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PROVA OBJETIVA

CARGO: PROFESSOR EBTT – ÁREA: LETRAS

ORIENTAÇÕES:

1. Não abra o caderno de questões até que a autorização seja dada pelos Aplicadores;
2. A interpretação das questões é parte do processo de avaliação, não sendo permitidas perguntas aos Aplicadores de prova;
3. Nesta prova, as questões são de múltipla escolha, com cinco alternativas cada uma, sempre na sequência a, b, c, d, e, das quais somente uma é correta;
4. As respostas deverão ser repassadas ao cartão-resposta utilizando caneta na cor azul ou preta dentro do prazo estabelecido para realização da prova, previsto em Edital;
5. Observe a forma correta de preenchimento do cartão-resposta, pois apenas ele será levado em consideração na correção;
6. Não haverá substituição do cartão resposta por erro de preenchimento ou por rasuras feitas pelo candidato;
7. A marcação de mais de uma alternativa em uma mesma questão levará à anulação da mesma;
8. Não são permitidos consultas, empréstimos e comunicação entre os candidatos;
9. Ao concluir as provas, permaneça em seu lugar e comunique ao Aplicador de Prova. Aguarde a autorização para devolver o cartão resposta, devidamente assinado em local indicado. Não há necessidade de devolver o caderno de prova;
10. O candidato não poderá sair da sala de aplicação antes que tenha se passado 1h00min do início da aplicação das provas. Só será permitido que o candidato leve o caderno de prova objetiva após 4h00min de seu início;
11. Os três últimos candidatos deverão permanecer em sala até o fechamento e assinatura da ata.

QUESTÃO 1

Sitting Outside on a Sunny Day and Enjoying a Beer

Words that capture an entire culinary experience or mood — such as “utepils,” in Norwegian — are common in other languages. English has a few such words, too.

[...] Sundays at our Bangalore home were for biriyani with family and friends.

One Sunday, I received the verdict on my first attempt at my mother’s famed recipe. Everyone loved it but said that it lacked her “*kai guna*.” The phrase is from Kannada, the language of the South Indian state of Karnataka. It refers to the quality of the hand of a creator, or, in this case, the cook. There are variations of this word across South Indian languages that refer to the intangible _____ (**unique**) that people bring to something they have created.

While my family’s sentiments were _____ (**understand**), this led me to think about whether the English language contained its own _____ (**express**) words that encapsulated entire concepts about food. Was there a word like the Japanese “*kuchinaoshi*,” which translates to “mouth fix,” a way to describe eating something _____ (**taste**) to “fix” the bad taste in your mouth from something else? [...]

Cornelia Gerhardt, an English linguist at Saarland University in Germany and one of the founders of culinary linguistics, a field concerned with the ties between language and food, believes that English is a language that does not like to pack too much information into one word.

“English is _____ (**analyze**), using a series of words to explain an idea,” Dr. Gerhardt said, “unlike polysynthetic languages (where entire concepts are reduced to a single word) or _____ (**agglutinate**) languages (where suffixes and prefixes are added to a root word to create new words).”

(PRABHU, R. D. Sitting Outside on a Sunny Day and Enjoying a Beer. **The New York Times**. Nova Iorque, 14 de fev. de 2022. Disponível em: <https://www.nytimes.com/2022/02/14/crosswords/food-english-foreign-languages.html>. Acesso em: 2 mar. 2022.)

Which suffixes can be added to the words in parentheses to form a word that fits each gap.

- a. -ism, -able, -ive, -y, -ly, -ant
- b. -ism, -ing, -ion, -ful, -al, -ion
- c. -ness, -able, -ive, -y, -al, -ive
- d. -ness, -ible, -ion, -y, -ly, -ant
- e. -ness, -ing, -ive, -ful, -al, -ive

QUESTÃO 02

When schools were closed in most countries in March 2020 because of the COVID-19 pandemic, teachers had no other option but to change their classrooms into online learning spaces. It was a critical global incident. In research on identity and teacher training (Tripp, 1993; Butterfield et al., 2005; Monereo, 2010), a critical incident is an unexpected situation that hinders the development of the planned activity and that, by exceeding a certain emotional threshold, puts the identity in crisis and obliges that teachers review their concepts, strategies, and feelings. Thus, these incidents can become meaningful resources for train and change teaching and learning practices because they allow us to review our deep beliefs (Monereo et al., 2015).

(POZO, J. I. *et al.* Teaching and Learning in Times of COVID-19: Uses of Digital Technologies During School Lockdowns. **Frontiers in Psychology**, 29 abr. 2021. Disponível em: <https://www.frontiersin.org/articles/10.3389/fpsyg.2021.656776/full>. Acesso em: 2 mar. 2022.)

There are five underlined sections in the text. Select the one which is wrong.

- a. in most countries
- b. no other option but
- c. that
- d. thus
- e. train and change

Read the text to answer questions 3 to 5.

The abrupt switch to remote learning **(1)**_____ academic gains for many students in America, and widened racial and economic gaps. **(2)**_____ in the fall won't be easy.

While a nation of burned-out, involuntary home schoolers slogs to the finish line of a disrupted academic year, a picture is emerging of the extent of the learning loss among children in America, and the size of the gaps schools will be asked to fill when they reopen.

It is not pretty.

New research suggests that by September, most students **(3)**_____ behind where they would have been if they had stayed in classrooms, with some losing the equivalent of a full school year's worth of academic gains. Racial and socioeconomic achievement gaps will most likely widen because of disparities in access to computers, home internet connections and direct instruction from teachers.

(GOLDSTEIN, D. Research Shows Students Falling Months Behind During Virus Disruptions. **The New York Times**. Nova Iorque, 5 de jun. de 2020. Disponível em: <https://www.nytimes.com/2020/06/05/us/coronavirus-education-lost-learning.html>. Acesso em: 2 mar. 2022.)

QUESTÃO 03

Two phrasal verbs have been removed from the first paragraph of this article excerpt. Choose the option in which the phrasal verbs fit gaps (1) and (2).

- a. (1) dropped off, (2) Giving in
- b. (1) put off, (2) Winding up
- c. (1) slipped out, (2) Building up
- d. (1) wiped out, (2) Catching up
- e. (1) wrote off, (2) Setting about

QUESTÃO 04

The most appropriate future form to complete gap (3) is:

- a. is falling.
- b. is going to fall.
- c. will be falling.
- d. will have been falling.
- e. will have fallen.

QUESTÃO 05

Determine whether the underlined portion of the text is correct or whether it needs to be revised. Choose the option that better fits the portion.

- a. will have been if they stay
- b. will have been if they stayed
- c. would be if they had stayed
- d. would have been if they had stayed
- e. would have been unless they stayed

QUESTÃO 06

We used Nóvoa and Schön's studies in a complementary way, taking the teachers in training to a teaching experience accompanied by a reflective process and anchored in theoretical studies. This reflective practice took place collectively and considering several aspects of the classroom. Of course, a more extensive work could also consider other aspects that involve education as a whole.

At no time were we looking for "solutions" to situations that occurred in class, since they need to be thought out for the situation in which they occur. However these "solutions" require reflection in relation to pedagogical practice and, as Nóvoa (2014) says, they depend on a will to change.

(JANERINE, A. S., QUADROS, A. L. Collective reflection in teacher education: an experience in the chemistry teacher training course in UFVJM. **Ensaio** Research in Science Education, Belo Horizonte, vol. 23, p. 1-16, fev. 2021. Disponível em: <https://www.scielo.br/j/epec/a/BRSqrFR8fGw8z7LgNJwDSQn/?format=pdf&lang=en> Acesso em: 2 mar. 2022.)

The underlined portions of the sentence are examples of

- a. causative passive.
- b. defining clauses.
- c. noun clauses.
- d. participle clauses.
- e. passive voice.

QUESTÃO 07



"That must have been
the paradigm shift."

(WILDT, Chris. That must have been the paradigm shift. Twitter: cartoonStock@collectcartoons. Disponível em: <https://twitter.com/collectcartoons/status/1262802459476582401?lang=gl>. Acesso em: 2 mar 2022.)

Analyze the assertions regarding the underlined portion of the caption in this cartoon.

- I. It expresses a logical deduction or conclusion.
- II. The negative form of *must* in this context is *mustn't*.
- III. It relates present evidence to a past action or event.
- IV. Must may be replaced by *ought to* with no change in meaning.

The following statement(s) is(are) correct:

- a. I only.
- b. I and II, only.
- c. I and III, only.
- d. II and III, only.
- e. III and IV, only.

QUESTÃO 08

Idioms are not only great fun, they also cast fresh light on the less rational workings of the human mind

Why do we say "I'm not **(1)**_____ your leg"? Or "he kicked the **(2)**_____ "? I don't mean etymologically, I mean logically. Why do we use idioms?

I became fascinated by that question when I discovered that Russians say "I'm not hanging noodles on your ears" when they're not **(1)**_____ your leg. To us that sounds ridiculous. But let's face it, our idioms don't have a leg [...] to **(3)**_____ on either. They're just as nonsensical.

(BHALLA, J. The idiotic joys of idioms. **The Guardian**. 6 ago. 2009. Disponível em:
<https://www.theguardian.com/books/booksblog/2009/aug/05/idiotic-joys-idioms>. Acesso em: 2 mar. 2022.)

The words that complete the English idioms correctly are:

- a. (1) pulling, (2) bucket, (3) stand.
- b. (1) pulling, (2) pants, (3) stretch.
- c. (1) pushing, (2) can, (3) pull.
- d. (1) stretching, (2) bucket, (3) stand.
- e. (1) stretching, (2) pants, (3) pull.

Read the text to answer questions 9 and 10.

The Surprise Thank-You

Rarely (1)_____ whether they make lasting impressions (2)_____ students, and finding out they did can be one of the most profound rewards of all. I know because it happened to my mother, a retired teacher, when she turned on *NPR* one morning.

I was visiting my parents in 2003 when my mom came out of their room with a puzzled look (3)_____ her face. She'd been listening to the radio and heard an interview (4)_____ a bestselling author of young-adult fantasy novels. The woman's name was Tamora Pierce, the same as a precocious young writer my mom had taught nearly four decades before.

My mother wondered, Could this be the same person?

Well, I said (probably far too snarkily), the Internet should be able to tell us. I found the author's website quickly. She was a big deal—an “enormously popular” writer, as a New York Times review put it, of books featuring powerful heroines.

I clicked on the biography link to scan for references to Burlingame Junior High, where my mom had worked, and my heart began to flutter when I spotted it (5)_____ the bottom of the first section. Here was confirmation that my mother had taught a now-famous writer! But my eyes came to a standstill reading the next paragraph, in which Pierce described writing her first fiction as a sixth grader.

“The next year, as I was still scribbling my own stories, my English teacher (bless you, Mrs. Jacobsen!) introduced me to the Lord of the Rings trilogy by J. R. R. Tolkien,” the biography read. “I got hooked on fantasy, and then on science fiction, and both made their way (6)_____ my stories.”

My mother's name was Mary Jacobson. [...]

Within days, my dad had checked out all the Tamora Pierce books at the local library, and in one we found another Easter egg: *Daja's Book*, a 1998 novel, was dedicated (7)_____ “the teachers who shaped my life.” Pierce listed four names, and one was Mary Jacobsen. (This misspelling of our family name was no surprise. It happened all the time.)

The dedication concluded, “A great teacher is above all other treasures.”

(BRULLIARD, K. Heartwarming Stories of Teachers Who Changed Their Students' Lives. **Reader's Digest**, 29 set. 2020. Disponível em: <https://www.rd.com/list/teacher-who-changed-my-life/>. Acesso em: 8 mar. 2022.)

QUESTÃO 09

The correct word order to fill in gap (1) is:

- a. do teachers know.
- b. have known teachers.
- c. teachers do know.
- d. teachers have known.
- e. teachers know.

QUESTÃO 10

The correct sequence of prepositions to fill in gaps (2) to (7) is:

- a. (2) about, (3) at, (4) of, (5) on, (6) to, (7) for.
- b. (2) about, (3) at, (4) with, (5) on, (6) into, (7) to.
- c. (2) on, (3) in, (4) of, (5) in, (6) for, (7) to.
- d. (2) on, (3) on, (4) of, (5) at, (6) to, (7) for.
- e. (2) on, (3) on, (4) with, (5) at, (6) into, (7) to.

Read the text to answer questions 11 to 13.

Inheritors of the cult: Why we're still obsessed with Shakespeare

Time, it has been said, is the king of men: "He's both their parent, and he is their grave, / And gives them what he will, not what they (1)_____". Those lines, culled ruthlessly from *Pericles*, show Shakespeare at his most epigrammatic; the neatness of the rhyme, the apparently self-contained couplet's-worth of wisdom, seem to encourage such ruthless culling. It's also, at least in appearance, a moment of writerly (2)_____ – that "will" serving as a reminder of the will of the writer, or of Will the writer. If time's the ruler of men, then the playwright is no exception. But time's not been too harsh on Shakespeare, who remains central to the English literary canon. For 400 years his influence has evolved, but never been threatened by disappearance, and his work remains a kind of proving (3)_____ for English literary criticism, exemplifying the patterns and problems that shape the discipline at large.

(TOWNSEND, Chris. Inheritors of the cult. **Times Literary Supplement**, 18 de fevereiro de 2022. Disponível em <https://www.the-tls.co.uk/articles/why-were-still-obsessed-with-shakespeare-book-review-chris-townsend/> Acesso em 5 mar. 2022.)

QUESTÃO 11

Fill in gap (1) with the appropriate word.

- a. crave
- b. desire
- c. gave
- d. like
- e. want

QUESTÃO 12

Fill in gap (2) with the appropriate word.

- a. image
- b. knowledge
- c. self-consciousness
- d. surprise
- e. understanding

QUESTÃO 13

Fill in gap (3) with the appropriate word.

- a. exam
- b. ground
- c. like
- d. space
- e. test

QUESTÃO 14

Stylistics also has a specifically linguistic function. It offers an invaluable testing ground for theories and constructs in linguistics. Many linguistic theories are highly abstract and do not rest easily beside actual language usage. The experimental and creative discourse that characterises much literary communication makes it an excellent site for investigating theories about language which have been developed, as it were, *in vitro*. It has become an axiom in stylistics that we often perceive conventional modes of language only through exposure to deviant or distorted ones. In this respect, literary discourse has an important role to play in that it often highlights the “norms” of communication by its very departure from them.

(SIMPSON, P. *Language through Literature: An Introduction*. London: Routledge, 1996, p.5).

In relation to the particularities of and interfaces between literary and linguistic studies highlighted by Simpson (1996) in the excerpt above, consider the statements below:

- I. The level of abstraction in the majority of linguistic theories is comparable to research conducted *in vitro* in biological sciences.
- II. Characteristics unique to literary communication make it ideal as concrete examples against which theories can be tested.
- III. Stylistics is a comparative method of linguistic study which can benefit from the deviations from the norm found in literary discourse.
- IV. Literary communication is highly abstract and does not reflect uses in naturalistic settings.

The following statement(s) is(are) correct:

- a. I only.
- b. I and III, only.
- c. I, III, and IV, only.
- d. II and IV, only.
- e. III only.

Read the text to answer questions 15 to 17.

***Outlander* turns up the highland heat**

As the raunchy TV show about a time-travelling nurse and an ageing highland warrior returns, its stars open up about the vibrant love lives of the over-70s – and respond to criticism of the show’s troubling use of sexual violence.

Outlander isn’t a show that can be described in a nutshell. Is it a period drama? Sci-fi? Action? Romance? Caitríona Balfe, who has been the show’s star for eight years, still doesn’t know. “God, yeah,” she puffs. “**(1)**_____”. One thing agreed upon among fans is that, against a dedicated attention to historical detail and endless panoramic shots of Scotland, Balfe’s raunchy relationship with co-star Sam Heughan is the beating heart of the story. Heughan, however, insists it’s not just constant shagging: “**(2)**_____”.

The adaptation of Diana Gabaldon’s novel series follows the story of second world war nurse Claire, played by Balfe, who is honeymooning with her husband, Frank, when she touches a stone in the Highlands and falls back in time to 18th-century Scotland. **(3)**_____. Together, they travel around the world, encountering and often disrupting historical events, moving back and forth between centuries (only Claire has the gift of time travel), going into battle, saving lives, dealing with witchcraft trials, becoming a power couple and having a lot of sex.

Claire is gutsy, liberated and, rather conveniently for the risky situations she constantly finds herself in, has an encyclopaedic knowledge. One day she is showing Jamie the marvels of bikini waxing, the next she is casually inventing penicillin. **(4)**_____ – a true leader on the battlefield, he is proud and stubborn but kind-hearted, and often assumes the beta role in his marriage.

(RICHARDSON, Holly. “Nobody has sex after 40? That’s just not the case” – Outlander turns up the highland heat. **The Guardian**. 4 de março de 2022. Disponível em <https://www.theguardian.com/tv-and-radio/2022/mar/04/nobody-has-sex-after-40-thats-just-not-the-case-outlander-turns-up-the-highland-heat>. Acesso em 5 mar. 2022.)

QUESTÃO 15

Match the gaps in the text with the sentences below.

- A. Jamie, meanwhile, becomes the surprise feminist ally we never knew existed in 1743.
- B. It sort of defies definition, but that’s part of the appeal.
- C. There, she falls in love with clansman Jamie, played by Heughan. He affectionately calls her “sassenach” – gaelic for “English outlander”.
- D. When it’s written off as a ‘bodice-ripping drama’ I think, ‘But there’s so much more to it’.

The correct sequence of sentences to fill in the gaps from 1 to 4 is:

- a. B, C, D, A
- b. B, D, C, A
- c. C, D, A, B
- d. D, B, A, C
- e. D, B, C, A

QUESTÃO 16

Notice, in the second paragraph, the following sentence:

*Heughan, however, insists **it's** not just constant shagging.*

What does “it” refer to?

- a. The attention to detail.
- b. The TV show.
- c. The beating heart.
- d. The book.
- e. The raunchy relationship.

QUESTÃO 17

In relation to the main characters in the show *Outlander*, it is correct to say:

- a. Both Jamie and Claire travel in time.
- b. Claire is a nurse from the 21st century.
- c. Claire’s knowledge is what you’d expect from all nurses.
- d. Jamie is good at following orders.
- e. Jamie sometimes doesn’t always fulfil stereotypically masculine roles.

Read the text to answer questions 18 to 20.

Toward a New Vision

While many of us have little difficulty in **assessing** our own victimization within some major system of oppression, whether it be by race, social class, religion, sexual orientation, ethnicity, age or gender, we typically fail to see how our thoughts and actions **uphold** someone else's subordination. Thus, white feminists routinely point with confidence to their oppression as women but resist seeing how much their white skin privileges them. African-Americans who possess **eloquent** analyses of racism often persist in viewing poor White women as symbols of white power. The radical left fares **little** better. "If only people of color and women could see their true class interests," they argue, "class solidarity would eliminate racism and sexism." In essence, each group identifies the type of oppression with which it feels most comfortable as being fundamental and classifies all other types as being of lesser importance.

Oppression is full of such contradictions. Errors in political judgment that we make concerning how we teach our courses, what we tell our children, and which organizations are worthy of our time, **talents** and financial support flow **smoothly** from errors in theoretical analysis about the nature of oppression and activism. Once we realize that there are few pure victims or oppressors, and that each one of us derives varying amounts of penalty and privilege from the multiple systems of oppression that frame our lives, then we will be in a position to see the need for new ways of thought and action.

(COLLINS, Patricia Hill. Toward a New Vision. In: SHAW, Susan; LEE, Janet. **Women's Voices, Feminist Visions**: Classic and Contemporary Readings. Nova York: McGraw-Hill Education, 2014, p. 72.)

QUESTÃO 18

In relation to the excerpt above, consider the following statements on the nature of oppression:

- I. African-Americans who theorize about race believe that class solidarity is the most comfortable way of ending racism.
- II. Identifying systems of oppression in which we may victimize others is easier than identifying other systems of which we may be victims.
- III. Teaching courses, educating children and working for specific organizations are examples of actions that can be impacted by our understanding of systems of oppression.
- IV. Errors in political judgement often stem from errors in theoretical analysis.

The following statements are correct:

- a. I, III and IV, only.
- b. II and III, only.
- c. II, III and IV, only.
- d. III and IV, only.
- e. IV, only.

QUESTÃO 19

Choose the correct alternative with words that could substitute the words in **bold** in the text.

- a. considering, suspend, intelligent, minutely, proficiency, directly.
- b. evaluating, promote, articulate, marginally, efforts, uncomplicatedly.
- c. examining, defend, loquacious, small, aptitudes, uninterruptedly.
- d. judging, affect, comprehensive, no, competence, naturally.
- e. reclaiming, maintain, wordy, radically, brilliance, circuitously.

QUESTÃO 20

In relation to “penalties and privileges”, it is correct to affirm that:

- a. Oppression is paradoxical because it affects all of us in the same ways.
- b. Pure victims do not exist.
- c. They come in varying degrees to every person.
- d. We must first of all seek out new ways of acting.
- e. White feminists pay more attention to class-based oppressions.