

**PROCESSO DE AVALIAÇÃO**  
**PROFESSORES NOVOS**  
(ENSINOS FUNDAMENTAL II E MÉDIO)

# INGLÊS

**NOME DO(A) CANDIDATO(A)**

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**INSTRUÇÕES:**

- Assinalar a opção correta na própria prova;
- Você deve marcar apenas uma resposta;
- Rubricar todas as folhas da prova.

**NOTA**

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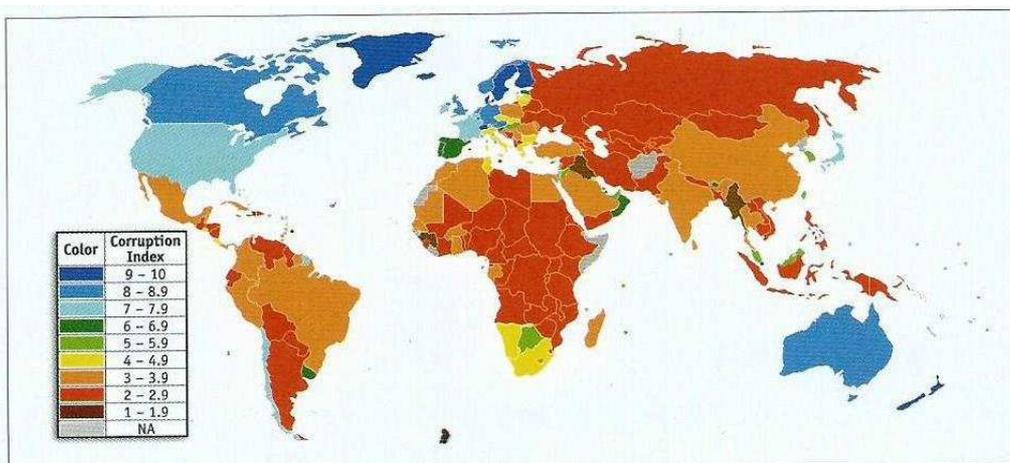
**ASSINATURA DO(A) PROFESSOR(A)**  
**RESPONSÁVEL PELA CORREÇÃO**

**CONCURSO DE SELEÇÃO 2020**



COM BASE NO TEXTO ABAIXO, RESPONDA ÀS QUESTÕES DE NÚMEROS 1 A 5.

## Political corruption



World map of the Corruption Perceptions Index

In broad terms, political corruption is the misuse of public (governmental) power for illegitimate, usually secret, private advantage.

All forms of government are susceptible to political corruption. Forms of corruption vary, but the most common are patronage, bribery, extortion, influence peddling, fraud, embezzlement, and nepotism. While corruption often facilitates criminal enterprise such as drug trafficking, money laundering, and criminal prostitution, **it** is not restricted to these organized crime activities, and **it** does not always support or shield other crimes.

What constitutes corruption differs depending on the country or jurisdiction. Certain political funding practices that are legal in one place may be illegal in another. In some countries, police and prosecutors have broad discretion over who to arrest and charge, and the line between discretion and corruption can be difficult to draw, as in **racial profiling**. In countries with strong interest group politics, practices that could easily constitute corruption elsewhere are sometimes sanctified as official group preferences.

[http://en.wikipedia.org/wiki/Political\\_corruption#Bribery:\\_Bribe-takers\\_and\\_bribe-givers](http://en.wikipedia.org/wiki/Political_corruption#Bribery:_Bribe-takers_and_bribe-givers)  
Access: Apr. 2006. (Adapted)

### QUESTÃO 1

According to the text, whenever public power is used for illegal purposes,

- crime activities are restricted.
- personal benefits are reached.
- political corruption is banned.
- public advantage is achieved.
- public administration.

### QUESTÃO 2

A map was included in the text in order to show that corruption is a

- long banned enterprise.
- government top secret.
- few nations' problem.
- worldwide phenomenon.
- political funding practice.

### QUESTÃO 3

According to the text, the notion of corruption

- a) changes from place to place.
- b) constitutes legal activities.
- c) reflects the official elections.
- d) results in racial profiling.
- e) sanctifies group preferences.

### QUESTÃO 4

“Racial profiling” (line 10) is mentioned in the text as a kind of practice

- a) difficult to categorize.
- b) impossible to fight.
- c) resultant from arrest.
- d) seen as corruption.
- e) seen as fraud and nepotism.

### QUESTÃO 5

Both occurrences of the word “it” in lines 5-6 refer to

- a) criminal enterprise.
- b) organized crime.
- c) political corruption.
- d) racial illegitimacy.
- e) shield other crimes.

**COM BASE NO TEXTO ABAIXO, RESPONDA ÀS QUESTÕES DE NÚMEROS 6 A 11.**

### **GM crop**

It is a nice irony, given that scientific genetics started with the manipulation of a crop plant, the pea, that the most vehement public opposition to it in recent years has come from those who object to the genetic manipulation of crops. At the moment, so-called genetically modified (GM) crops are in disgrace. Consumers, particularly in Europe, are wary of buying food that may contain them. Environmental activists are ripping up fields where they are being tested experimentally. And companies that design them are selling off their GM subsidiaries, or even themselves, to anyone willing to take on the risk.

Yet the chances are that this is just a passing fad. No trial has shown a health risk from a commercially approved **GM crop** (or, more correctly, a transgenic crop, as all crop plants have been genetically modified by selective breeding since time immemorial). And while the environmental risks, such as cross-pollination with wild species and the promotion of insecticide-resistant strains of pest, look more plausible, they also look no worse than the sorts of environmental havoc wreaked by more traditional sorts of agriculture.

*The Economist*, July 1<sup>st</sup>, 2000

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### QUESTÃO 6

According to the passage,

- a) after peas started being manipulated, the public became strongly opposed to scientific genetics.
- b) even the most vehement supporters of scientific genetics are opposed to the genetic manipulation of crops.
- c) the latest experiments carried out by genetic engineers have been regarded with irony.
- d) there has been strong opposition to the manipulation of peas to improve crops in recent years.
- e) the strongest opponents of scientific genetics are the ones who disapprove of the genetic manipulation of crops.

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### QUESTÃO 7

The passage tells us that GM crops

- a) are the object of widespread disapproval now.
- b) are not being sold in Europe at the moment.
- c) can no longer be experimentally tested in European fields.
- d) can only be sold by subsidized companies.
- e) are being designed only by companies willing to run risks.

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### QUESTÃO 8

Which of these statements is true according to the passage?

- a) Consumers will become more receptive to GM foods when trials show that they are not hazardous to health.
- b) The hostility to GM crops is likely to be short-lived.
- c) The environmentalists' hostility to GM Crops is unfounded, as they pose no danger to the environment.
- d) GM foods are unlikely to be accepted even in the long run.
- e) Even if environmentalists stop protesting, consumers will keep on regarding GM foods with suspicion.

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### QUESTÃO 9

According to the passage, the term GM crop

- a) is totally incorrect unless selective breeding is involved.
- b) has been used since time immemorial.
- c) is not quite accurate.
- d) applies only to commercially approved crops.
- e) has never been used to mean the same as transgenic crop.

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### QUESTÃO 10

The passage tells us that

- a) tests have shown that only a few GM crops may be hazardous to health.
- b) the environmental risks of GM crops are practically nonexistent.
- c) only a few GM products consumed in Europe have been commercially approved.
- d) It is highly improbable that GM crops promote pest varieties resistant to insecticides.
- e) commercially approved GM crops are safe for consumption, although they may harm the environment.

## QUESTÃO 11

According to the passage, more traditional sorts of agriculture

- a) appear to be just as damaging to the environment as GM crops.
- b) seem to cause less damage to the environment than GM crops.
- c) may cause greater damage to the environment than GM crops.
- d) Have been proved to cause no damage to the environment.
- e) are far less damaging to the environment than GM crops.

## COM BASE NO TEXTO ABAIXO, RESPONDA ÀS QUESTÕES DE NÚMEROS 12 A 15.

### The future of humankind

**“Radical Evolution: the promise and peril of enhancing our minds, our bodies — and what it means to be human,” by Joel Garreau, Doubleday, 2005 [\$26]**

What’s in store for humanity? It is becoming clear that we will use our growing technological powers to transform not only the world around us but ourselves, too.

Many forms of human enhancement are already routine — sports medicine, psychotropic mood drugs, wakefulness and alertness enhancers, cosmetic surgery, drugs for sexual performance. Much more will become possible in coming decades.

Joel Garreau’s *Radical Evolution* joins several recent titles that attempt to make sense of the radical future possibilities for our species. The potential prospects include superintelligent machines, nonaging bodies, direct connections between human brains or between brain and computer, fully realistic virtual reality, and the reanimation of patients in cryonic suspension. As enablers of such miracle, Garreau mentions especially “GRIN technologies” — genetics, robotics, information technology and nanotechnology. The focus of Garreau’s book, however, is not on the nuts and bolts of the technology itself but rather on what it will all mean for humans. His reporting skills well honed by his work as a journalist and editor at the *Washington Post*, Garreau is constantly on the lookout for the human story behind the ideas. Biographical sketches of the people he has interviewed for the book get approximately equal airtime with their opinions about human extinction and transcendence. The bulk of one interviewee’s beard, the size of another’s collection of musical instruments, the length of a third’s pants: as Garreau knows all too well, these are indispensable rivets to hold the attention of the current version of *Homo sapiens* while we try to ponder whether we will have indefinite life spans or whether the world will end before our children have a chance to grow up.

*Scientific American*, 2005

## QUESTÃO 12

*The future of humankind* is a/an:

- a) critique
- b) review
- c) essay
- d) editorial
- e) commentary

### QUESTÃO 13

One difference that can be made from reading the text is that:

- a) there are many exciting prospective future possibilities for our species
- b) drugs to enhance sexual performance will become available in the future
- c) wakefulness and alertness enhancers will be available very shortly
- d) GRIN technologies will be the focus of Garreau's next book
- e) the reanimation of patients in cryonic suspension will never come to pass

### QUESTÃO 14

One idea not mentioned by the author in his future possible world is:

- a) superintelligent machines
- b) realistic virtual reality
- c) I.T. and nanotechnology
- d) forms of human enhancement
- e) an egalitarian society

### QUESTÃO 15

The pronoun "it" in the sentence "...rather on what it will all mean for humans..." refers to:

- a) technology
- b) nuts
- c) bolts
- d) the focus
- e) Garreau's book

### COM BASE NO TEXTO ABAIXO, RESPONDA ÀS QUESTÕES DE NÚMEROS 16 A 20.

#### Schools Relax Cellphone Bans, Nodding to Trend

By MATT RICHTER

LANSING, Mich. — Sitting in his second-period computer class at Eastern High School, Gray Taylor, 15, felt his cellphone vibrate. To avoid being caught by the teacher, he answered quietly — and discovered an unexpected caller.

"Why are you answering the phone in class?"

Gray's mother asked. He whispered back, "You're the one who called me." His mother said she had intended to leave a question on Gray's voice mail.

Such scenes are playing out across the country, as hundreds of high schools have reluctantly agreed to relax their rules about cellphones in schools. Rather than banning the phones outright, as many once did, they are capitulating to parent demands and market realities, and allowing students to carry phones in school — though not to use them in class.

The reversal is a significant change from policies of the 1990's, when school administrators around the country viewed cellphones as the tools of drug dealers. In Florida, carrying a cellphone in school could be punishable by a 10-day suspension. In Louisiana, it was deemed a crime, with a potential penalty of 30 days in jail.

But now the phones have become tools used by parents to keep in touch with, and keep track of, their children. And schools are facing a more basic reality: it is no longer possible to enforce such bans.

Thanks to the falling prices of mobile phones, and the aggressive efforts by carriers to market "family plans" to parents and teenagers, the phones have become so commonplace that trying to keep them out of schools would be like trying to enforce a ban on lip gloss or combs.

adapted from *The New York Times*, September 2004, [www.nytimes.com](http://www.nytimes.com)

### QUESTÃO 16

According to the text, schools are now allowing the use of cellphones:

- a) due to students 'parents' requests.
- b) because drug dealers no longer use them.
- c) in order to offer students one more tool to cheat on tests.
- d) to help cellphone companies sell their products.
- e) to that students can tell their parents their grades before getting home.

### QUESTÃO 17

The text says that:

- a) cellphones should be set to the vibrating mode when unexpected callers call students.
- b) parents use their children's cellphone to keep in touch with the school.
- c) using a cellphone in class can be punishable by a 10-day suspension.
- d) students are only allowed to use their cellphone voice mail in classes.
- e) carrying a cellphone to school is as common as carrying lipstick nowadays.

### QUESTÃO 18

The question “**Why are you answering the phone in class?**” in the reported speech will be:

- a) Gray's mother asked him why is he answering the phone in class?
- b) Gray's mother wanted to know the reason why was he answering the phone in class.
- c) Gray's mother wondered why he was answering the phone in class.
- d) Grays's mother inquired him about the reason that he has been answering the phone in class.
- e) Gray's mother doubted why he was answering the phone in class.

### QUESTÃO 19

The only alternative that contains words from the text formed by prefixes and suffixes is:

- a) allowing; cellphone; policies; second-period; reluctantly.
- b) mobile; aggressive; comb; used; longer.
- c) jail; dealer; rather; penalty; ban.
- d) quietly; administrator; reversal; punishable; unexpected.
- e) though; suspension; hundreds; outright; significant.

### QUESTÃO 20

The corresponding synonym of the underlined word in “**Rather than banning the phones outright...**” is:

- a) completely
- b) criminally
- c) professionally
- d) friendly
- e) enthusiastically