

-- CONHECIMENTOS ESPECÍFICOS --**Text 10A1-I**

There is no doubt that we are living in times of great change. Population mobility continues throughout the world at an all-time high in human history, bringing extensive cross-cultural contact among diverse language and cultural groups. Predictions focus on an increasingly interconnected world, with global travel and instant international communications available to more and more people. Businesses and professions seek employees fluent in more than one language, to participate in the international marketplace as well as to serve growing ethnolinguistic minorities living within each community. Employers increasingly want their employees to be interculturally competent. They want them to be skilful negotiators in increasingly intercultural work situations.

Change is not exclusive or selective in terms of the sectors of society which it affects. Industry, health, politics and business are affected, but also education. In different parts of Europe, just as elsewhere in the world, the presence of ethnic and linguistic minority children in schools is becoming an everyday phenomenon. Policy makers include intercultural objectives in curricula, and teachers find themselves faced with the challenge of promoting the acquisition of intercultural competence through their teaching. This is true for teachers of a diversity of subjects. It is definitely true for teachers of foreign languages. Foreign language education is, by definition, intercultural. Bringing a foreign language to the classroom means connecting learners to a world that is culturally different from their own. Therefore, all foreign language educators are now expected to exploit this potential and promote the acquisition of intercultural competence in their learners. The objective of language learning is no longer defined in terms of the acquisition of communicative competence in a foreign language. Teachers are now required to teach intercultural communicative competence.

Lies Seru. *Teaching foreign languages in an intercultural world.*
In: Lies Seru *et al.* *Foreign language teachers and intercultural competence:*
an international investigation. Clevedon: Multilingual Matters, 2005 (adapted)

Questão 16

According to text 10A1-I, foreign language learning

- Ⓐ results from intercultural competence.
- Ⓑ should not be understood without its intercultural dimension.
- Ⓒ eliminates intercultural problems faced by ethnic minorities.
- Ⓓ is a requisite for population mobility.
- Ⓔ has become especially challenging in Europe.

Questão 17

In the first paragraph of text 10A1-I, the author describes changes

- Ⓐ disrupting the scenario of global international trade and tourism.
- Ⓑ noted in the process of foreign language teaching.
- Ⓒ caused by a higher number of languages in the world.
- Ⓓ occurring around the world due to a variety of factors.
- Ⓔ brought by migration from rich countries to poorer ones.

Questão 18

It is correct to infer from text 10A1-I that the author believes intercultural competence is

- Ⓐ a negative aspect of instant international communication.
- Ⓑ a problem specific to European foreign language teachers.
- Ⓒ an aspect that is important to the teaching of a plethora of subjects.
- Ⓓ a secondary goal in foreign language teaching and learning.
- Ⓔ the easiest part of what a foreign language teacher deals with in class.

Text 10A1-II

Beverly Hannett-Price's 67 years teaching at Detroit Country Day School has earned acclaim and notice in the Guinness Book of World Records. An assembly Monday crowded with students and staff toasted the 90-year-old's decades of uninterrupted classroom instruction marking her the longest-serving female teacher of English as a foreign language.

"This historic recognition honors not only the length of Mrs. Hannett-Price's career, but the depth of her influence on students whose achievements span the worlds of entertainment, business, and the arts," school officials said in a statement.

"She's had a lot of students and she kept in touch with me. She knew I needed more attention ... she befriended me. This is more than just a student-teacher relationship," Courtney B. Vance, one of her former students, said Monday.

Guinness confirms Hannett-Price is the world's longest-serving female language teacher, based on verified, uninterrupted years of classroom instruction documented across multiple institutions. In a statement on their website, Guinness said that "This record honors her lifelong commitment to her students, her school communities, and the teaching profession as a whole."

Hannett-Price is known for her innovative and engaging teaching methods and creative assignments. "Even after more than 67 years in the classroom, she continues to educate with the same enthusiasm and energy that defined the start of her career," Detroit Country Day officials said.

Myesha Johnson. *Detroit Country Day teacher's long career sets a Guinness record.*
Internet: <<https://eu.detroitnews.com>> (adapted).

Questão 19

According to text 10A1-II, a Guinness award was given to Hannett-Price

- Ⓐ for her astonishingly long career as a teacher.
- Ⓑ because of her influence on her students.
- Ⓒ in recognition of the importance of foreign language teaching.
- Ⓓ on a Monday in Detroit.
- Ⓔ due to her language skills.

Questão 20

As Hannett-Price is described, in text 10A1-II, as an "innovative" foreign language teacher, it is correct to infer that, when working with her present students, she is most likely to

- Ⓐ give them long texts to translate in order to teach them English syntax and vocabulary.
- Ⓑ reprehend them on spot for every mistake they make when speaking English in public.
- Ⓒ work with drills during every single class in order for them to memorize grammar rules.
- Ⓓ engage them in group activities leading to interdisciplinary projects.
- Ⓔ read long lists of words to them so they can improve their vocabulary and spelling skills.

Questão 21

André, an English teacher in Piauí, wants to show his students how to recognize English-Portuguese cognates in order to find clues about what text 10A1-II states.

Considering this hypothetical situation, choose the option that presents a word that, extracted from the text, is a correct example of an English-Portuguese cognate.

- Ⓐ beginning
- Ⓑ teaching
- Ⓒ length
- Ⓓ world
- Ⓔ enthusiasm

Questão 22

If an English teacher presents his class with text 10A1-II and asks the kids to quickly find the name of one of Hannett-Prices' students, he is showing the class how to use the reading strategy known as

- Ⓐ predicting.
- Ⓑ inferring.
- Ⓒ scanning.
- Ⓓ interpreting.
- Ⓔ skimming.

Espaço livre

Text 10A1-III

Language is not any arbitrary fact of colonialism. We ought to consider it as another form of violence imposed upon cultures by colonial rule, as devastatingly treacherous as any other. Of course, there is an obvious distinction between physical and linguistic subjugation, and the previous claim is not to erase this in any element. Linguistic violence itself persists long past the departure of the colonist, it is a violence committed against a very culture, one from which it may never fully recover. Language is not merely a group of symbols or words; this is clear from the fact that we see it as having been the object of colonial assault. Imperial powers recognized it as anything but arbitrary, or else it would not have even been seen as necessary to subject to the same ravage. We ought not to let the role of language in colonialism slip into the background. Language as a means of colonial dominance has too often been seen as a symptom of a larger colonial pathology, as a side-effect which does not require to be dealt with urgently or with equal dedication as with more wide-spread and common conceptions of colonial violence.

As a defining aspect of culture, language is not only the means by which we pass on culture or share it, but in order to do so it must, and does, carry on its back the entirety of a culture and civilization. Further, it acts as a collective memory bank of a culture's historical existence and experience. Because of this, the erasure of language is necessarily also the erasure of pre-colonial history. By systematically and aggressively burying a language, also buried with it is every historical event and every person who existed through it. Something as fundamental as it becomes, or rather, has been a way by which we perceive ourselves as well as where and how we exist among others. When one examines the colonial circumstance, they can see the ways in which the linguistic take-over by colonial powers posed an existential threat upon the colonized. To take away one's language is to take away their means of making themselves visible and perceiving themselves. The forceful imposition of colonial language on the colonized is not simply a matter of easy communication and convenience, it is to impose upon a group the task of supporting the weight of a culture which refuses to recognize them as human.

Ananya Ravishankar. **Linguistic imperialism**: colonial violence through language. Trinity College Digital Repository, 2020. Internet: <<https://jstor.org>> (adapted).

Questão 23

For the author of text 10A1-III, language is, among other things,

- Ⓐ a minimal effect of cultural dominance.
- Ⓑ a pathology.
- Ⓒ an instrument of colonial subjugation.
- Ⓓ a specific type of symbol.
- Ⓔ a random feature of colonized cultures.

Questão 24

In the first paragraph of text 10A1-III, the author

- Ⓐ sees linguistic violence as a lingering aspect of colonialism.
- Ⓑ refuses to see language as a means of violence.
- Ⓒ informs that the role of linguistic violence in colonialism is a wide-spread conception.
- Ⓓ argues for a representational view of language.
- Ⓔ denies that language has a defining role in colonialism.

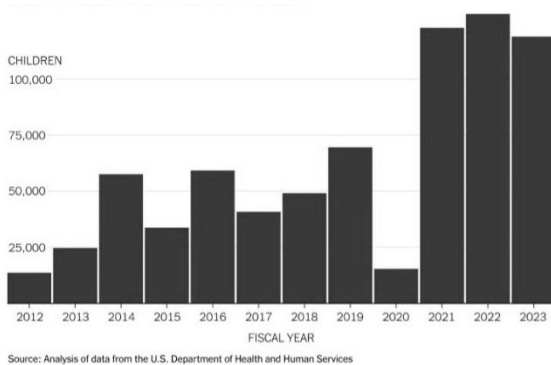
Questão 25

It is correct to infer from text 10A1-III that

- I language is comparable to a memory bank because people memorize structures like syntax and lexicon.
- II being forced to speak a colonial language means being forced to bear the weight of a non-human status.
- III not every form of linguistic colonialism is violent or depends on the imposition of a language.

Choose the correct option.

- A Only item I is correct.
- B Only item II is correct.
- C Only items I and III are correct.
- D Only items II and III are correct.
- E All items are correct.

Questão 26**Migrant children living, and often working, in the USA**

Internet: <<https://www.nytimes.com>> (adapted).

Carla, an English language teacher in Piauí, wants to give a class on a specific subject: migrant children in the United States of America (USA). To do so, she presents her students with the preceding picture before they read a text on the topic. She asks her students what they imagine the text will tell them based on the graph they see and on its title.

In this hypothetical situation, Carla is orienting her students to apply the reading strategy known as prediction. This strategy, in the presented situation, has the benefit of

- A being part of an activity in which the students can interact without Carla's intervention.
- B bringing Carla's students to identify specific information in the text they will read.
- C forcing Carla's students to apply the grammar rules correctly when discussing the graph.
- D allowing Carla to show her students a correct interpretation of the text they will read.
- E giving Carla's students the chance to formulate hypotheses on the content of the text.

Text 10A1-IV

No two historical epochs, no two social classes, no two localities use words and syntax to signify exactly the same things, to send identical signals of valuation and inference. Neither do two human beings. Each living person draws, deliberately or in immediate habit, on two sources of linguistic supply: the current vulgate corresponding to his level of literacy, and a private thesaurus. The latter is inextricably a part of his subconscious, of his memories so far as they may be verbalized, and of the singular, irreducibly specific ensemble of his somatic and psychological identity.

Part of the answer to the notorious logical conundrum as to whether or not there can be "private language" is that aspects of every language-act are unique and individual. They form what linguists call an "idiolect". Each communicatory gesture has a private residue. The "personal lexicon" in every one of us inevitably qualifies the definitions, connotations, and semantic moves current in public discourse. The concept of a normal or standard idiom is a statistically-based fiction (though it may, as we shall see, have real existence in machine-translation). The language of a community, however uniform its social contour, is an inexhaustibly multiple aggregate of speech-atoms, of finally irreducible personal meanings.

George Steiner. *After babel: aspects of language and translation*. London: Oxford University Press, 1975, p. 45-6 (adapted).

Questão 27

The author of text 10A1-IV claims that language

- A equals a private thesaurus.
- B has a subjective side to it.
- C is similar to a riddle.
- D is a controlled but fictional system.
- E is a huge amount of definitions.

Questão 28

Based on text 10A1-IV, judge the following items.

- I According to the ideas conveyed in the text, in a monolingual culture, there are as many different languages as there are people.
- II The term "speech-atoms" (last sentence of the text) refers to the many idiolects of a language.
- III It is correct to conclude from the use of "verbalized", in the last sentence of the first paragraph, that the statements made in the text do not apply to non-verbal people.

Choose the correct option.

- A Only item II is correct.
- B Only item III is correct.
- C Only items I and II are correct.
- D Only items I and III are correct.
- E All of the items are correct.

Text 10A2-I

Everyone ages, but, sometimes, people outlive all predictions. Previous research has uncovered an unlikely factor related to longevity: intelligence. However, intelligence isn't a simple characteristic. There are many traits that contribute to it that can be tested — from memory to mathematical logic. In a 2024 clinical psychological science study, Paolo Ghisletta, of the University of Geneva, linked longevity specifically to one of those traits: verbal fluency, the measure of one's vocabulary and their ability to use it. Ghisletta's research used samples from the **Berlin Aging Study**, which started collecting data shortly before the Berlin Wall came down in 1989. It tracked 516 people aged 70 to 105 from enrollment to their death, over as long as 18 years in some cases. The study measured factors like dental health, stress levels, and economic well-being, as well as cognition. This makes it a "rich and rare data set," said Ghisletta in an interview.

Internet: <www.sciencedaily.com> (adapted).

Questão 29

According to the ideas conveyed by text 10A2-I,

- Ⓐ a specific cognitive trait, verbal fluency, has been identified as a significant factor linked to a longer lifespan.
- Ⓑ longevity is directly and exclusively determined by a person's dental health and economic well-being.
- Ⓒ people who outlive all predictions are those who have never been subjected to any form of scientific research.
- Ⓓ the **Berlin Aging Study** is the most comprehensive research ever conducted on the relationship between aging and intelligence.
- Ⓔ intelligence is a simple, single characteristic that can be easily measured through memory and mathematical logic tests.

Questão 30

In its use in the last sentence of text 10A2-I, the word 'rich' means

- Ⓐ morally valuable.
- Ⓑ financially profitable.
- Ⓒ intellectually biased.
- Ⓓ expensive.
- Ⓔ statistically abundant and diverse.

Questão 31

In the second sentence of text 10A2-I, the verbal form "has uncovered" is in the present perfect tense. This tense is used in the text to

- Ⓐ suggest a future possibility dependent on a present condition.
- Ⓑ describe a completed action that occurred at a specific, stated time in the past.
- Ⓒ indicate a past action that is still continuing in the present moment.
- Ⓓ express a past action whose result or consequence is relevant to the present discussion.
- Ⓔ refer to a habitual action that takes place regularly in the present.

Questão 32

In the passage "Ghisletta's research used samples from the **Berlin Aging Study**, which started collecting data shortly before the Berlin Wall came down in 1989" (sixth sentence of text 10A2-I), the relative pronoun "which"

- Ⓐ could be correctly replaced with the relative pronoun "that" without any change in meaning or punctuation.
- Ⓑ introduces a restrictive clause, meaning the information is essential to identify the study.
- Ⓒ refers back to the entire preceding clause: "Ghisletta's research used samples from the **Berlin Aging Study**".
- Ⓓ functions as the subject of the verb "started" and refers to the antecedent "the **Berlin Aging Study**".
- Ⓔ functions as the object of the verb "started" within the relative clause.

Text 10A2-II

It was the middle of the afternoon, and my son, as he often does, wanted to watch **Paw Patrol**. "Pups Save a Humsquatch'?" he pleaded, rattling off episode titles. "No, 'Pups Save the Bears.' No, 'Pups and the Stinky Bubble Trouble'!" I hesitated, the first sign of defeat. We'd settled into a virtuous no-TV-on-school-nights routine, but it wasn't a school night, and my husband and I had already done everything there was to do with a 6-year-old on a below-freezing Chicago Saturday — made pancakes, drawn pictures, counted and written numbers up to 100, read stories, played hide-and-seek (which became tickle-and-run), practiced piano, gone to Sky Zone, eaten chicken and rice, played computer games at the library, transformed an errant cardboard box into a tube for our dog, pulled out his new kids' cookbook and cooked up chocolate pudding on the stove. What more was there? TV. There was TV! Deep down, parents know that plopping your young child in front of the TV feels bad. Of course, there are even more malevolent screens lurking. In an age of YouTube Kids and artificial intelligence chatbots and when a 2025 Pew survey showed that among parents of children 12 and under, more than half reported daily YouTube consumption, worrying about the cartoons my kindergartner streams may sound quaint. But my son is, for now, too young for the perils of the Internet and adequately distracted by streaming shows, which doesn't make me feel any better about leaning on them to keep him occupied.

Internet: <www.nytimes.com> (adapted).

Questão 33

Based on the information provided in text 10A2-II, it can be inferred that

- Ⓐ the parents are highly committed to providing a stimulating, non-screen-based environment, but eventually felt exhausted and out of options.
- Ⓑ the child is exceptionally difficult to entertain, as evidenced by his immediate request for television after a full day of activities.
- Ⓒ the author believes that all forms of screen time, including educational content, are "malevolent" and should be avoided at all costs.
- Ⓓ the parents strictly adhere to the "no-TV-on-school-nights" rule and feel no guilt about weekend screen time.
- Ⓔ the family lives in an area that does not provide options for indoor and outdoor entertainment, therefore the parents need to rely on TV.

Questão 34

Considering the fragment “We’d settled into a virtuous no-TV-on-school-nights routine” (sixth sentence of text 10A2-II) choose the option that correctly presents the verb tense used in “We’d settled”.

- A future perfect
- B present perfect
- C past perfect
- D simple past
- E past continuous

Questão 35

In text 10A2-II, the author shows concerns about “YouTube Kids and artificial intelligence chatbots” and the feeling that worrying about “cartoons (...) may sound quaint”. Those concerns reflect a critical challenge for the contemporary English language teacher, which is

- A the shift towards teaching only American and British English, as these are the dominant linguistic variants used by artificial intelligence and streaming services.
- B the imperative to develop students’ multiliteracies, enabling them to critically analyze, produce, and engage with diverse, multimodal texts and digital platforms in English.
- C the need to ban all digital devices from the classroom to ensure focus on traditional print literacy.
- D the necessity of adopting a purely structuralist approach to grammar, ignoring the cultural context of digital media.
- E the exclusive focus on the speaking skill, as digital media primarily enhances oral communication.

Questão 36

In the phrase “worrying about the cartoons my kindergartner streams may sound quaint” (eleventh sentence of text 10A2-II), the modal verb “may” is used to express

- A a permission granted by an authority.
- B a past ability that is no longer present.
- C a possibility or a degree of uncertainty.
- D a strong obligation or necessity.
- E a definite certainty about the situation.

Espaço livre

Text 10A2-III

As the world keeps warming and electricity bills take center stage in national politics, the data center boom will drive up USA carbon emissions and electricity costs. But a few simple policies could help bring both emissions and prices back down. That’s the message of a new analysis from the Union of Concerned Scientists released Wednesday, which models a variety of scenarios for how to fuel the coming artificial intelligence boom. The USA is poised to see a 60 to 80 percent increase in electricity demand through 2050, with data centers alone making up more than half of the increase by the end of this decade, the analysis finds. If policies stay the same as they currently are—with attacks on renewable energy being embedded into regulatory regimes and few significant national policies restricting carbon emissions from power plants—we could see between a 19 and 29 percent increase in CO emissions from USA power plants tied just to the energy needs of data centers over the next 10 years. There are answers, though: Bringing back tax credits for wind and solar energy, even if data centers eat up a significant chunk of new demand for electricity, would cut CO emissions by more than 30 percent over the next decade. They could also make wholesale electricity costs go down by about 4 percent by 2050, after a slight rise over the next decade. Power plants are the second-largest source of greenhouse gas emissions in the USA, making up about a quarter of the country’s overall emissions. Last year, emissions from the USA power sector rose slightly, marking the first increase since 2023; commercial buildings like data centers, a separate analysis released last week from the Rhodium Group found, were the main drivers of that demand.

Internet: <www.wired.com> (adapted).

Questão 37

According to the analysis from the Union of Concerned Scientists, referred to in text 10A2-III, the percentage of increase in USA electricity demand expected through 2050 is

- A exactly 50 percent.
- B 29 percent.
- C about 4 percent.
- D 60 to 80 percent.
- E higher than 80 percent.

Questão 38

In text 10A2-III, the phrase “being embedded”, in the clause “with attacks on renewable energy being embedded into regulatory regimes” (fifth sentence), is an example of the

- A present perfect continuous passive tense, emphasizing duration.
- B simple past passive tense, describing a completed action.
- C future passive tense, predicting a future action.
- D simple present passive tense, indicating a general truth.
- E gerund form of the verb **to be** and the past participle form of the verb **to embed**, used in a continuous passive structure.

Questão 39

According to text 10A2-III, data centers are expected to

- A stabilize electricity prices in the short term.
- B reduce national electricity demand.
- C replace renewable energy sources.
- D account for more than half of electricity demand growth.
- E eliminate carbon emissions by 2050.

Questão 40

In the first sentence of text 10A2-III, the word “warming”, in the phrase “As the world keeps warming”, is

- Ⓐ an adverb.
- Ⓑ an adjective.
- Ⓒ a noun.
- Ⓓ an example of present participle in a continuous verb form.
- Ⓔ a gerund functioning as subject.

Questão 41

Segundo a Base Nacional Comum Curricular (BNCC), o ensino de língua inglesa na educação básica deve se fundamentar na concepção do inglês como língua franca, o que implica

- Ⓐ a restrição do ensino da língua inglesa à leitura de textos informativos.
- Ⓑ a adoção exclusiva de modelos linguísticos britânicos ou norte-americanos.
- Ⓒ o foco prioritário na correção gramatical e na pronúncia semelhante à nativa.
- Ⓓ a centralidade da tradução literal como estratégia principal de ensino.
- Ⓔ a valorização da diversidade de usos da língua em contextos globais e locais.

Questão 42

As práticas de linguagem previstas na BNCC para o componente de língua inglesa caracterizam-se por

- Ⓐ limitar o uso da língua inglesa ao ambiente escolar formal.
- Ⓑ privilegiar atividades mecânicas de repetição estrutural.
- Ⓒ restringir-se às habilidades de *reading* e *writing*.
- Ⓓ articular linguagem, cultura e uso social da língua em diferentes gêneros discursivos.
- Ⓔ priorizar conteúdos gramaticais sintáticos.

Questão 43

A organização curricular da língua inglesa na BNCC evidencia uma abordagem que

- Ⓐ compreende a linguagem como prática socialmente situada.
- Ⓑ privilegia avaliações exclusivamente somativas.
- Ⓒ restringe o uso de tecnologias digitais no processo de ensino-aprendizagem.
- Ⓓ concebe a língua como um sistema imutável de regras.
- Ⓔ dissocia o ensino de língua das práticas culturais.

Questão 44

De acordo com os autores J. C. Richards e Kalantzis, o ensino de língua inglesa em contextos multiculturais demanda abordagens pedagógicas que considerem a diversidade linguística, cultural e identitária dos estudantes. Metodologias ativas, multiletramentos e o uso crítico de tecnologias digitais ampliam as possibilidades de interação, autoria e construção de sentidos, favorecendo o protagonismo discente e a aprendizagem significativa. No ensino de língua inglesa em perspectiva multicultural, espera-se que o professor

- Ⓐ restrinja o ensino da língua a padrões aplicados por falantes nativos.
- Ⓑ priorize apenas referências culturais anglófonas tradicionais.
- Ⓒ evite comparações entre culturas.
- Ⓓ reconheça e valorize a diversidade cultural dos estudantes.
- Ⓔ neutralize discussões culturais para evitar conflitos.

Questão 45

Assinale a opção em que é apresentada prática alinhada à aplicação de metodologias ativas ao ensino de língua inglesa.

- Ⓐ projeto colaborativo com produção multimodal em inglês
- Ⓑ aula expositiva centrada no professor
- Ⓒ memorização de listas de vocabulário
- Ⓓ uso exclusivo do livro didático
- Ⓔ exercício de tradução descontextualizada

Questão 46

As estratégias de leitura denominadas *skimming* e *scanning* são adequadamente definidas como

- Ⓐ técnicas de leitura voltadas apenas a textos de natureza acadêmica.
- Ⓑ estratégia para tradução e ferramenta de interpretação crítica, respectivamente.
- Ⓒ estratégia para leitura detalhada e ferramenta de análise sintática, respectivamente.
- Ⓓ estratégias de leitura aplicáveis exclusivamente a textos literários.
- Ⓔ estratégias de leitura para a identificação da ideia geral do texto e para a busca de informações específicas, respectivamente.

Questão 47

Para um ensino de língua inglesa que contemple as relações entre língua, cultura e sociedade, o professor deve

- Ⓐ priorizar o ensino da norma padrão da língua inglesa e das variedades de maior prestígio cultural.
- Ⓑ reconhecer que usos linguísticos refletem valores culturais e relações sociais, aplicando esse reconhecimento em sua prática pedagógica.
- Ⓒ orientar os alunos a consumir produtos em língua inglesa considerados cultos.
- Ⓓ tratar a língua como código formado por paradigmas linguísticos neutros.
- Ⓔ priorizar aspectos estruturais da sintaxe da língua inglesa, uma vez que eles são muito diferentes dos da língua portuguesa.

Questão 48

A respeito da produção escrita e do comportamento leitor no ensino-aprendizagem de língua inglesa como língua estrangeira, julgue os itens a seguir.

- I A produção escrita em língua adicional deve ser compreendida como processo contínuo.
- II O desenvolvimento do comportamento leitor e do comportamento escritor pressupõe interação com diferentes gêneros textuais e reflexão sobre estratégias de construção de sentido.
- III O tratamento da produção escrita como processo deve compreender as etapas de planejamento, produção, revisão/correção e reescrita.

Assinale a opção correta.

- Ⓐ Apenas o item II está certo.
- Ⓑ Apenas o item III está certo.
- Ⓒ Apenas os itens I e II estão certos.
- Ⓓ Apenas os itens I e III estão certos.
- Ⓔ Todos os itens estão certos.

Questão 49

No contexto do ensino-aprendizagem de língua inglesa, o desenvolvimento do comportamento leitor do estudante pressupõe

- A** utilização de estratégias cognitivas e metacognitivas na construção de sentidos.
- B** leitura linear que resulte na capacidade de tradução integral do texto.
- C** dependência constante do professor para interpretação textual.
- D** memorização de vocabulário isolado como estratégia principal de leitura.
- E** priorização exclusiva de textos literários clássicos.

Questão 50

Na educação básica, a avaliação da aprendizagem em língua inglesa deve assumir caráter formativo, contínuo e diagnóstico, orientando o processo de ensino e aprendizagem. Uma concepção formativa de avaliação no ensino de língua inglesa caracteriza-se por

- A** acompanhar continuamente o desenvolvimento das habilidades linguísticas para orientar intervenções pedagógicas.
- B** classificar estudantes conforme desempenho comparativo.
- C** mensurar resultados finais por meio de testes objetivos.
- D** realizar a avaliação somente ao término de cada unidade didática.
- E** restringir a avaliação à competência gramatical.

Espaço livre