

PROCESSO SELETIVO EDITAL 12/2022

CARGO/FUNÇÃO E UNIDADES: **Professor de Inglês (Professor de Ens. Inf. Fund. e EJA)
Natal e Grande Natal**

**Atenção: NÃO ABRA este caderno antes do início da prova.
Tempo total para resolução desta prova: 3 (três) horas.**

INSTRUÇÕES

- Assine seu nome, de forma legível, no espaço abaixo indicado e coloque o número correspondente a sua colocação na lista de presença no campo inferior à esquerda. No caso de haver divergência entre nº de ordem e nome do candidato, será considerado para fins de resultado/correção o nome assinado.
- Leia o caderno de prova com tranquilidade e atenção e, em caso de dúvidas, contate o fiscal da prova;
- Verifique no caderno de prova se faltam folhas, se a sequência de questões está correta e se há imperfeições gráficas que possam causar dúvidas. Comunique imediatamente ao fiscal qualquer irregularidade;
- O caderno deverá conter 10 (dez) questões objetivas e 1 (uma) questão discursiva (redação);
- É dada tolerância de 10 (dez) minutos de atraso para entrada na sala. Após esse tempo, não será permitida a entrada de candidatos para execução da prova;
- Para cada uma das questões objetivas são apresentadas **04 (quatro)** alternativas (de “A” a “D”), das quais apenas **1 (uma)** é **correta**.
- A interpretação das questões é parte integrante da prova, não sendo permitidas perguntas aos fiscais;
- Responda a prova com **caneta esferográfica de tinta preta ou azul**;
- Será **eliminado** do processo seletivo o candidato que, durante a prova, se comunicar com outro candidato, efetuar consultas em livros, aparelhos eletrônicos, aparelhos celulares ou similares; relógios, calculadoras, livros de anotações, impressos, apostilas, internet, entre outros recursos e/ou material de consulta.
- O **Campo de Respostas Oficial** encontra-se abaixo e deverá ser preenchido, pelo(a) candidato(a), colocando a “letra” correspondente à alternativa escolhida. Esse campo servirá como **única** fonte de correção da prova e **não** poderá ser rasurado nem substituído.
- Por política da Instituição, o candidato não poderá levar o caderno de prova ou rascunho, a qualquer momento, podendo levar apenas a folha de **Conferência do Gabarito** para simples acompanhamento/verificação junto ao Gabarito Oficial Preliminar a ser divulgado.
- Os últimos 3 (três) candidatos deverão entregar a prova juntos.
- Aguarde a autorização do fiscal da prova para o seu início.

ASSINATURA DO (A) CANDIDATO(A) – Utilizar letra de fôrma	DATA
---	-------------

CAMPO DE RESPOSTAS

QUESTÕES	01	02	03	04	05	06	07	08	09	10
RESPOSTAS										

STRUCTURE

This section measures your ability to recognize language that is appropriate for standard written English. There are four types of questions in this section:

First Type: Four words or phrases are given. You are to choose the one word or phrase that best completes the sentence.

Second Type: Questions with a sentence in which 4 words are underlined. You are asked to identify the one underlined word or phrase that would not be accepted in standard written English.

Third Type: It consists of incomplete sentences, with a blank showing where information is to be filled in. Choose the word or phrase that most correctly completes the sentence.

Fourth Type: Questions with a sentence with 4 underlined words or phrases. For each sentence, choose the one that is incorrect in standard written English.

1. (SENAC/RN) The best work is not always done by those who work the faster. (1,0 ponto)

- a) best
- b) done
- c) by
- d) faster

2. (SENAC/RN) The mockingbird was so named since its ability to mimic other bird's songs and calls, to which it adds some variations of its own. (1,0 ponto)

- a) so named
- b) since
- c) to which
- d) of its own

3. (SENAC/RN) _____ the most versatile of the common metals, lead was widely valued and used in ancient times. (1,0 ponto)

- a) It is
- b) Therefore
- c) Among
- d) Because

4. (SENAC/RN) Not only _____ a promise, but she also keeps it. (1,0 ponto)

- a) does she make
- b) did she make
- c) she would have made
- d) she makes

5. (SENAC/RN) Some professors enjoy (1,0 ponto)

- a) writing articles and
- b) performing research, while
- c) others would be more content
- d) to devote all their time to teaching.

READING

This section measures your ability to comprehend and interpret texts in written English. Read the text presented below and answer the questions based on what is stated or implied in the passage. Check the correct answer.

Challenges faced by older students

The challenges facing adult language learners can be (and often are) very different from those encountered by younger learners. Here we'll look at some of the most common challenges ESL teachers face with adult students and offer some ideas on how to overcome them in *your* classroom.

Challenges of Teaching English to Adults and How to Overcome Them

1. The decreasing neuroplasticity of the adult brain

Unfortunately, as we age, our brain plasticity (or the ability to form new neural pathways), does seem to decline. But does that mean, as adults, we should abandon all hope of mastering a new language? On the contrary, researchers have found a strong correlation between bilingualism and the delaying of the onset of Alzheimer's. It appears that the challenge of language learning actually helps to keep our brains healthy, staving off dementia and prolonging our mental health. This is great news for both you and your students: Aside from purely practical advantages, language learning offers many intrinsic benefits. Surely this is reason enough to persevere despite the obstacles! Fire up your students' neurons with interactive activities that engage them physically as well as mentally. Don't underestimate the importance of fun in the adult classroom.

Dialogues and role-plays are great ways to practice language patterns, simulate natural conversations and keep your class entertained. Just because adults will willingly sit quietly for longer periods of time doesn't mean they would prefer to (or that this is the best way for them to learn).

Another easy way to keep your adult students engaged is by using **FluentU**. FluentU has authentic videos (TV shows, music videos, news, speeches, etc.) leveled across six levels, and



every word is carefully annotated so that learners have plenty of support. Not only does FluentU offer video, but it offers scaffolding that isn't available anywhere else; students will find authentic content approachable and within reach.

2. Establishing mutual respect

When teaching adults, it's extremely important to remember that our students are likely possessed of an array of skills and talents already, even if speaking perfect English isn't one of them. Over our lives, we develop a wide range of abilities, often to a very high level. Our adult students can be easily put off at the slightest hint of being patronized, especially if they cannot express this frustration in the new language they are studying.

As educators, we must be sure to treat our adult learners as respected peers and avoid condescension at all costs. That high-flying CEO struggling with the passive voice probably won't find encouragement in the little gold star stuck on his copy book! It's important when discussing various topics not to assume ignorance on the part of your students. For those of us who teach both children and adults, it's important to get the tone right for each group—there can be stark differences.

The first rule of comedy "Know your audience!" applies to teaching, too. Register is everything. When introducing concepts to an adult class, sentence starters like "As some of you may know" can be very helpful.

If you have an "expert" on a topic among your students, take the opportunity to ask them to speak on their knowledge. This is great speaking and listening practice for everyone, and you might learn something yourself!

Questions 6 – 10

6. (SENAC/RN) The first sentence "The challenges facing adult language learners can be (and often are) very different from those encountered by younger learners" implies that (1,0 ponto)

- a) Adults face more challenges in life than younger learners.
- b) Younger learners learn more easily for not having challenges to face in life.
- c) Younger learners are better equipped to learn a new language.
- d) Adults and younger learners face different kinds of challenge when learning a language.

7. (SENAC/RN) The words below are synonymous with decline except (1,0 ponto)

- a) decay
- b) rise
- c) descent
- d) worsening

8. (SENAC/RN) The word onset, inside the context in the passage, is closest in meaning to (1,0 ponto)

- a) beginning
- b) attack
- c) offense
- d) aggression

9. (SENAC/RN) The best definition for the Phrasal verb staving off in the passage is (1,0 ponto)

- a) completely erase the symptoms of some kind of illness.
- b) increase the intensity of some illness.
- c) decrease the probability something might happen to someone.
- d) hold off something undesirable or harmful from happening.

10. Circle the option which is NOT true about the passage: (1,0 ponto)

- a) The adult classroom should include amusing activities.
- b) Adults might prefer to not sit quietly all the time if they are given the option.
- c) Assigning extra activities with videos, news and speeches may be of great help to students.
- d) The app FluentU provides students with assistance on what would be very difficult for them to achieve on their own.





QUESTÃO DISCURSIVA - REDAÇÃO
ATENÇÃO! SOMENTE A FOLHA OFICIAL SERÁ CORRIGIDA!

This section measures your ability to express thoughts and ideas in written English. Write about the topics suggested below: In order to guarantee the clearness of your ideas, your composition must fill in all the lines.

Some people defend that the internet is an important tool to be used in the classroom. Others believe that bringing the internet into the classroom could be excessive and not so good for children's development. Comment both points of view and show where you stand.

FOLHA OFICIAL - QUESTÃO DISCURSIVA
ATENÇÃO! SOMENTE A FOLHA OFICIAL SERÁ CORRIGIDA!

- Não deve conter rasuras;
- O texto deverá conter entre 20 e 30 linhas.

FOLHA OFICIAL

01	
02	
03	
04	
05	
06	
07	
08	
09	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	
26	
27	
28	
29	
30	

PROCESSO SELETIVO

CARGO/FUNÇÃO E UNIDADES:
**Professor de Inglês (Professor de Ensino Inf. Fund. e
EJA – (Natal e Grande Natal)**

Atenção Candidato,

- Esse é o anexo de **CONFERÊNCIA DO GABARITO**. Ele não tem validade oficial para o certame, servindo apenas para facilitar seu acompanhamento/verificação do Gabarito Oficial Preliminar do Sesc/RN.
- Para isso, anote abaixo o Gabarito da sua prova, conforme **CAMPO DE RESPOSTAS OFICIAL**.
- Certifique-se de estarem idênticos.
- Confira os documentos que serão divulgados no site oficial do Sesc/RN, no dia agendado para a divulgação do Gabarito Oficial Preliminar e compare seu Gabarito com o Gabarito da Prova realizada.
- Lembre-se que “Se do exame de recursos resultar na anulação de questão(ões), a pontuação correspondente a essa(s) questão(ões) será atribuída a todos os candidatos, independentemente de terem recorrido. E se houver alteração do gabarito oficial preliminar, por força de impugnações, as provas serão corrigidas de acordo com o gabarito oficial definitivo”.
- Visualize o Quadro de Notas que será divulgado no site e continue acompanhando as demais etapas.
- Boa sorte!

CAMPO DE RESPOSTAS

QUESTÕES	01	02	03	04	05	06	07	08	09	10
RESPOSTAS										

Este Campo de Respostas tem o intuito EXCLUSIVO de facilitar ao candidato o acompanhamento/verificação do Gabarito Oficial Preliminar, não sendo permitida a utilização para qualquer outro fim.

Essa folha poderá ser levada com o candidato