

1ª QUESTÃO**MÚLTIPLA ESCOLHA**

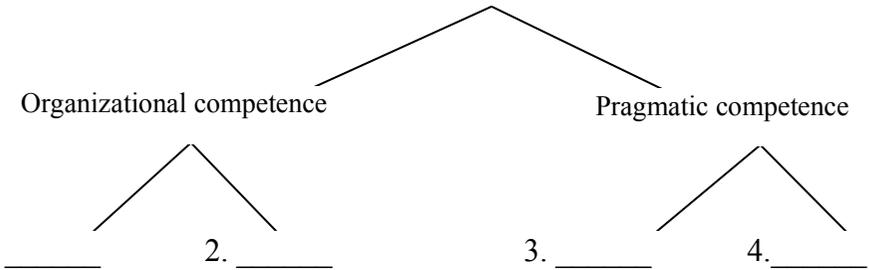
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Marque no cartão de respostas, anexo, a única alternativa que responde de maneira correta ao pedido de cada item.

MAGISTÉRIO INGLÊS

- Teaching methods encompass three different areas. Which of the following alternatives best defines the term *approach*?
 - A set of procedural principles.
 - A set of techniques.
 - A set of theoretical principles.
 - A set of tasks.
 - A set of prescriptive rules.
- Which of the methods listed below recommends that students be exposed to a lot of oral input before they produce language?
 - Direct.
 - Total Physical Response.
 - Cognitive.
 - Communicative.
 - Audiolingual.
- Which of the following statements is a definition of discourse competence?
 - The ability to state language rules.
 - The ability to recognize the lexical, morphological, syntactic, phonological features of a language.
 - The ability to recognize coherent and cohesive features of a language.
 - The ability to understand the social context in which language is used.
 - The ability to use coping strategies in unfamiliar contexts.

- The diagram below describes the elements of language competence. Choose the alternative which contains the components to complete it.
Language competence



1. Grammatical. 2. Discourse. 3. Strategic. 4. Sociolinguistic.
 1. Grammatical. 2. Textual. 3. Illocutionary. 4. Sociolinguistic.
 1. Strategic. 2. Sociolinguistic. 3. Grammatical. 4. Illocutionary.
 1. Sociolinguistic. 2. Discourse. 3. Illocutionary. 4. Grammatical.
 1. Textual. 2. Sociolinguistic. 3. Strategic. 4. Grammatical.
- The best definition for interlanguage is:
 - the influence of the native language in the target language.
 - the successive approximation to the target language.
 - the system with a structurally intermediate status between the native and the target language.
 - the idiosyncratic system that is unique to a particular individual.
 - the system of rules that is peculiar to a group of individuals.
 - Which alternative best describes Krashen's interrelated hypotheses?
 - The acquisition-learning, the monitor, the natural order, the output, the affective filter.
 - The acquisition-learning, the cognitive, the natural order, the output, the affective filter.
 - The acquisition-learning, the input, the cognitive, the language universal, the affective filter.
 - The affective filter, the acquisition-learning, the input, the natural order, the monitor.
 - The affective filter, the output, the cognitive, the language universal, the acquisition-learning.

7. The concept of social distance consists of the following parameters:
- (A) dominance, integration, cohesiveness, congruence, permanence.
 - (B) dominance, acculturation, integration, congruence, permanence.
 - (C) attitude, dominance, acculturation, congruence, permanence.
 - (D) attitude, dominance, integration, cohesiveness, congruence.
 - (E) subordination, integration, attitude, cohesiveness, congruence.
8. A constructivist view of motivation places special emphasis on:
- (A) personal choices and anticipation of reward.
 - (B) social context and the need for activity.
 - (C) the need for activity and the need for manipulation.
 - (D) social context and personal choices.
 - (E) anticipation of reward and the need for manipulation.
9. The term “**grammaring**” coined by Diane Larsen-Freeman, means that grammar should be viewed as:
- (A) forms to be transmitted.
 - (B) rules to be memorized.
 - (C) a skill to be developed.
 - (D) rules to be learned.
 - (E) forms to be memorized.
10. Which of the following statements best describes the ability to produce and interpret grammatical utterances?
- (A) Learners learn structures one at a time.
 - (B) Learners don't rely on the knowledge and experience they have.
 - (C) The introduction of new structures causes learners to backslide.
 - (D) A single learning process is responsible for different aspects of language.
 - (E) Learners accumulate structural entities.
11. The teaching of vocabulary was often neglected in the past because it was thought that vocabulary:
- (A) was difficult to teach.
 - (B) could not be taught explicitly.
 - (C) was impossible to organize in a syllabus.
 - (D) could simply be left to take care of itself.
 - (E) was viewed as part of teaching grammar.
12. The spread of English as the world's lingua franca is often seen as:
- (A) harmless to other languages and cultures.
 - (B) displacing other languages and cultures.
 - (C) challenging to other languages and cultures.
 - (D) beneficial to other languages and cultures.
 - (E) replacing other languages and cultures.
13. Which of the following statements is a definition of syllabus?
- (A) A plan of what is to be achieved through teaching and learning.
 - (B) A plan of what is to be taught during the lesson.
 - (C) A plan of how to teach activities during the course.
 - (D) A plan of how to assess teaching and learning.
 - (E) A plan of action to be followed during the course.
14. What is the assumption underlying a grammatical syllabus?
- (A) Languages consist of a finite set of word.
 - (B) Languages consist of a finite set of notions.
 - (C) Languages consist of a finite set of functions.
 - (D) Languages consist of a finite set of rules.
 - (E) Languages consist of a finite set of sounds.

15. Which of the following statements about testing is true?
- (A) Validity refers to whether the test actually measures what it purports to measure.
 - (B) Face validity refers to the adequacy of sampling of content or objectives in a test.
 - (C) Construct validity refers to whether respondents' performance on a test parallels their performance on a similar test taken later.
 - (D) Criterion-related validity refers to the degree which scores on a measure permit inferences about underlying traits.
 - (E) Convergent validity refers to the adequacy of sampling of content or objectives in a test.
16. When writing a test, teachers should consider three main testing concepts:
- (A) reliability, validity, item correlation.
 - (B) validity, tested response behavior, skill tested.
 - (C) practicality, skill tested, reliability.
 - (D) reliability, validity, practicality.
 - (E) practicality, tested response behavior, reliability.
17. Which of the following alternatives describes a fundamental classroom management concern regarding the teacher as a person?
- (A) The equipment available.
 - (B) The use of the board.
 - (C) The seating arrangement.
 - (D) The quality of the class material.
 - (E) The frequency of eye contact.
18. Which of the alternatives is an example of an externally imposed stage in process writing?
- (A) Planning.
 - (B) Responding.
 - (C) Revising.
 - (D) Drafting.
 - (E) Editing.
19. Choose the alternative that presents the best possible planning solution for the following classroom problem.
- PROBLEM: Young teenagers are working in pairs, doing role-plays of job interviews. They are having problems with thinking of what to ask and answer.
- (A) Use routines to set up activities.
 - (B) Make sure students understand instructions.
 - (C) Organize groups so that learners who work well together are in the same group.
 - (D) Plan an activity which is more suitable for learners' needs.
 - (E) Plan how to make feedback interesting.
20. Choose the option which correctly describes an overt response that indicates reading comprehension.
- (A) Doing – reader put together a toy, for example, after reading directions for assembly.
 - (B) Transferring – the reader answers questions about a text.
 - (C) Extending – the reader summarizes orally what is read.
 - (D) Modeling – the reader responds physically at a command.
 - (E) Condensing – the reader outlines a passage.
21. Which pair of words are homophones?
- (A) saw (verb) – saw (noun).
 - (B) minute (noun) – minute (adjective).
 - (C) man (noun) – men (noun).
 - (D) reed (noun) – rid (verb).
 - (E) owl (noun) – all (adverb).
22. The adjective in which the – **ed** ending is pronounced /t/ is:
- (A) naked.
 - (B) blessed.
 - (C) aged.
 - (D) hunchbacked.
 - (E) learned.

23. Choose the noun formed by the compounding process of the verb-and-object type.

- (A) Frostbite.
- (B) Diving board.
- (C) Cable car.
- (D) Stinkweed.
- (E) Scarecrow.

24. Which sentence can be appropriately completed with the word *another*?

- (A) Jonathan, would you like _____ milk?
- (B) Listen, guys, I need _____ \$15 for the tickets.
- (C) I have two cats: one is Muffy and _____ is Jim.
- (D) Could I have _____, Mrs. Miller?
- (E) I think that woman wants _____ peas.

25. In which sentence does the article or the absence of an article express nongeneric meaning of the noun in bold?

- (A) **People** can be so cold.
- (B) A **lion** escaped from the zoo last night.
- (C) **Dolphins** have extraordinary intelligence.
- (D) Have you ever seen a **lotus flower**?
- (E) The **tiger** is a ferocious animal.

26. Choose the noun phrase that appropriately completes the sentence below.

Fred has _____

- (A) the hernia.
- (B) the gout.
- (C) the backache.
- (D) the earache.
- (E) the influenza.

27. Choose the correct sentence.

- (A) Our all many hopes were kept alive.
- (B) These two next weeks will be hectic.
- (C) Half every paycheck goes to pay off the mortgage.
- (D) None of those expensive items will be necessary.
- (E) Last two exams were extremely difficult.

28. Which adjective is used in an attributive position?

- (A) Asleep.
- (B) Faint.
- (C) Afraid.
- (D) Bound.
- (E) Sheer.

29. Choose the correct sentence.

- (A) Nothing can travel faster than the light.
- (B) The most birds can fly.
- (C) Violin is more difficult than piano.
- (D) Do you like an elephant?
- (E) The tiger is an endangered species.

30. Which adjective is used in a predicative position?

- (A) Adrift.
- (B) Utter.
- (C) Mere.
- (D) Previous.
- (E) Only.

31. The article *a* can be appropriately used in:

- (A) _____ hypotheses.
- (B) _____ billiards.
- (C) _____ means.
- (D) _____ draughts.

(E) _____ news.

32. Which sentence is grammatically correct?

- (A) John deceived.
- (B) The boat is ready.
- (C) Tim is likely.
- (D) The sales are subject.
- (E) Sue allowed me.

33. Choose the correct statement.

- (A) Modal auxiliaries cannot occur as the first element of the verb phrase.
- (B) Modal auxiliaries have the full range of non-finite forms.
- (C) Modal auxiliaries which do not have a distinct past form cannot be used to refer to the past in indirect speech.
- (D) Modal auxiliaries are inflected in the third person singular of the present time.
- (E) The past form of modal auxiliaries can be used to refer to present and future times.

34. In which sentence does the conditional express a habitual fact?

- (A) If Nancy said, "Jump!", Bob jumped.
- (B) If it rains, I'll not go to the beach.
- (C) If someone's at the door, it must be Peter.
- (D) Had I seen Dorothy, I would have given her the message.
- (E) I wouldn't marry you if you were the last person on earth!

35. Choose the correct sentence.

- (A) Peter gave to Alice.
- (B) Morgan paid to Harry.
- (C) We handed the letters.
- (D) Go find a pencil.
- (E) I explained Mary the problem.

36. Choose the correct statement.

- (A) English prepositions are bound inflectional affixes.
- (B) Prepositional phrases follow copular verbs and adjectives.
- (C) Prepositions do not make nouns adverbials.
- (D) English prepositions always come before nouns.
- (E) Prepositional phrases do not follow intransitive verbs.

37. In which sentence does the conditional express implicit inference?

- (A) If I weren't so shy, I would have gotten that job.
- (B) If Joe had the time, he would go to Mexico.
- (C) Had I known that, I wouldn't have said anything.
- (D) Should the guests arrive early, no one will be here to greet them.
- (E) If smog can be licked in L.A., it can be licked anywhere.

38. The verb tense which portrays an event in a way that allows for it to be incomplete is:

- (A) the past simple.
- (B) the present simple.
- (C) the present progressive.
- (D) the future.
- (E) the conditional.

39. In which sentence does an ellipsis occur?

- (A) We went to a wine and cheese party.
- (B) They went to the opera and saw *Carmen*.
- (C) Annie plays softball, and she plays soccer too.
- (D) Cecilia is both energetic and ambitious.
- (E) I just had some fish and chips.

40. Choose the sentence in which **but** is expressing denial of expectation.

- (A) Winter is warm in Maui but cold in Montreal.
- (B) Paul likes skiing, but his sister prefers tennis.
- (C) Uncle Fred is friendly but introverted.
- (D) Nimbus clouds threaten rain, but cirrus clouds do not.
- (E) She likes an occasional visit to the desert, but he wants to relocate there.

41. As far as semantic restrictions are concerned, choose the correct sentence.
- (A) John replaced indecision.
 - (B) There hoped to be a school on the island.
 - (C) He walked pretty too quickly.
 - (D) The weather is a bit lovely today.
 - (E) The baby's having a bath.
42. Choose the correct sentence.
- (A) I'll get a stalk of celery.
 - (B) Doug bought a trouser today.
 - (C) There's a head of grapes here.
 - (D) Look! A flock of fish near the boat.
 - (E) Two thousand of bricks will be necessary.
43. Which statement about fossilization is false?
- (A) Fossilization is most saliently manifested in syntactic errors.
 - (B) Fossilization is a normal and natural stage for many learners.
 - (C) Fossilized items can always change under the right circumstances.
 - (D) Fossilization may be accounted for as a result of inappropriate feedback.
 - (E) Fossilized items are quite common even when learners have a fluent command of the language.
44. Research findings on SLA have come to the conclusions below. Which one is false?
- (A) Adults and adolescents can acquire a second language.
 - (B) Native like (near native like) command of a second language cannot be achieved in one hour a day.
 - (C) Practice make perfect.
 - (D) Certain structures that have to be acquired before others can be integrated.
 - (E) Isolated explicit error correction is usually ineffective in changing language behavior.
45. All issues below are examples of new directions in teaching culture, except:
- (A) the teaching of English may change the balance of the haves and have nots in local cultures.
 - (B) the teaching of English may enhance world peace and harmony.
 - (C) the teaching of English should foster intercultural rights and responsibilities.
 - (D) the teaching of English will probably create and promote new identities.
 - (E) the teaching of English will empower people.
46. The options below describe microskills of oral communication, except:
- (A) produce fluent speech at different rates of delivery.
 - (B) produce reduced forms of words and phrases.
 - (C) use body language to convey meaning.
 - (D) infer situations, participants, goals using real world knowledge.
 - (E) produce chunks of language at different lengths.
47. All of the characteristics of spoken language listed below make listening difficult, except:
- (A) redundancy.
 - (B) clustering.
 - (C) accent.
 - (D) reduced forms.
 - (E) rate of delivery.
48. The pattern DETERMINER + PRE-MODIFIER + HEAD + POSTMODIFIER is found in all the sentences below, except:
- (A) I remember Alice's best book about feminism.
 - (B) I remember a good trip that I once had.
 - (C) I remember all those days in the country last year.
 - (D) I remember that beautiful girl with red hair.
 - (E) I remember an old saying about friendship.

49. The question tags in the sentences below are correct, except in:

- (A) It's no good, isn't it?
- (B) Give me a hand, will you?
- (C) Let's have a party, shall we?
- (D) Open a window, would you?
- (E) Shut up, can't you?

50. Which statement is false?

- (A) The passive allows speakers to make a kind of figure/ground reversal.
- (B) Be is not the only verb that fulfills the function of auxiliary verb of the passive.
- (C) Every passive sentence with a transitive verb is acceptable.
- (D) Most passive sentences are agentless.
- (E) The passive topicalizes the patient or receiver of the action.

2ª QUESTÃO

DÊ O QUE SE PEDE

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RESPONDA NO CADERNO DE RESPOSTAS ANEXO.

A language institute is carrying out a research project about the implications of phonology to the EFL classroom and has sent the letter below to many schools. Your school has received this letter. Use a pseudonym and write a reply to the letter, using between 250 and 300 words.

Babel Institute
1312 Pink Street
Berkeley, CA 906-1335

Dear Ms. Miller:

We are a language institute in the United States and some of our teachers are carrying out a research project about the role phonology plays in the EFL classroom. Part of the research is getting to know the opinion of EFL teachers. Therefore, we are writing to you in order to ask you to voice your opinion about this theme. Please support your opinion.

Thank you very much for your attention.
We are looking forward to hearing from you.

Yours sincerely,

Ann Gardner
Ann Gardner
Academic Director