



CADERNO DE PROVAS ESCRITAS

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Língua Inglesa

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INSTITUTO FEDERAL DO RIO GRANDE DO NORTE
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INSTRUÇÕES GERAIS PARA A REALIZAÇÃO DA PROVA

- Use apenas **caneta** esferográfica com material transparente com tinta na cor **azul ou preta**.
- Escreva o seu nome completo e o número do seu documento de identificação no espaço indicado nesta capa.
- A prova terá **duração** máxima de **4 (quatro) horas**, incluindo o tempo para responder a todas as questões do Caderno de Provas e preencher as Folhas de Respostas.
- Confira, com a máxima atenção, o Caderno de Provas, observando o número de questões contidas e se há defeito(s) de encadernação e/ou de impressão que dificultem a leitura.
- A quantidade de questões e respectivas pontuações desta prova estão apresentadas a seguir:

PROVA	TIPO DE QUESTÕES	NÚMERO DE QUESTÕES	TOTAL DE PONTOS
Prova Discursiva de Conhecimentos Específicos	Discursivas	02	30
Prova Objetiva de Conhecimentos Específicos	Múltipla escolha	30	70
Prova Objetiva de Educação Profissional		10	
TOTAL		42	100

- Confira, com a máxima atenção, se os dados (nome do candidato, inscrição, CPF e matéria/disciplina) constantes na **Folha de Respostas de Múltipla Escolha** e nas **Folhas de Respostas Discursivas** estão corretos.
- Em havendo falhas em quaisquer Folhas de Respostas, comunique imediatamente ao fiscal de sala.
- As Folhas de Respostas não poderão ser dobradas, amassadas ou danificadas. Em hipótese alguma, serão substituídas.
- Assine as Folhas de Respostas no espaço apropriado.
- Ao retirar-se definitivamente da sala, **entregue todas as Folhas de Respostas ao fiscal**. O **Caderno de Provas** somente poderá ser levado depois de **transcorridas 4 (quatro) horas** do início da aplicação da prova.

INSTRUÇÕES ESPECÍFICAS PARA AS QUESTÕES DISCURSIVAS

- As questões discursivas deverão ser respondidas unicamente no espaço destinado para cada resposta. Respostas redigidas fora do espaço reservado serão desconsideradas.
- As Folhas de Respostas, **num total de duas** (uma para cada questão), contêm os espaços destinados às respostas das duas questões discursivas.

INSTRUÇÕES ESPECÍFICAS PARA AS QUESTÕES DE MÚLTIPLA ESCOLHA

- Para cada questão de múltipla escolha, há apenas **1 (uma) opção** de resposta correta.
- Transfira as respostas para a **Folha de Respostas de Múltipla Escolha** somente quando não mais pretender fazer modificações. Não ultrapasse o **limite dos círculos** na Folha de Respostas.

NOME COMPLETO:

CPF:

PROVA DISCURSIVA DE CONHECIMENTOS ESPECÍFICOS

ESTAS QUESTÕES DEVERÃO SER RESPONDIDAS NAS FOLHAS DE RESPOSTAS DISCURSIVAS, EM LÍNGUA INGLESA.

Questão 1

In the last decade, the following Brazilian public policies have affected the English teaching and learning process:

- English Without Borders (EwB), part of the Idioms Without Borders (IwB);
- Programa de Desenvolvimento Profissional para Professores de Língua Inglesa nos Estados Unidos (PDPI).

Select one of them to explain how it works and how it has contributed to the English teaching and learning in public schools and universities in Brazil.

Questão 2

Mention, at least, five common grammatical errors in written expression of Brazilian learners in English lesson productions. Give some practical examples using your own experience as a teacher contrasting them with proper structures. Then explain methods or approaches used to improve writing according to the mentioned errors.

PROVA OBJETIVA DE CONHECIMENTOS ESPECÍFICOS

AS RESPOSTAS DESTAS QUESTÕES DEVERÃO SER ASSINALADAS NA FOLHA DE RESPOSTAS DAS QUESTÕES DE MÚLTIPLA ESCOLHA.

Read the text below to answer the questions 1, 2 and 3.

The trend towards introducing English teaching at primary level

The question of when the best time to start learning English is remains a much debated subject. This conundrum has been the subject of intense scrutiny for many years and continues to vex policy makers all over the world.

Much of the early debate around the early introduction of language learning into schools centred on the critical period hypothesis (CPH) which, broadly stated, 'is a causal explanation for the differential success in acquisition of a second language by younger and older learners' (Bialystok and Hakuta, 1999: 162).

However, a longitudinal study in the UK on the teaching of French in both primary and secondary schools was conducted by Burstall et al. (1974) showed that apart from improved pronunciation there appeared to be no significant difference between attainment for learners who started earlier and those that started later. This meant that, in the state sector in the UK at least, foreign languages were not taught in the primary sector for many years. The research and the debate have continued, but no definitive answer has been forthcoming. Kirsch (2008: 4) summarizing our current understanding in this area suggests the following:

- research into the optimum age for language learning is inconclusive
- an early start has a positive impact on children's attitudes
- the only advantage of an early start is the total amount of time spent actively on learning a language.

However, the growth of globalisation of trade and the predominance of English in the media, particularly on the internet, have been responsible for driving change in language education policy and there is a global trend towards introducing English language teaching into the primary sector.

Within a politically charged educational environment, some policy makers have decided that the creation of a well-educated, English speaking workforce may be one route out of the current global economic downturn. Parents often consider academic excellence in English to be the number one priority in terms of access to higher education, university accreditation and economic prosperity for their children. Consequently, in many countries, children now begin their study of English at primary level.

Adapted from: <<https://www.teachingenglish.org.uk>> Access: June 26th, 2017

1. Choose the option that best summarizes the text.
 - A) Teaching English language into the primary sector is related to the economy and higher education.
 - B) The study conducted in UK discovered that improved pronunciation is better in younger learners.
 - C) The foreign languages teaching was neglected in the primary sector for many years in the UK.
 - D) Introducing English language teaching into the primary sector became a global trend nowadays.

2. The word extracted from the text above that has a spelling mistake is
 - A) globalisation.
 - B) attainment.
 - C) centred.
 - D) hypothesis.

3. Read the excerpt below.

...a longitudinal study in the UK on the teaching of French in both primary and secondary schools was conducted by Burstall...

A possible and correct active voice for the excerpt is

- A) Burstall conducted a longitudinal study in the UK on the teaching of French in both primary and secondary schools.
- B) Burstall was conducting a longitudinal study in the UK on the teaching of French in both primary and secondary schools.
- C) Burstall has conducted a longitudinal study in the UK on the teaching of French in both primary and secondary schools.
- D) Burstall had conducted a longitudinal study in the UK on the teaching of French in both primary and secondary schools.

4. Read the text below.

Facebook's global fight against fake news

by Seth Fiegerman @sfigerman May 9, 2017: 10:35 AM ET

After the U.S. election in November, Facebook was widely criticised for allowing fake news stories to go viral, potentially influencing countless voters. Facebook CEO Mark Zuckerberg initially scoffed at the accusation. Then Facebook spent months trying to prevent the controversy from repeating.

In the **lead-up** to the French election Facebook targeted 30,000 fake accounts, partnered with newsrooms to **debunk** false claims and ran full-page ads in French newspapers with a guide for spotting fake news.

Facebook has also applied parts of this strategy to the U.S., Germany and this week in the U.K. This approach appeared to pay off in France, at least at first blush.

Adapted from: <<http://money.cnn.com>>. Access: June 26th, 2017

The correct translation for the highlighted words are, respectively,

- A) votação e desbancar.
- B) corrida e denunciar.
- C) campanha e desmentir.
- D) liderança e depurar.

5. Analyze the excerpt below.

Justin Trudeau has urged Pope Francis to visit Canada to apologise to indigenous peoples for the catholic church's treatment of aboriginal children in schools it ran there. "I told him how important it is for Canadians to move forward on real reconciliation with the indigenous peoples and I highlighted how he could help by issuing an apology," Trudeau, the Canadian prime minister, told reporters after meeting **the** pope.

Adapted from: <https://www.theguardian.com/world/2017/may/30/trudeau-asks-pope-francis-to-apologise-to-indigenous-people-for-churchs-abuses>

The highlighted article **the** is justified because the word pope

- A) is an official occupation from a church.
- B) has to be emphasized in the end of the sentence.
- C) has been already mentioned before.
- D) is the most important function for the catholic church.

Use this text to answer questions 6, 7, 8 and 9.

A brief history of technology use in ESP*

Just as in general English language teaching and learning, technology in its various forms has long been used in ESP, if in the form of a tape recorder or sophisticated digital technology. But maybe its impact on ESP has been more profound (Arnó, Soler and Rueda, 2006a). ESP teachers have always used available tools to devise materials and create situations relevant to their students' needs (Arnó-Macià, 2012).

In the past, teachers had to book computer rooms or language labs to go with their learners and allow them to use CALL software with mostly drill-type exercises (Arnó, Soler and Rueda, 2006a). Today, information technology (IT) has become integrated into the classroom physically and pedagogically rather than being an add on. Computers particularly have come to be seen and used as a tool to accomplish certain tasks or to communicate (Warschauer and Healey, 1998; Warschauer and Kern, 2000).

Although technology has always played a role in ESP (Arnó-Macià, 2012), the internet has had a particularly strong impact. As ESP puts emphasis on the needs of learners, and authentic materials and tasks, IT has become a very suitable tool for ESP (Arnó, Soler and Rueda, 2006a), specifically, the 'second wave of online language learning' (Kern, Ware, and Warschauer, 2004: 243), which Arnó-Macià (2012: 91) describes as going 'beyond language learning by focusing on culture and social discourses' and allowing learners to collaborate and engage in authentic communication in their professions, to access up-to-date information relevant to their professional discourse community, and to publish their ideas, which can all give **them** a sense of empowerment. This is why Warschauer and Kern (2000) termed teaching using IT as 'networked-based language teaching'.

**ESP = English for Specific Purposes*

Adapted from: <www.teachingenglish.org.uk>. Access: June 26th, 2017

6. According to the text, the technology use in ESP
- A) started to be used because of online language learning.
 - B) is a consequence of the internet strong impact into the classroom.
 - C) is incorporated into the teaching process instead of being an extra resource.
 - D) started to be used to access up-to-date information to new professions.
7. In the sentence *IT has become a very suitable tool for ESP*, the Present Perfect Tense is used because the action
- A) started before another action in a time in the distant past.
 - B) started in the past and continued up to a given time in the past.
 - C) happened several times in the past and continues to happen now.
 - D) happened in the past but it is still important at the time of speaking.
8. The highlighted pronoun **them** refers to
- A) discourses.
 - B) professions.
 - C) learners.
 - D) materials.

9. Read the excerpt below.

Today, technology has become integrated into the classroom physically and pedagogically rather than being an add on.

The name of the process to form the underlined word is called

- A) coinage.
 - B) borrowing.
 - C) conversion.
 - D) blending.
10. An example of an adjective derived from a verb by the process of Affixation, in the modern English Language, is
- A) brighten.
 - B) drinkable.
 - C) update.
 - D) incapable.
11. Choose the option without redundancy.
- A) David Mansfield Cooper was the younger of the two twins.
 - B) Those bad events repeated again with my family and friends.
 - C) In a moment of hopeful optimism, Jenniffer made the call.
 - D) It was a strange place for both of us to be, given our histories.
12. According to The International Phonetic Alphabet, an example of word with three schwa sounds is
- A) comparable.
 - B) explanation.
 - C) language.
 - D) academic.
13. Analyze the excerpt below.

This method is an oral-based approach. However, it is very different, in that rather than emphasizing vocabulary acquisition through exposure to its use in situations, this method drills students in the use of grammatical sentence patterns. Also, unlike the Direct Method, it has a strong theoretical base in linguistics and psychology. Charles Fries (1945) of the University of Michigan led the way in applying principles from structural linguistics in developing the method, and for this reason, it has sometimes been referred to as the 'Michigan Method.' Later in its development, principles from behavioral psychology (Skinner 1957) were incorporated. It was thought that the way to acquire the sentence patterns of the target language was through conditioning — helping learners to respond correctly to stimuli through shaping and reinforcement, so that the learners could overcome the habits of their native language and form the new habits required to be target language speakers.

Adapted from: LARSEN, D. Techniques and principles in language teaching. Oxford: Oxford University Press, 2011.

In the excerpt, it is described the

- A) Grammar-Translation Method.
- B) Content-Based Instruction.
- C) Audio-Lingual Method.
- D) Community Language Learning.

14. Observe the tasks below.

Task 1

For example consider how we respond to the following utterance:
 "I heard on the news there was a big earthquake in Los Angeles last night."
 On recognizing the word "earthquake" we generate a set of questions we want to hear or obtain responses to:

Where exactly was the earthquake?
 How big was it?
 Did it cause a lot of damage?
 Were many people killed or injured?
 What rescue efforts are under way?

These questions guide us through the understanding of any subsequent discourse that we hear and they focus our listening on what is said about the questions.

Task 2

a) Students listen to positive and negative statements and choose an appropriate form of agreement.

Students hear:

That's a nice camera.	Yes	No
That's not a very good one.	Yes	No
This coffee isn't hot.	Yes	No
This meal is really tasty.	Yes	No

Students choose the correct response

Task 3

Imagine I say the following to a colleague at my office one morning:
 "I am going to the dentist this afternoon."

This utterance can be thought of as organized around the following dimensions:

A setting: (e.g. the dentist's surgery)
 Participants: (e.g. the dentist, the patient, the dentist's assistant)
 Goals: (e.g. to have a check up or to replace a filling)
 Procedures: (e.g. injections, drilling, rinsing)
 Outcomes: (e.g. fixing the problem, pain, discomfort)

When I return to my office the following exchange takes places between my colleague and I:

"So how was it?"
 "Fine. I didn't feel a thing".

Task 4

The following exercise practices listening for word stress as a marker of the information focus of a sentence. Students listen to questions that have two possible information focuses and use stress to identify the appropriate focus. (Words in italic are stressed).

Students hear

The bank's <i>downtown</i> branch is closed today.	Where	When
Is the city office open on <i>Sunday</i> ?	Where	When
I'm going to the <i>museum</i> today.	Where	When

Students check information focus

Source: <www.professorjackrichards.com>. Access June 26th, 2017.

According to the concepts of bottom-up and top-down activities, we infer that

- A) Task 1 is a top-down activity because the student needs a background knowledge about the schema "earthquake" to comprehend it.
- B) Task 2 is a top-down activity because the student needs to understand about the schemas "camera", "coffee" and "meal" to answer it.
- C) Task 3 is a bottom-up activity because the student has to use the incoming input "dentist" as the basis for his comprehension.
- D) Task 4 is a bottom-up activity because the student has to know the stressed words in context to check the answer.

15. Choose the option in which the preposition is used correctly.

- A) Steven, as most people, loves pizza.
- B) Mary told me she got married with her boss.
- C) I dived in the sea last weekend.
- D) I will get here in time for taking the train.

Read the text *The fox and the mask* and answer the questions **16** and **17**.

The fox and the masks

A fox entered the house of an actor and, **rummaging** through all his properties, came upon two masks, an admirable imitation of two **human** heads. He placed his paws on them and said, "What beautiful heads! Yet they are of no value, as they entirely **lack** brains.

Adapted from: <<http://fablessofaesop.com/the-fox-and-the-mask.html>>. Access: July 10th, 2017.

16. The word **rummaging** can be replaced for

- A) digging.
- B) breaking into.
- C) figuring out.
- D) finding.

17. Morphologically, **human** and **lack** are considered, respectively:

- A) adjective and verb.
- B) noun and verb.
- C) noun and adjective.
- D) adjective and noun.

Read the text below to answer questions **18**, **19** and **20**.

Innovation: Glucose Contact Lens

On Monday, Google Inc. stated that its health-care research unit reached an agreement to work with European pharmaceutical major Sanofi SA on new ways to treat and monitor diabetes. The Wall Street Journal has the story:

Sanofi is a leading maker of diabetes medication, as well as many other drugs. Google's Life Sciences division is working on small, connected medical devices to continuously collect diabetes-related data, as well as software that learns from the information to find new treatments. Diabetes is expected to affect 592 million people world-wide by 2035, according to the International Diabetes Federation.

Google Life Sciences, led by Andrew Conrad, started about two years ago as part of the company's ambitious goal to expand beyond its Internet search roots into big industries such as health care and transportation. Some of these efforts have stumbled, but Google Life Sciences has made steady progress through in-house research and partnerships with companies such as Novartis AG and Biogen Inc.

The life-sciences division will become a stand-alone unit in Google's planned reorganization into a holding company called Alphabet Inc.

Some of the **coolest** sci-fi sounding developments in store?

A Google-designed contact lens that measures the glucose level in tears of diabetics, as well as a cheap, disposable device the size of a Band-Aid to be worn on the skin to send blood-sugar measurements to a smartphone.

Adapted from: <<https://dailyreckoning.com>>. Access: July 27th, 2017.

18. The text states that the technology

- A) developed by Google Inc. and Biogen Inc. comes to diabetic people as a solution for their disease.
- B) developed by Novartis AG and Biogen Inc. imbalances the glucose level through a device.
- C) was developed to attend about millions of people who had been diagnosed with diabetes.
- D) was developed to give health support by monitoring those who suffer from diabetes.

19. Examples of adjectives which form the Comparative and Superlative as in **cool** are:

- A) shy; narrow; simple.
- B) pleasant; pretty; wrong.
- C) modern; dirty; fun.
- D) real; famous; clean.

20. The following words, taken from the text, are nouns:

- A) health; in-house; life-sciences; stand-alone.
- B) partnerships; continuously; medical; holding.
- C) agreement; devices; efforts; measurements.
- D) monitor; measures; disposable; smartphone.

21. Choose the best choice for transforming the direct question *Must you obey this rule in the office?* into reported speech.

- A) She asked me if I might obey that rule in the office.
- B) She asked me that I might obey this rule in the office.
- C) She asked me if I had to obey that rule in the office.
- D) She asked me that I had to obey this rule in the office.

22. Choose the option in which there is a parallel structure.

- A) If you can't fly, then run. If I must run, I'll start it now.
- B) Sarah has spent her night cooking, dancing, and singing with her friends.
- C) Pierre was teaching French to Melany. Then Melany taught English to him.
- D) You took your girlfriend out to swim and eating out.

23. Observe the pictures below.

Picture 1

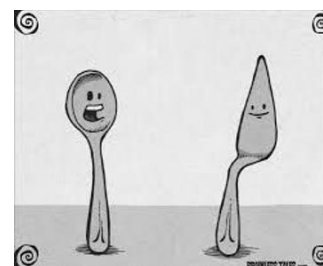


Picture 2

"A match made I heaven"



Picture 3



"You really take the cake"

Picture 4



"It's raining cats and dogs."

Picture 5



Picture 6



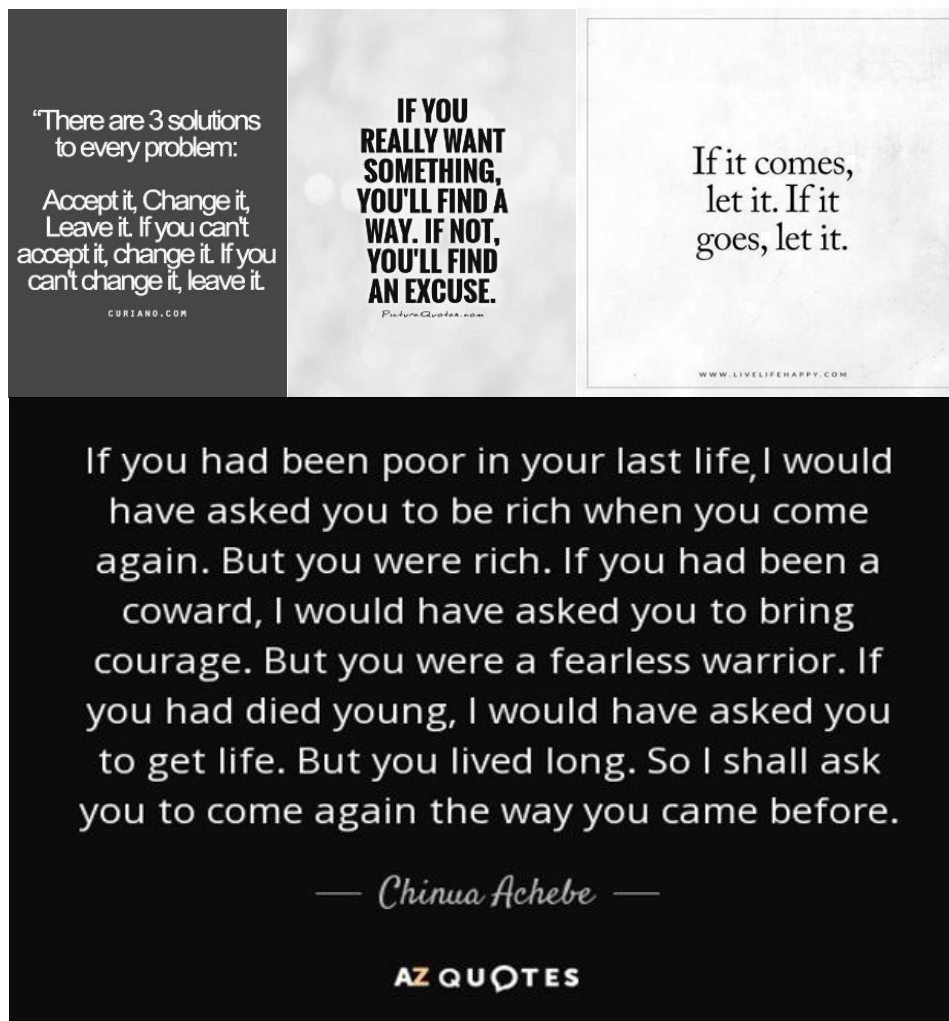
"I'm disappointed; if anyone should have seen the red flags, it's you."

Adapted from: <<https://es.pinterest.com/pin/441141725972309094/>>. Access: July 16th, 2017.

The meaning of the idioms in the pictures are, respectively:

- A) to be overwet in the rain; to be perfectly fabricated; to consider something very easy; hard rain with strong wind; to bother someone; to foresee.
- B) to be overloaded with obligations; to be compatible with someone; to do a bad thing; heavy rain with storm; to annoy someone; to preview danger.
- C) to be floundered in ideas; to be made out of good material; to be interested in something; hard task; to argue; to sightsee.
- D) to be stuck in water; to be heavenly made; to be perfect for the situation; predicament; to rehearse; to notice communists.

24. Read the following texts.



Adapted from: <<https://br.pinterest.com>>. Access: July 18th, 2017.

The sentences which express the First and the Third Conditionals are, respectively:

- A) "If you had been poor in your last life, I would have asked you to be rich when you come again" and "If not, you'll find and excuse."
- B) "If you can't accept it, change it" and "If it goes, let it".
- C) "If it comes, let it" and "If you can't change it, live it".
- D) "If you really want something, you'll find a way" and "If you had been a coward, I would have asked you to bring courage".

Read the text below to answer questions 25, 26 and 27.

When your body becomes eligible for an upgrade

Dave Lee, North America technology reporter

We all like to joke about what might happen if robots, powered by artificial intelligence, decide they want to overthrow humans.

That scenario is, at best, decades away. But this week I've been pondering something much more immediate, and in my view, more likely. What will happen when humans decide to become robots?

"We're at a key transition in human history," says Prof Hugh Herr, who heads the Biomechanics Group at the famed Massachusetts Institute of Technology (MIT).

He says the group's aim is to establish the scientific and technological conditions that will eventually eliminate disability, whether through paralysis or amputation.

But when that incredible goal has been achieved, then what?

"We're fusing the nervous system with the built world," he says.

"We're transitioning from a relationship where we use technology that is separate from our nervous system, to a new epoch of integration, of human physiology."

Simulating ankles

Prof Herr is a double amputee. In 2012, I saw him move a room in London to tears when he revealed his incredibly sophisticated bionic legs that allowed him to move with natural poise and grace.

In 2014, Prof Herr's technology meant Adrienne Haslet-Davis returned to the dancefloor, less than a year after losing a limb in the Boston marathon bombings. Her first performance after the incident brought a TED talk audience instantly to its feet.

I visited Prof Herr's lab last week to learn more about the work his team is doing, and where it may lead. Right now, much of the research is focused on doing things the human body can do instinctively, but which are extremely complex to engineer.

This foot is able to detect when it is in mid-air, and react accordingly.

Roman Stolyarov, a researcher at the lab, demonstrated how they are using sensors similar to those found on self-driving cars to give prosthetic legs an awareness of what is around them. Their feet are able to detect when they are in mid-air.

This is important to make the leg behave differently when, for example, walking down stairs. The human brain, whether the person realizes it or not, is able to instinctively prepare the leg to land on a step. Teaching a prosthesis to do the same is the difference between having a bionic leg and, to put it crassly, a peg leg.

"The motor is able to work in such a way that simulates a real biological ankle joint," Mr Stolyarov told me.

"The [leg] uses on-board sensors to infer whether the leg is in the air or on the ground, and perform actions that to the person feel much more like real walking than they would get from a passive prosthesis."

The end result is that walking is considerably less tiring for amputees like Ryan Cannon, who lost his leg following complications after he broke it.

"I can move in a more rhythmic, symmetrical way," he told me.

"Being able to move in that manner allows me to walk at a faster pace for a longer distance and to do more activities during the day."

Better, faster, stronger

But not all the work carried out here is about replacing limbs. It's also looking at improving them.

One exoskeleton project reduces the physical exertion when walking by 25%, explained researcher Tyler Clites.

"What that means is, if you were to walk 100 miles, it would only feel like you walked 75.

"We're able to do that today. Those are devices I would expect to see rolling out commercially in the next several years."

Beyond MIT, others are working on similar initiatives. US retail chain Lowes is piloting exoskeletons for staff, developed at Virginia Tech, that assist them with lifting at work.

"I definitely think that we are entering an age in which the line between biological systems and synthetic systems is going to be very much blurred," Mr Clites said.

Image copyright Lowes / Virginia Tech Image caption Staff at US chain Lowes are trying out new exoskeleton technology.

He said this future brings a concern that the rich and fortunate of the world may become physically superior, too.

“Then what you do is create a new baseline for physical ability, and perhaps mental ability, that’s only achievable by people who are already in a position of privilege.”

That said, Prof Herr said he was confident that as the cost of prosthetics became lower, it wouldn’t leave poorer people behind.

"The cost of robotics is going to plummet," he said.

"It’s hard to predict whether there’ll be large separations in society."

Adapted from: <<http://www.bbc.com/news/technology-40616561>> Access: July 15th, 2017.

25. It is right to say that the text is about

- A) man-machine fusion, in order to get rid of disability boundaries.
- B) man-machine fusion, dealing with human integration of the nervous system and mind.
- C) improving mental ability and position of privilege among our society.
- D) improving awareness of disable and poor people.

26. The following words are formed with affixes:

- A) paralysis, Massachussetts, overthrow, dancefloor, copyright.
- B) upgrade, away, become, amputee, meant.
- C) baseline, Biomechatronics, physically, replacing, already, achievable.
- D) considerably, awareness, eventually, technological, amputation, relationship.

27. Read the statement below.

Her first performance after the incident brought a TED talk audience instantly to its feet.

Choose the option in which the statement is properly rewritten keeping the same meaning.

- A) Her first performance after the incident brought an utterly TED talk audience to its feet.
- B) Her first performance after immediately the incident brought a TED talk audience to its feet.
- C) Her first performance after the incident brought a TED talk audience eventually to its feet.
- D) Her first performance after the incident brought a TED talk audience forthwith to its feet.

28. The adjective position is properly stated in the following sentence:

- A) Michael gave her a jewellery square small box.
- B) My mother has just bought a beautiful wooden coffee chair.
- C) Michael bought him a Japanese small blue car.
- D) My mother has just made a fantastic German new recipe.

29. Observe this saying: "People say life is not that complicated".

If the referred saying were reported, one of its correct versions would be:

- A) it is said that life is not that complicated.
- B) life is not said to be that complicated.
- C) it is told that people say life was not that complicated.
- D) life was not told by people to be that complicated.

30. Look at the comic strip below, which displays a conversation between the famous dog Snoopy and his friend, Woodstock.



Source: <<https://br.pinterest.com>>. Access: July 16th, 2017.

Assuming Snoopy uses correctly direct speech, Woodstock said:

- A) "You violated my body space".
- B) "You are violating my body space".
- C) "I said you were violating my body space".
- D) "I told you not to violate my body space".

PROVA OBJETIVA DE EDUCAÇÃO PROFISSIONAL

AS RESPOSTAS DESTAS QUESTÕES DEVERÃO SER ASSINALADAS NA FOLHA DE RESPOSTAS DAS QUESTÕES DE MÚLTIPLA ESCOLHA.

31. Com a publicação da Lei n. 11.892/2008, a Rede Federal de Educação Profissional, Científica e Tecnológica adquiriu uma nova institucionalidade, passando a articular educação básica, superior e profissional, de forma pluricurricular e *multicampi*. Como Instituição integrante dessa Rede, o Instituto Federal de Educação, Ciência e Tecnologia do Rio Grande do Norte-IFRN vem ampliando as suas ofertas pelos diversos *campi*, contemplando modalidades e ofertas distintas.

Considerando essa abrangência e as normatizações estabelecidas no Projeto Político-Pedagógico da Instituição, todas as ofertas do IFRN devem organizar-se por meio de

- A) cursos profissionais em nível básico; cursos de nível médio integrado ao ensino técnico; cursos superiores de tecnologia; cursos de engenharia; cursos de pós-graduação *lato sensu* de aperfeiçoamento e de especialização; e cursos de pós-graduação *stricto sensu* de mestrado profissional e mestrado acadêmico.
- B) cursos de formação inicial e continuada ou de qualificação profissional; cursos de educação profissional técnica de nível médio; cursos superiores de tecnologia, bacharelado e engenharia; cursos de licenciatura e programas especiais de formação pedagógica; cursos de pós-graduação *lato sensu*; e cursos de pós-graduação *stricto sensu*.
- C) cursos básicos de nível médio na forma concomitante; cursos de nível médio integrado ao ensino técnico; cursos superiores de tecnologia; cursos superiores de licenciatura; cursos de pós-graduação *lato sensu* de aperfeiçoamento e de especialização; e cursos de pós-graduação *stricto sensu* de mestrado acadêmico.
- D) cursos de formação inicial e continuada ou de qualificação de trabalhadores; cursos de nível médio integrado ao ensino técnico na modalidade presencial e a distância; cursos de engenharia; cursos de pós-graduação *lato sensu* de aperfeiçoamento e especialização; cursos de pós-graduação *stricto sensu* de mestrado acadêmico e mestrado profissional.

32. O IFRN, de natureza jurídica de autarquia e detentora de autonomia administrativa, patrimonial, financeira, didático-pedagógica e disciplinar, declara e assume oficialmente a função social de

- A) transmitir e gerar conhecimentos científicos e tecnológicos que possibilitem ao estudante um padrão de competência técnico-profissional, atuando no desenvolvimento de tecnologias relativas ao processo produtivo e na prestação de serviços à população, visando, dessa maneira, a compreensão do meio como condição para interferir na sociedade e transformá-la em função dos interesses coletivos.
- B) orientar os processos de formação – com base na integração e na articulação entre ciência, tecnologia, cultura e conhecimento específico – no intuito de desenvolver a capacidade de investigação científica como dimensão essencial à manutenção da autonomia e dos saberes necessários ao exercício da laboralidade, que se traduzem no conjunto das ações institucionais de ensino, pesquisa e extensão.
- C) desenvolver o estudante como ser historicamente situado, com capacidade de interferir na sua realidade para aceitá-la, rejeitá-la ou transformá-la e com capacidade de pensar e de adquirir conhecimentos que o instrumentalizem para uma compreensão mais elaborada de sua realidade individual, tornando-se, no futuro, capaz de assumir, com autonomia, a gestão social do seu entorno.
- D) ofertar educação profissional e tecnológica – de qualidade referenciada socialmente e de arquitetura político-pedagógica capaz de articular ciência, cultura, trabalho e tecnologia – comprometida com a formação humana integral, com o exercício da cidadania e com a produção e a socialização do conhecimento, visando, sobretudo, a transformação da realidade na perspectiva da igualdade e da justiça sociais.

- 33.** Em sua dimensão pedagógica, o Projeto Político-Pedagógico – PPP do IFRN prevê princípios e diretrizes norteadores de ações pedagógicas a serem desenvolvidas em sintonia com a pedagogia crítica.

Ancorando-se nesse documento institucional, são princípios orientadores da prática pedagógica do IFRN

- A) a valorização e a capacitação de educadores, a formação de atitudes e convicções, o desenvolvimento de aptidões e a percepção das relações entre sociedade–trabalho–escola.
- B) o respeito à liberdade, o apreço à tolerância, a garantia do padrão de qualidade e a deferência à pluralidade de valores culturais.
- C) a pesquisa como princípio pedagógico, o trabalho como princípio educativo, o respeito à diversidade e a interdisciplinaridade.
- D) o desenvolvimento de competências básicas e profissionais, a valorização profissional, o respeito ao ser humano e a defesa da educação como instrumento básico de conhecimento.

- 34.** A organização curricular dos cursos técnicos de nível médio no IFRN tanto se ancora em bases filosóficas, epistemológicas, metodológicas, socioculturais e legais como se orienta em concepções de sociedade, trabalho, cultura, educação, ciência e tecnologia e ser humano. Essa orientação expressa-se nos fundamentos e nos princípios do currículo integrado assumido pelo Projeto Político-Pedagógico Institucional.

Guiando-se por esse referencial, uma organização curricular situada sob tais bases deve reger-se, dentre outros, pelos seguintes princípios:

- A) entendimento da realidade concreta como síntese de múltiplas relações; respeito à pluralidade de valores e de universos culturais; e construção do conhecimento compreendida mediante as interações entre sujeito e objeto e na intersubjetividade.
- B) formação de atitudes e de valores; superação da dicotomia teoria-prática; e aptidão profissional, visando melhor adaptação para o trabalho.
- C) construção de perfis profissionais; capacidade de adaptação às diversas profissões; e desenvolvimento da iniciativa e do exercício de liderança.
- D) expressão da própria historicidade do indivíduo; desenvolvimento de habilidades instrumentais básicas para o trabalho; e flexibilização curricular que possibilite o diálogo e a aproximação entre educação básica e formação técnica.

- 35.** No Brasil, a Educação Profissional e a Educação de Jovens e Adultos – EJA, duas das modalidades de ensino previstas na Lei de Diretrizes e Bases da Educação Nacional – LDB (Lei n. 9.394/1996), passaram a ocupar maior espaço nas agendas da política educacional a partir dos anos de 1990.

Nesse contexto, há um Programa considerado pioneiro, instituído por decreto do Governo Federal em 2005 e redimensionado em 2006. Apresenta como uma das finalidades a elevação da escolaridade dos brasileiros e concebe a escola como locus integrante e atuante nas dinâmicas sociais. Trata-se do Programa

- A) Brasil Alfabetizado.
- B) Nacional de Integração da Educação Profissional com a Educação Básica na modalidade EJA (Proeja).
- C) Brasil Profissionalizado.
- D) Nacional de Acesso ao Ensino Técnico e Emprego (Pronatec).

36. De acordo com a Lei 11.741/2008, a educação profissional técnica de nível médio deve ser desenvolvida em duas formas: articulada com o ensino médio e subsequente.

Essa última forma objetiva ofertar cursos destinados aos estudantes que tenham concluído

- A) o ensino médio.
 - B) um curso básico de auxiliar.
 - C) um curso FIC de qualificação profissional.
 - D) o Programa de Iniciação Tecnológica e Cidadania-ProITEC.
37. Essa teoria postula que a aprendizagem ocorre quando novas ideias ou informações se relacionam com conceitos relevantes e disponíveis na estrutura cognitiva do estudante predisposto a aprender. Orienta que o conteúdo a ser trabalhado em sala de aula deve ser flexível em relação à experiência de vida do estudante. Trata-se, ainda, de uma teoria que defende a valorização dos conhecimentos prévios necessários à construção das estruturas mentais, permitindo ao estudante (re)construir conhecimentos de natureza diversa.

Trata-se da teoria da aprendizagem

- A) behaviorista.
 - B) humanista.
 - C) significativa.
 - D) culturalista.
38. De acordo com o Projeto Político-Pedagógico – PPP do IFRN, uma proposta educativa que vise articular educação profissional e tecnológica, educação básica e educação de jovens e adultos na perspectiva do currículo integrado deve fundamentar-se, teórico-metodologicamente, nos princípios da politecnia, da formação *omnilateral*, da interdisciplinaridade e da contextualização.

Uma ação educativa pautada por princípios dessa natureza pressupõe um perfil esperado de discentes que abarque, dentre outros, o seguinte aspecto:

- A) capacidade de domínio dos conteúdos conceituais e de seus significados nos mais diversos contextos, visando a articulação curricular e a adequação às características inerentes ao desenvolvimento cognitivo, afetivo, físico e psicológico.
- B) interesse pelo trabalho dos docentes, portando-se como agente interativo da prática educativa e demonstrando autonomia individual frente à construção do conhecimento.
- C) interesse por aprendizagens realizadas no ambiente coletivo da sala de aula com fins de desenvolver autonomia intelectual integrada ao exercício profissional.
- D) capacidade de inserção nos processos educacionais, como agente participativo e crítico da prática educativa, demonstrando autonomia intelectual e responsabilidade quanto ao que se refere à construção de seu próprio conhecimento.

39. Os procedimentos pedagógicos para a Educação de Jovens e Adultos – EJA singularizam-se em função da natureza específica do público a que se destinam. Em respeito às especificidades dessa modalidade de ensino, faz-se necessário traçar diretrizes e indicadores metodológicos a fim de auxiliar os estudantes jovens e adultos em suas construções cognitivas.

Nessa direção, o processo ensino-aprendizagem para os estudantes de cursos vinculados à modalidade EJA no IFRN pressupõe, dentre outras, a seguinte orientação:

- A) elaborar materiais de nivelamento adaptados para suprir as dificuldades dos estudantes com baixo nível de aprendizagem escolar, mesmo que isso implique alteração no currículo e, conseqüentemente, formação técnica diferenciada.
 - B) problematizar o conhecimento sistematizado a partir da realidade local intraescolar, tendo em vista que os estudantes apresentam ritmos de aprendizagem distintos.
 - C) organizar o ambiente educativo de modo a articular múltiplas atividades voltadas às diversas dimensões da formação dos jovens e dos adultos, favorecendo a transformação das informações em conhecimentos diante das situações reais de vida.
 - D) desenvolver a prática profissional ao final de cada semestre letivo, objetivando recuperar, de forma imediata, as lacunas apresentadas pelos estudantes.
40. Orientando-se pelas concepções defendidas no Projeto Político-Pedagógico – PPP, é imprescindível que o conteúdo acadêmico curricular para a educação profissional e tecnológica ofertada no IFRN
- A) esteja associado e integrado à temática trabalho, na perspectiva de formação humana integral, constituindo-se nos fundamentos das ações da educação, da cultura, da ciência e da tecnologia.
 - B) esteja associado e integrado à realidade individual dos sujeitos, assegurando-lhes maior inserção no mundo laboral para ascenderem socialmente.
 - C) seja mediado pela construção de um raciocínio uniforme, elegendo, como principal valor do trabalho, a instrumentalidade para o sucesso econômico.
 - D) seja mediado pela qualificação profissional, associando-a ao desenvolvimento de competências básicas na perspectiva da multiprocessualidade e instrumentalidade do trabalho.

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