

-- CONHECIMENTOS ESPECÍFICOS --**Text 11A1-I**

“Newspeak,” the “official language of Oceania” in the novel **1984**, comes from “new speak” and was created to supersede “Oldspeak,” or Standard English. Newspeak isn’t just buzzwords, but the deliberate replacement of one set of words in the language for another. Its transition, expected to be completed “by about the year 2050,” appears not through history or social change, but through the will of the Party. The purpose of Newspeak was not only to provide a medium of expression for the world-view and mental habits proper to the devotees of Ingsoc, but also to make all other modes of thought impossible.

Orwell discusses the “perfected” form of Newspeak, with grammatical “peculiarities,” such as “an almost complete interchangeability between different parts of speech.” Its vocabulary is divided into the A, B, and C classes. The A class contains “everyday life” words mutated with prefixes and intensifiers like “uncold,” “pluscold,” and “doublepluscold.” The B class contains doublethink coinages like “joycamp” and “Minipax,” similar to “the characteristic features of political language (...) in totalitarian countries.” The citizens of Oceania must have “an outlook” shaped by these restricted words; even sexual life was regulated by “sexcrime” and “goodsex.”

The C class “consisted entirely of scientific and technical terms,” defined rigidly and stripped of meanings. There was no vocabulary for science as a habit of mind; any meaning it could bear was “already sufficiently covered by the word Ingsoc.” This linguistic control made translating the past nearly impossible. “All mans are equal” could exist only as “a palpable untruth,” and Jefferson’s preamble could only be swallowed by the single word “crimethink.”

The phrase “alternative facts” could fit easily into the “Newspeak Dictionary,” showing how such language can sink into discourse and become Newspeak itself.

Josh Jones. George Orwell Explains How “Newspeak” Works, the Official Language of His Totalitarian Dystopia in 1984. January 25th, 2017. Internet: <<https://www.openculture.com/>> (adapted).

Questão 41

Using reading strategies to obtain a global understanding of text 11A1-I, choose the option that best synthesizes the central idea conveyed by the text.

- Ⓐ Citizens of Oceania used Newspeak to study scientific concepts.
- Ⓑ Newspeak was created to limit thought by replacing vocabulary.
- Ⓒ The Party encouraged citizens to think in many different ways.
- Ⓓ Citizens of Oceania changed the Party by creating new vocabulary.
- Ⓔ Newspeak expanded the citizens’ ability to think freely.

Questão 42

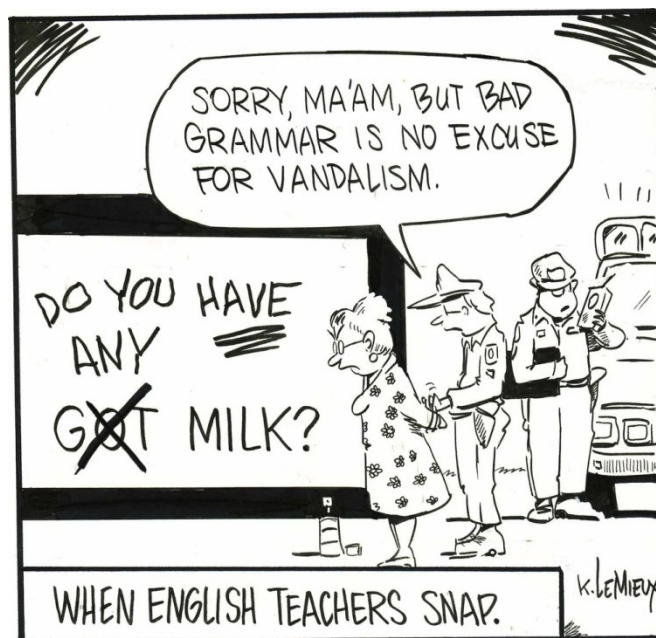
Considering text 11A1-I, choose the option that presents a word that, in the text, functions as an abstract noun denoting a non-concrete concept.

- Ⓐ ‘alternative’ (last paragraph)
- Ⓑ ‘official’ (first sentence of the first paragraph)
- Ⓒ “Party” (third sentence of the first paragraph)
- Ⓓ “class” (third sentence of the second paragraph)
- Ⓔ “expression” (last sentence of the first paragraph)

Questão 43

Based on text 11A1-I, choose the option that most accurately reflects a logical consequence of the linguistic policy imposed on the citizens of Oceania.

- Ⓐ Citizens used Oldspeak to resist the language restrictions.
- Ⓑ Citizens’ perception of reality was shaped by restricted language.
- Ⓒ Citizens freely created new meanings to replace missing words.
- Ⓓ Citizens could imagine concepts even if the words had been eliminated from the vocabulary.
- Ⓔ Citizens depended on an increasingly broader vocabulary.

Text 11A1-II

Kathryn LeMieux. When English teachers snap. Internet: <<https://engl3202lsu.weebly.com/>> (adapted).

Questão 44

Text 11A1-II shows a teacher being arrested after correcting a sentence on a billboard. Considering the grammatical rules and the humorous meaning of the text, it is correct to conclude that its comic effect results from the fact that

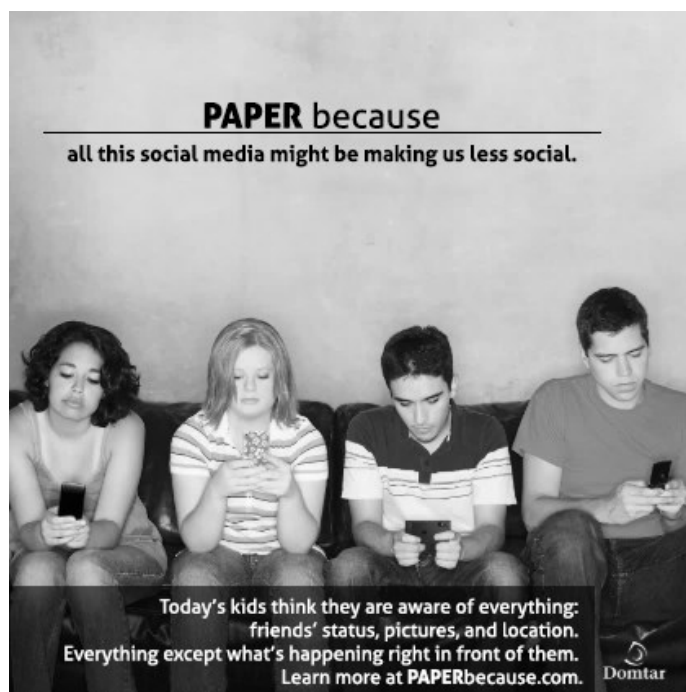
- Ⓐ the text suggests that advertising must always follow strict grammatical rules.
- Ⓑ the officers believe that the original sentence on the billboard follows the rules of formal English.
- Ⓒ the teacher treats a linguistic mistake as if it were serious enough to justify the act of vandalizing the billboard.
- Ⓓ the teacher used a grammatical marker that the police officers did not recognize.
- Ⓔ the billboard contains an idiomatic expression and the teacher replaces it with technical vocabulary.

Questão 45

In the billboard original sentence “got milk?”, presented in text 11A1-II, the teacher crosses out the word “got” and includes the words “Do you have any”. Considering word classes and syntax, it is correct to conclude that the billboard original sentence was incorrect in standard English because

- Ⓐ the sentence is a question, and in questions a past-tense verb must be used.
- Ⓑ in interrogative clauses, “got” should always be followed by “any”.
- Ⓒ “milk” always requires a modal verb, and “got” is not a modal.
- Ⓓ “got” is an adverb and cannot appear before a noun.
- Ⓔ “got” should be accompanied by a subject-auxiliary structure when used in interrogative clauses.

Text 11A1-III



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

Questão 46

Text 11A1-III is an advertisement produced by paper company Domtar. According to the meanings conveyed by the text, it is correct to infer that

- Ⓐ the advertisement encourages people to buy new smartphones.
- Ⓑ teenagers prefer reading books instead of using phones.
- Ⓒ the teenagers in the ad are studying for school exams.
- Ⓓ paper is a better alternative to excessive screen use in what comes to sociability.
- Ⓔ social media helps people become better at communicating in person.

Questão 47

At the bottom of the advertisement presented in text 11A1-III, there are the sentences “Today’s kids think they are aware of everything: friends’ status, pictures, and location. Everything except what’s happening right in front of them”. Choose the option that expresses the main idea conveyed by these sentences.

- Ⓐ Today’s kids are more susceptible to believing in fake information.
- Ⓑ Social media and excessive screen use are alienating today’s kids from the real world.
- Ⓒ Kids from younger generations have no real friendships.
- Ⓓ Today’s kids use their phones with the intention of controlling their friends.
- Ⓔ Excessive screen use is prejudicial to kids’ sight.

Text 11A1-IV

The more that you read, the more things you will know.
The more that you learn, the more places you’ll go.

Dr. Seuss. *I can read with my eyes shut!* New York: Random House, 1987.

Questão 48

Considering text 11A1-IV, which presents a famous Dr. Seuss quote, choose the correct option regarding the grammatical class of the words “know” and “go”.

- Ⓐ “know” is a verb and “go” is a preposition.
- Ⓑ “know” is an adverb and “go” is a verb.
- Ⓒ Both “know” and “go” are verbs.
- Ⓓ Both “know” and “go” are adjectives.
- Ⓔ “know” is a noun and “go” is a verb.

Questão 49

The comparative construction used in both sentences of text 11A1-IV

- Ⓐ indicates a simple comparison between two adjectives in the same sentence.
- Ⓑ classifies the actions as superlatives, highlighting the best among several options.
- Ⓒ expresses a proportional relationship in which one action increases as the other also increases.
- Ⓓ indicates that reading and knowing are opposite actions that decrease together.
- Ⓔ shows that the more someone reads, the less they learn.

Questão 50

In July, colleagues in Ecuador shared how the coronavirus pandemic affected teaching in the country and how students adapted. They also showed how rooting a course in the local context increases learner engagement.

Learners in Ecuador take English from first grade, but disconnection from the language and culture can reduce engagement.

Lester Pereddo examined the effects of covid-19 on teaching English in Ecuador, identifying barriers such as the depressed economy, poor internet in rural highlands, work obligations at home, and lack of devices. These challenges reflected local realities, and Lester shared lessons and suggestions for teachers.

Catherine Rayson. *Local contexts can make a difference in learning and adapting*. September 10th, 2021. Internet: <<https://www.cambridge.org>> (adapted).

Considering the challenges described by Lester Pereddo in the previous text, choose the option that presents a correct inference about the access to English learning during the coronavirus pandemic.

- Ⓐ Remote learning improved equally for all students regardless of local context.
- Ⓑ Students with fewer financial resources likely faced more obstacles in accessing online English classes.
- Ⓒ Most students preferred not to study English because the content was too difficult.
- Ⓓ English classes became unnecessary once students began helping their parents at work.
- Ⓔ Students in all regions had equal access to internet and devices.

Text 11A2-I

The exploration of bilingual education in Brazil reveals a landscape filled with significant challenges and promising possibilities. Inequalities between private institutions and the public sector perpetuate socioeconomic gaps and limited access to it.

Despite the increasing presence of bilingual education, many programs continue to operate under a monolingual mindset that emphasizes strict separation between languages and prioritizes linguistic accuracy over communicative practices. This perspective limits students' opportunities to engage dynamically with multiple languages and hinders their development of linguistic mobility. To move beyond these limitations, it is crucial to foster intercultural competences. To do so, creating spaces where students can appreciate and interact with cultural and linguistic diversity becomes essential.

Central to this discussion is the concept of “funds of perexhivanie”, which integrates various theoretical and practical elements, encompassing experiences, knowledge, potentials, values, and emotions of individuals or groups accumulated throughout their lives. By recognizing these diverse experiences, educators can create a more inclusive and responsive educational environment that values the cultural and experiential diversity of students.

The concept of “interculturality” is also significant for our context. By exploring strategies for intercultural education, we conceive bilingual education as a possibility for the formation of subjects with an intercultural stance and with greater willingness and knowledge to face the inequalities imposed by our society. Crafting bilingual identities, in this sense, means forging spaces for the construction of intercultural and critical curricula. So interculturality, from the perspective we adopt, is not a theoretical position or a dialogue between cultures or philosophical traditions but a “position” or “disposition,” a “way of life”. An attitude of willingness to live “our” identity references in relation to “others” that opens the human experience toward a process of relearning and of cultural and contextual relocation, which allows us to perceive cultural illiteracies.

This leads us to the second challenge faced by public bilingual schools that can contribute to the formation of empowered and agentive global citizens: the need to move toward heteroglossic perspectives.

Heteroglossia is here understood in a broad sense, drawing on Bakhtin's view of language as inherently plural, layered, and dynamic. According to Busch, this concept encompasses three interrelated dimensions: 1) Multidiscursivity refers to the coexistence of distinct speech types or discourses associated with particular social spheres, time periods, professions, or communities; 2) Multivoicedness highlights the presence of diverse individual voices within these discursive spaces. Every utterance is situated on the boundary between self and other and becomes meaningful only when appropriated and reaccentuated by the speaker; and 3) Linguistic diversity points to the multiplicity of languages and language varieties shaped by social differentiation.

Framing bilingual education through heteroglossic lenses challenges dominant monolingual and homogenizing ideologies. It invites schools to cultivate spaces where varied discourses, voices, and languages can coexist, interact, and contribute to the construction of knowledge.

Internet: <[jstor.org/stable](https://www.jstor.org/stable)> (adapted).

Questão 51

Considering text 11A2-I, choose the option that presents a major negative feature of the “monolingual mindset” (first sentence of the second paragraph) often found in current Brazilian bilingual programs.

- Ⓐ It focuses too heavily on digital and media literacy, neglecting traditional text-based skills.
- Ⓑ It holds back students' opportunities for dynamic engagement, affecting their development of linguistic mobility.
- Ⓒ It creates a paradox for education as a whole.
- Ⓓ It specially affects students from privileged socioeconomic backgrounds.
- Ⓔ It fails to integrate intercultural approaches in the curriculum.

Questão 52

It is correct to conclude from text 11A2-I that “the concept of ‘funds of perzhivanie’” (first sentence of the third paragraph) encourages educators in bilingual education to recognize and value

- Ⓐ the potential to unlock multiliteracy and acquire proficiency in a second language.
- Ⓑ students’ accumulated experiences and knowledge.
- Ⓒ only the academic knowledge and cognitive skills required for linguistic accuracy.
- Ⓓ the successful acquisition of linguistic competence as defined by standardized tests.
- Ⓔ a strict separation of the first and the second languages to maintain linguistic purity.

Questão 53

In its fourth paragraph, text 11A2-I defines ‘interculturality’ primarily as a ‘position’ or ‘disposition’ that involves

- Ⓐ an evaluation of the important values of a cultural community.
- Ⓑ the mastery of cultural knowledge from different countries to avoid cultural illiteracies.
- Ⓒ the establishment of a universal curriculum that minimizes local cultural differences.
- Ⓓ a commitment to viewing our sense of self as relational rather than isolated.
- Ⓔ the philosophical dialogue between various global cultural traditions.

Questão 54

Based on text 11A2-I, choose the option that presents the dimension of heteroglossia that refers to the coexistence of different speech types or discourses associated with particular social spheres.

- Ⓐ perzhivanie
- Ⓑ interculturality
- Ⓒ multivoicedness
- Ⓓ multidiscursivity
- Ⓔ linguistic diversity

Questão 55

According to the sixth paragraph of text 11A2-I, the concept of multivoicedness specifically highlights an aspect of language within discursive spaces. That aspect is the

- Ⓐ existence of varied personal expressions, with each utterance positioned on the boundary between oneself and others.
- Ⓑ strict separation between the first and the second languages to prevent confusion.
- Ⓒ fragmentation of a national language into numerous isolated dialects.
- Ⓓ ability to navigate and participate in complex dialogic landscapes.
- Ⓔ skill to change pitch and prosodic features when speaking a foreign language.

Text 11A2-II

The production of the BNCC (Base Nacional Comum Curricular) gave rise to a series of discussions on the role of school systems in Brazil. A number of educators and researchers expressed their concerns about the homogenizing perspective reflected and refracted by the document. In other words, in a country as socially and culturally diverse as Brazil is, how might an educational instrument outline “essential types of knowledge” for students, irrespective of their personal, regional, and local specificities?

On the other hand, the document also incorporates a discourse which values peripheral contributions. In doing so, it adopts a more overtly progressive tone, which accentuates the importance of diversity. Szundy, in her examination of the BNCC’s English Language component, underscores how the document subscribes to the notion of ideological literacy. The author believes that the BNCC’s introduction of an intercultural axis brings the document closer to an ideological stance which “understands languages as resources that put us in contact with otherness, with plural and equally valid ways of being and of being in the world.” A bit further, the author argues that “BNCC may urge us to situate teaching within the realm of decolonial practices”.

We could be led to think that BNCC, by laying emphasis on the situated nature of learners’ knowledge, reinforces democratic ideals and seeks to promote unrestricted access to critical education. This interpretation, albeit problematic, seems less harmful than the enunciation of universal, “essential knowledge.” However, it is also Szundy who, in her analysis of the competences and skills associated with the teaching of English in the Brazilian 6th grade, encounters an autonomous view of reading: “The use of verbs such as **formulate**, **identify** and **locate** in these three reading skills is at odds with the formative and political understanding of the English language found in the component’s introduction, as well as with the document’s overall apprehension of the *lingua franca* concept (...)”.

BNCC’s discursive and ideological diversity refracts a myriad of epistemological and axiological contradictions, illuminating a clash between ideological systems. Amidst such conflicts, however, we may find openings for the creation of new curricula. This point is repeatedly made in Szundy’s analysis as she dwells on the skills and competences outlined by the BNCC for the 9th grade in Middle Education. In such descriptors, the use of verbs such as **debate**, **analyse** and **discuss** could suggest the development of more critical and political linguistic practices. Yet, in Szundy’s own words: “In BNCC, the English language’s status as a *lingua franca* (...) is designed to assist students in developing the skills and competences they need to become self-entrepreneurs and to participate in the global world without ever calling its macro and micro structures into question; without ever examining how these very structures operate to keep huge swaths of the population at bay, deprived of any access to the commodities of an utopian global village.”

BNCC, a normative document, prescribes a conditioning of students’ reading practices. The underlying pedagogical conception assumes the existence of a Cartesian reader, equipped with enough autonomy to identify the precise routes laid down by authors, as if fruition automatically conferred such abilities. This project is incongruous with the nature of language itself, i.e., with the fact that meaning emerges through socially and historically situated contact with otherness (even when that otherness is materialized in texts). Here, the notion of ideological sign comes in handy once more, since meanings only arise in concrete communicative situations, where they are imbued with existing social values.

Questão 56

According to the first paragraph of text 11A2-II, educators and researchers' concern about the BNCC is that it reflects a

- Ⓐ disregard for the importance of the English language as a global *lingua franca*.
- Ⓑ commitment to prioritizing the needs of socioeconomically deprived students.
- Ⓒ bias in how literature is evaluated in schools.
- Ⓓ viewpoint that treats Brazilian students as a cohesive group, thereby failing to acknowledge the wide array of social and cultural groups within the nation.
- Ⓔ focus on humanities subjects rather than on technical and scientific knowledge.

Questão 57

According to text 11A2-II, the BNCC's inclusion of an intercultural axis, which values plural ways of being in the world, is viewed by Szundy as a feature that

- Ⓐ aligns teaching with neoliberal discourses.
- Ⓑ places the document within a theoretical framework in which decolonial teaching strategies are emphasized.
- Ⓒ guarantees that the curriculum will be free of corporate influence.
- Ⓓ reinforces the interpretation of literary historiography as strictly chronological and spatial.
- Ⓔ effectively isolates literature from the Portuguese Language Studies category.

Questão 58

According to text 11A2-II, the key contradiction Szundy finds in the BNCC's English language component, particularly in 6th grade skills, is

- Ⓐ the existence of an autonomous view of reading, that can be attested by the use of verbs like **identify** and **locate**, which clashes with the document's formative nature.
- Ⓑ the use of critical verbs like **debate** in the component's introduction that are missing in the actual skill descriptors.
- Ⓒ the existence of a strong emphasis on the learner that antagonizes democratic views of education.
- Ⓓ the focus of digital literacy over traditional print-based reading skills.
- Ⓔ the failure to incorporate an intercultural axis into the curriculum.

Questão 59

In the fourth paragraph of text 11A2-II, Szundy argues that there is an aspect in the BNCC English language component that incites students to become independent entrepreneurs while ignoring the underlying social structures that foster inequality. That aspect, according to Szundy, is the

- Ⓐ diversity of discursive ideals presented in the BNCC.
- Ⓑ organization of the BNCC in competences and skills.
- Ⓒ understanding of the English language as a *lingua franca*.
- Ⓓ enforcement of democratic values.
- Ⓔ appreciation of peripheral contributions to the curriculum.

Questão 60

In text 11A2-II, the BNCC's pedagogical conception is criticized for assuming the existence of a "Cartesian reader." It is correct to conclude from the text that the key characteristic of this idealized reader is

- Ⓐ the use he/she makes of interpretations that are highly arbitrary and subjective.
- Ⓑ the capacity to have enough autonomy to identify the precise interpretive routes proposed by authors.
- Ⓒ the critical analysis of all social and historical contexts of a text.
- Ⓓ an engagement that is limited to digital and visual forms of literacy.
- Ⓔ the appreciation of classic authors.

Espaço livre