Cagliari.
3. Jean Piaget.
4. Lev Vygotsky.

COLUMN II

() Learning can be examined through socially mediated activity, including what learners accomplish with assistance before they can perform independently.

() Cognitive development involves the active construction and reorganization of schemes through processes such as assimilation and accommodation.

() Educational practice should reject the passive transmission of knowledge and promote dialogue, critical reflection, and learner agency.

() Work with reading and writing benefits from explicit linguistic understanding and should not reduce learners' hypotheses and difficulties to mechanical reproduction of orthographic forms.

The correct association, in the order presented in Column II, is:

- (A) 4, 1, 3, 2.
- (B) 3, 4, 2, 1.
- (C) 2, 3, 1, 4.
- (D) 4, 3, 1, 2.

Questão 12

An English teacher uses a video-conferencing platform to connect students with another class. Before the meeting, students prepare questions; during the interaction, they negotiate meaning when misunderstandings arise; afterward, they revise short written summaries based on the information obtained.

Which feature most clearly makes the activity consistent with a communicative approach rather than merely a technology-based lesson?

- (A) Students employ language to exchange information, respond to interlocutors, negotiate meaning, and accomplish a communicative purpose.
- (B) Students combine oral and written production, allowing the teacher to evaluate more than one language skill in the same activity.
- (C) Students prepare linguistic forms before the meeting, reducing the possibility of grammatical errors during interaction.
- (D) Students use a digital platform that exposes them to language produced outside the textbook.

Questão 13

Students compare advertisements for the same type of product produced in different English-speaking contexts. They initially describe one advertisement as "normal" and another as "strange." The teacher wants to develop intercultural competence without replacing one stereotype with another.

Which intervention is appropriate?

- (A) Encourage students to examine audience, context, values, visual conventions, and their own assumptions while avoiding the treatment of national cultures as internally homogeneous.
- (B) Explain the correct interpretation of each advertisement before allowing students to discuss it, preventing culturally inappropriate judgments from emerging in classroom interaction.
- (C) Ask students to identify fixed cultural traits that explain each advertisement and create a list of typical characteristics associated with each country.
- (D) Focus on lexical differences between the advertisements because interpretations of cultural values cannot be addressed objectively in language education.

Questão 14

A teacher defines the following objective:

"By the end of the lesson, students will be able to compare two short opinion texts and justify which linguistic choices make each text more or less persuasive for its intended audience."

Which assessment provides valid evidence of achievement of this objective?

- (A) A multiple-choice exercise in which students identify the grammatical classes of selected words from both texts.
- (B) A vocabulary quiz requiring students to provide synonyms for persuasive expressions appearing in the texts.
- (C) A task requiring students to compare selected linguistic features, explain their effects, and relate those effects to the intended audience.
- (D) A written summary in which students reproduce the main information contained in each text without evaluating linguistic choices.

Língua Portuguesa

Questão 15

"Existem quatro elementos fundamentais para o ato de ensinar: o processo, a matéria, o aluno e o professor, sendo esse último o fator decisivo na aprendizagem, levando em conta a influência que exerce sobre a classe para ministrar as aulas."

Considerando o emprego e a regência do verbo 'existir' no trecho, assinale a alternativa correta.

- (A) O verbo 'existir' atua como impessoal e transitivo indireto, com preposição implícita e facultativa.
- (B) O verbo 'existir' atua como intransitivo em uma oração sem sujeito explícito.
- (C) O verbo 'existir', no trecho, é pessoal, concordando com o sujeito explícito na oração.
- (D) O verbo 'existir' atua como impessoal e transitivo direto com complemento posposto.

Questão 16

"Quanto à tecnologia, 44% das escolas públicas estão conectadas com parâmetros adequados para uso pedagógico em sala de aula."

Considerando a concordância verbal, assinale a alternativa correta.

- (A) Caso a construção fosse 'A maior parte da tecnologia digital está presente...', a concordância seria facultativa, podendo o verbo ficar no singular ou plural.
- (B) O verbo 'estar' está flexionado no plural corretamente, podendo também, nesse contexto, ser flexionado no singular.
- (C) Os adjetivos 'conectadas' e 'adequados' compartilham o mesmo sujeito simples explícitos na oração.
- (D) O verbo 'estar' está flexionado no plural corretamente, sendo, nesse contexto, a única forma de concordância adequada.

Questão 17

"Ainda que tenham um papel insubstituível na garantia do direito à educação e na construção de políticas em escala, empresas e organizações da sociedade civil também devem atuar de maneira complementar ao que o poder público consegue fazer. Mais do que buscar uma solução única, precisamos construir uma rede de soluções."

(Fonte: CNNBrasil)

Considerando o emprego de 'ainda que' no contexto apresentado, analise as asserções a seguir.

I.O conectivo 'ainda que', no início do período, estabelece relação de concessão, admitindo que as próprias empresas e organizações da sociedade civil têm um papel insubstituível na garantia do direito à educação, sem que isso implique que sua atuação deva substituir a do poder público, e não seja complementar a ela.

PORQUE

II.Orações concessivas introduzem um argumento que, em princípio, poderia sugerir uma conclusão diferente da defendida no período — nesse caso, que o papel insubstituível justificaria protagonismo pleno desses atores —, mas que é relativizado pela oração principal, que reafirma a necessidade de atuação complementar ao poder público.

A respeito das asserções, assinale a alternativa correta.

- (A) As duas asserções são falsas.
- (B) A primeira asserção é verdadeira, e a segunda é falsa.
- (C) As duas asserções são verdadeiras, e a segunda é uma justificativa correta da primeira.
- (D) A primeira asserção é falsa, e a segunda é verdadeira.

Conhecimentos Gerais

Questão 18

A compreensão das informações produzidas pelo Estado constitui elemento relevante para que o cidadão conheça serviços, direitos e obrigações e possa interagir com a Administração Pública. Em novembro de 2025, uma legislação nacional estabeleceu parâmetros destinados a modificar a forma de comunicação dos órgãos públicos com a população. Considerando a Política Nacional de Linguagem Simples, qual alternativa interpreta corretamente sua finalidade?

- (A) A política estabelece técnicas para tornar a comunicação pública uniforme e padronizada, facilitando que o cidadão identifique documentos elaborados pelos diferentes órgãos da Administração.
- (B) A política estabelece técnicas para tornar a comunicação pública clara e objetiva, facilitando que o cidadão encontre, compreenda e utilize as informações fornecidas pela Administração.
- (C) A política estabelece técnicas para tornar a comunicação pública resumida e digitalizada, facilitando que o cidadão consulte informações disponibilizadas pelos diferentes portais da Administração.
- (D) A política estabelece técnicas para tornar a comunicação pública acessível e padronizada, facilitando que o cidadão reconheça a estrutura e a origem institucional das informações fornecidas pela Administração.

Questão 19

A Lei Orgânica Municipal de Guaraciaba disciplina a responsabilidade do Município por danos decorrentes da atuação de seus agentes, abrangendo órgãos da Administração Direta e entidades da Administração Indireta ou fundacional. O dispositivo também prevê a possibilidade de responsabilização posterior do agente em determinadas circunstâncias. Considerando conjuntamente essas condições, qual alternativa interpreta corretamente o Art. 88 da Lei Orgânica Municipal de Guaraciaba?

- (A) O Município responde pelos danos causados por seus agentes independentemente da relação do fato com o serviço público, cabendo posteriormente a responsabilização do agente ainda que não tenha concorrido dolosa ou culposamente.

- (B) O Município responde pelos danos causados por seus agentes a terceiros em razão do serviço público, assegurada a responsabilização do agente perante a Fazenda Pública quando ele tiver concorrido dolosa ou culposamente para o fato.
- (C) O Município responde pelos danos causados por agentes da Administração Direta, enquanto as entidades da Administração Indireta ou fundacional assumem isoladamente os danos decorrentes da atuação de seus respectivos agentes.
- (D) O Município responde pelos danos causados por seus agentes a terceiros somente quando demonstrada previamente a atuação dolosa do responsável, ficando afastada a responsabilização decorrente de conduta culposa.

Questão 20

A trajetória histórica de Guaraciaba envolve diferentes etapas de ocupação territorial e de organização político-administrativa no contexto do Extremo Oeste catarinense. Ao longo desse processo, acontecimentos relacionados à formação da localidade e às posteriores mudanças administrativas contribuíram para a constituição do município. Considerando os registros históricos oficiais, analise as assertivas abaixo e classifique cada uma como verdadeira (V) ou falsa (F).

☐ A colonização das terras que atualmente pertencem a Guaraciaba teve início na década de 1940, conforme o registro histórico municipal.

☐ A criação do Município de Guaraciaba ocorreu mediante desmembramento territorial de Chapecó, sem vinculação administrativa anterior com São Miguel do Oeste.

☐ A primeira missa na nova localidade foi celebrada pelo Padre Aurélio Canzi.

☐ A instalação oficial do Município de Guaraciaba ocorreu antes de sua criação legal, constituindo etapa anterior ao processo de emancipação.

☐ O território que atualmente corresponde ao Município de Anchieta estava relacionado a Guaraciaba no contexto de sua criação municipal.

A sequência correta, de cima para baixo, é:

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



Associação dos Municípios do
Extremo Oeste de Santa Catarina



(49) 3621-0795



ameosc@ameosc.org.br



**Segundo Aníbal Balbinot, 189
Agostini, São Miguel do Oeste/SC**



@ameoscoficial



www.ameosc.org.br