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SECRETARIA DA EDUCAÇÃO (SEDUC)

CONCURSO PÚBLICO

CADERNO DE PROVAS
PARTE II

CONHECIMENTOS ESPECÍFICOS
CARGO: PROFESSOR PLENO I

DISCIPLINA 9:

LÍNGUA INGLESA

ATENÇÃO!

Leia atentamente as instruções constantes na capa da Parte I do seu caderno de provas.

- 1 Nesta parte II do seu caderno de provas, confira atentamente os seus dados pessoais e os dados identificadores de sua disciplina transcritos acima com o que está registrado em sua **folha de respostas**. Confira também o seu nome, o nome e número de sua disciplina no rodapé de cada página numerada desta parte II de seu caderno de provas. Caso o caderno esteja incompleto, tenha qualquer defeito, ou apresente divergência quanto aos seus dados pessoais ou aos dados identificadores de sua disciplina, solicite ao fiscal de sala mais próximo que tome as providências cabíveis, pois não serão aceitas reclamações posteriores nesse sentido.
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A arte da conversa está em escutar.

OBSERVAÇÕES

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CONHECIMENTOS ESPECÍFICOS

This text refers to questions from 21 through 25.

1 Most teachers develop their classroom skills fairly
early in their teaching careers. Teachers entering the
profession may find their initial teaching efforts stressful, but
4 with experience they acquire a repertoire of teaching
strategies that they draw on throughout their teaching. The
particular configuration of strategies a teacher uses
7 constitutes his or her “teaching style”. While a teacher’s style
of teaching provides a means of coping with many of the
routine demands of teaching, there is also a danger that it can
10 hinder a teacher’s professional growth. How can teachers
move beyond the level of automatic or routinised responses
to classroom situations and achieve a higher level of
13 awareness of how they teach, of the kinds of decisions they
make as they teach, and of the value and consequences of
particular instructional decisions? One way of doing this is
16 through observing and reflecting on one’s own teaching, and
using observation and reflection as a way of bringing about
change.

19 A reflective approach to teaching involves changes
in the way we usually perceive teaching and our role in the
process of teaching. Teachers who explore their own
22 teaching through critical reflection develop changes in
attitudes and awareness which they believe can benefit their
professional growth as teachers, as well as improve the kind
25 of support they provide for their students. Like other forms
of self-inquiry, reflective teaching is not without its risks,
since journal writing, self-reporting or making recordings of
28 lessons can be time-consuming. However teachers engaged
in reflective analysis of their own teaching report that it is a
valuable tool for self-evaluation and professional growth.
31 Reflective teaching suggests that experience alone is
insufficient for professional growth, but that experience
coupled with reflection can be a powerful impetus for
34 teacher development.

Jack C. Richards. *Towards reflective teaching* //:
Internet: <www.tttjournal.co.uk> (adapted).

QUESTÃO 21

According to the text, it is correct to affirm that

- A teacher’s efforts in the profession are always very stressful.
- B reflective teaching can be a means for teacher development.
- C reflective teaching provides a means of coping with many of the routine demands of teaching.
- D professional growth depends only on teacher’s experience.

QUESTÃO 22

In the text, “draw on” (l.5) means

- A to come near or pass by.
- B to deplete by spending.
- C to make use of from a source.
- D to move ahead.

QUESTÃO 23

The verb “improve” (l.24) is synonymous with

- A worsen.
- B enhance.
- C reduce.
- D originate.

QUESTÃO 24

In the text, “its” (l.26) refers to

- A “risks” (l.26).
- B “self-inquiry” (l.26).
- C “reflective teaching” (l.26).
- D “other forms” (l.25).

QUESTÃO 25

The word “However” (l.28) expresses the idea of

- A cause and effect.
- B sequence.
- C addition.
- D contrast.

This text refers to questions from 26 through 31.

Games lessons

1 Since the beginning of mass education, schools
have relied on what is known in educational circles as “chalk
and talk”. Chalk and blackboard may sometimes be replaced
4 by felt-tip pens and a whiteboard, and electronics in the form
of computers may sometimes be bolted on, but the idea of a
pedagogue leading his pupils more or less willingly through
7 a day based on periods of study of recognisable academic
disciplines, such as mathematics, physics, history, geography
and whatever the local language happens to be, has rarely
10 been abandoned.

Abandoning it, though, is what Katie Salen hopes
to do. Ms. Salen is a games designer and a professor of
13 design and technology at Parsons The New School for
Design, in New York. She is also the moving spirit behind
Quest to Learn, a new, taxpayer-funded school in that city
16 which is about to open its doors to pupils who will never
suffer the indignity of snoring through double French but
will, rather, spend their entire days playing games.

19 Quest to Learn draws on many roots. One is the
research of James Gee of the University of Wisconsin. In
2003 Dr Gee published a book called **What video games**
22 **have to teach us about learning and literacy**, in which he
argued that playing such games helps people develop a sense
of identity, grasp meaning, learn to follow commands and
25 even pick role models.

Whether things will work the way Ms. Salen hopes
will, itself, take a few years to find out. The school plans to
28 admit pupils at the age of 12 and keep them until they are 18,
so the first batch will not leave until 2016. If it fails,
traditionalists will no doubt scoff at the idea that teaching
31 through playing games was ever seriously entertained. If it
succeeds, though, it will provide a model that could make
chalk and talk redundant. And it will have shown that in
34 education, as in other fields of activity, it is not enough just
to apply new technologies to existing processes — for
maximum effect you have to apply them in new and
37 imaginative ways.

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

QUESTÃO 26

Based on the text, it can be inferred that

- A the future of schooling may lie in video games.
- B children use to spend their entire days playing games.
- C schools have always relied on electronics.
- D the “chalk and talk” has almost been abandoned.

QUESTÃO 27

According to the text, it is correct to affirm that Quest to Learn

- A is a French school.
- B is receiving pupils at the age of 12.
- C draws on the research of James Gee of the University of Wisconsin.
- D will prove that chalk and talk is redundant.

QUESTÃO 28

The word “may” (l.3) expresses the idea of

- A exception.
- B sequence.
- C addition.
- D possibility.

QUESTÃO 29

In the text, the adverb “rarely” (l.9) can be correctly replaced by

- A often.
- B hardly ever.
- C frequently.
- D oft-times.

QUESTÃO 30

In the text, “grasp” (l.24) can be correctly replaced by

- A understand.
- B convey.
- C express.
- D denote.

QUESTÃO 31

Based on the text, it can be concluded that

- A things will work the way Ms. Salen hopes they will.
- B teaching through playing games will become an effective way of teaching.
- C only pupils at the age of 12 can benefit from teaching through video games.
- D Dr. Gee defends the idea that playing video games, among other things, can help people develop a sense of identity.

This text refers to questions from 32 through 40.

1 America's teachers today are older, better educated,
and have more experience than ever before, according to a
study released this summer by the National Education
4 Association. The study, based on information provided by a
sample of the nation's 2.5 million schoolteachers, says that
almost 67 percent of the country's public schoolteachers are
7 over the age of 40, 54 percent have their master's degree or
at least six years of college, and 38 percent have been
teaching more than 20 years.

10 However, authorities are predicting a crisis in the
public school system as we head into the next millennium. In
2010 the oldest of the baby boomers will reach retirement
13 age. And as the biggest generation in the nation's history
begins to transfer out of the workforce, they'll leave a void
that will have to be filled by a generation — the so-called
16 baby busters — that is a full 11 percent smaller than the
preceding one. Making the labor shortage more pronounced
is the fact that the generation following the baby busters
19 promises to be even bigger than the baby boomers of 47
years ago.

22 These trends seem to point to a potentially
devastating teacher shortage in the near future. In fact,
according to a report issued last year by the National
Commission on Teaching and America's Future, a
25 nonpartisan group of educators, governors, and business
leaders, the U.S. will need to recruit 2 million teachers over
the next 10 years to fill the void.

28 But the current system of recruiting, training, and
placing teachers may not be sufficient to reach that goal. It's
estimated that nationwide as many as 50 percent of all new
31 teachers leave the profession within five years. While there
are no local figures available, Memphis school authorities
insist their rates are lower. Some teachers who leave the
34 profession early in their careers never intended to stay long
in the first place; they shared a common attitude that
teaching is just a career pit stop, someplace to spend a few
37 years until they figured out what they really wanted to do or
until something better came along.

40 Many, teachers, though leave because — either due
to unreal expectations or harsh working conditions — the
system wore them down. The long hours, the low pay, the
unruly students, and the ineffectual administration all
43 combined to make them reevaluate why they went into
teaching in the first place. And for many, the result of that
evaluation is "not for this".

Internet: <weeklywire.com> (adapted).

QUESTÃO 32

According to a study released by the National Education Association,

- A never before have America's teachers been so educated.
- B 54 percent of the country's public schoolteachers have six years of college and a master's degree.
- C almost 67 percent of the country's public schoolteachers are as old as 40.
- D most of the country's public schoolteachers have been teaching for more than twenty years.

QUESTÃO 33

According to the ideas expressed in the text, it is correct to affirm that

- A the National Education Association has released a study based on information provided by the great majority of America's teachers.
- B more than a half of all new teachers nationwide are likely to leave the profession within five years.
- C there will be plenty of teachers by the year of 2010.
- D the number of America's schoolteachers can be said to be 2,5 million.

QUESTÃO 34

In the text, "baby boomers" (l.12) refers to

- A "the workforce" (l.14).
- B "the so-called baby busters" (l.15-16).
- C "the generation following the baby busters" (l.18).
- D "the biggest generation in the nation's history" (l.13).

QUESTÃO 35

The word "them" (l.41) refers to

- A "unreal expectations" (l.40).
- B "teachers" (l.39).
- C "harsh working conditions" (l.40).
- D "unruly students" (l.42).

QUESTÃO 36

In "either due to unreal expectations or harsh working conditions" (l.39-40), "due to" means

- A besides.
- B as a rule.
- C because of.
- D aside from.

QUESTÃO 37

Based on the text, it can be inferred that

- A teachers have always evaluated why they went into teaching in the first place.
- B teaching is just a career pit stop.
- C the U.S. will recruit 2 million teachers over the next 10 years.
- D the U.S. public school system may face a devastating teacher shortage.

QUESTÃO 38

The word “current” (ℓ.28) means

- A of the present time.
- B out-of-date.
- C intangible.
- D potential.

QUESTÃO 39

In “Some teachers who leave the profession early in their careers never intended to stay long in the first place” (ℓ.33-35), the verb **to intend** is closest in meaning to

- A to pretend.
- B to plan.
- C to claim.
- D to convey.

QUESTÃO 40

In “someplace to spend a few years until they figured out what they really wanted to do” (ℓ.36-37) **to figure out** is closest in meaning to

- A to start.
- B to reverse.
- C to point out.
- D to find out.

This text refers to questions from 41 through 49.

The real emerging market

1 It hasn't been easy to find something good in the
 global economy. Growth markets have become scarce. But
 in the last few months, economists, consultants, and other
 4 business types have begun to track the rise of a new
 emerging market, one that may end up being the largest and
 most powerful of all: women. According to a new study by
 7 the Boston Consulting Group, women are now ready to drive
 the post-recession world economy, thanks to an estimated \$ 5
 trillion in new female-earned income that will be coming
 10 online over the next five years. Worldwide, total income for
 men (\$ 23.4 trillion) is still more than double the income for
 women (\$ 10.5 trillion), but the difference is expected to
 13 reduce significantly: the vast majority of the new income
 growth over the next few years will go to women because a
 narrowing salary gap and rising female employment are
 16 supposed to happen. Actually, women will be the ones
 driving the shopping and, economists hope, the recovery.
 The growth represents the biggest emerging market in the
 19 history of the planet – more than twice the size of the two
 hottest developing markets, India and China, combined.

Rana Foroohar and Susan H. Greenberg.
Newsweek/September/2009 (adapted).

QUESTÃO 41

An example of word composed of prefixation and suffixation is

- A “powerful” (ℓ.6).
- B “post-recession” (ℓ.8).
- C “Worldwide” (ℓ.10).
- D “growth” (ℓ.14).

QUESTÃO 42

The words “difference” (ℓ.12), “significantly” (ℓ.13) and “developing” (ℓ.20) are, respectively, classified as

- A noun, adverb and adjective.
- B adjective, noun and adverb.
- C adjective, noun and verb.
- D adverb, verb and noun.

QUESTÃO 43

The correct comparative adjectives of “easy” (ℓ.1), “good” (ℓ.1) and “new” (ℓ.4) are, respectively,

- A the easiest, as good as and the newest.
- B as easy as, the best and less new.
- C less easy, worse and as new as.
- D easier, better and newer.

QUESTÃO 44

In the clause “But in the last few months, economists, consultants, and other business types have begun to track the rise of a new emerging market” (ℓ.2-5), “But” expresses the idea of

- A reason.
- B purpose.
- C contrast.
- D condition.

QUESTÃO 45

In the clause “because a narrowing salary gap and rising female employment are supposed to happen” (ℓ.14-16), “because” expresses the idea of

- A addition.
- B intention.
- C explanation.
- D comparison.

QUESTÃO 46

An example of a sentence/clause in the passive voice is

- A “It hasn't been easy to find something good in the global economy” (ℓ.1-2).
- B “women are now ready to drive the post-recession world economy (...)” (ℓ.7-8).
- C “that will be coming online over the next five years” (ℓ.9-10).
- D “the difference is expected to reduce significantly (...)” (ℓ.12-13).

QUESTÃO 47

The modal verb “may” adds to the clause “that may end up being the largest and most powerful of all: women” (ℓ.5-6) the meaning of

- A ability.
- B possibility.
- C permission.
- D recommendation.

QUESTÃO 48

The clause “women will be the ones driving the shopping and, economists hope, the recovery” (ℓ.16-17) is in the future with “will” because

- A it’s a prediction about the future.
- B it’s a social arrangement.
- C it’s an intention.
- D it’s a plan.

QUESTÃO 49

In the clause “an estimated \$ 5 trillion in new female-earned income that will be coming online over the next five years” (ℓ.8-10), “that” is

- A an adverb.
- B a conjunction.
- C a preposition.
- D a relative pronoun.

QUESTÃO 50

An example of sentence with possessive adjectives and/or possessive pronouns is

- A His name is Carlos and mine is Maria.
- B He’s Joe and she’s Hellen.
- C We’re from Jamaica.
- D It’s not in the right place!

QUESTÃO 51

Considering the correct use of linking words (conjunctions), choose the correct answer to the question: “How long have you known each other?”

- A Because we were neighbors.
- B As long as we are kids.
- C Since we were young kids.
- D In order to become friends.

QUESTÃO 52

Considering the use of relative pronouns, it is correct to affirm that the sentence in which the relative pronoun is the subject of a clause is

- A This is the person who I wanted to introduce you to.
- B Brazil is the place where many people like to spend their vacations.
- C Here’s the key that you left in my bag.
- D What is the name of the guy who gave you a ride home last night?

QUESTÃO 53

Regarding the use of relative pronouns, it is correct to affirm that the relative pronoun is the object of a clause in

- A Here’s the book that I borrowed from you last class.
- B Here’s the book that has the best exercises I’ve ever seen in my entire life!
- C Can you believe it? I’ve bought the house which is just across from yours!
- D He is the person who will show you round.

QUESTÃO 54

Concerning the correct use of modal verbs, it is correct to affirm that the modal verb expresses the meaning of advice or recommendation in

- A Could you help me do my homework?
- B You look very tired! You should take a few days off.
- C Teenagers mustn’t drink alcoholic beverages.
- D Come on! I know you can type much faster!

QUESTÃO 55

The use of the future with “will” expresses “promise” in

- A She will retire in 5 years.
- B Sorry! I left my car in your space. I will park it somewhere else right away, ok?
- C I will give you a call as soon as I arrive home.
- D I think Carol will fail the examination.

QUESTÃO 56

The sentence “Take some aspirin” is in the

- A imperative.
- B simple future.
- C passive voice.
- D simple present.

QUESTÃO 57

The correct passive voice form of the sentence “Alexander Graham Bell invented the telephone” is

- A The telephone is invented by Graham Bell.
- B The telephone was invented by Graham Bell.
- C Graham Bell is going to invent the telephone.
- D Graham Bell will be inventing the telephone.

This text refers to questions 58 and 59.

Immigrants in the United States

In the 20th century, people called the United States a melting pot of cultures. This meant that they looked at the country as a place where immigrants' customs and traditions came together to form one single American culture. In the early 1900s, this seemed to be true. When new immigrants arrived, many of them tried to assimilate quickly because they wanted to fit into the new culture. They believed that, to be successful, they had to take on American customs and leave their own customs behind. However, by the end of the 20th century, this way of thinking began to change. Today many new immigrants are holding on to their first languages and cultures as they learn English and the customs of their new home. They prefer to preserve their own culture rather than assimilate completely. They have always had a great effect on their new home, influencing the music that Americans listen to, the food they eat, and the ideas they have. These contributions are an important part of the country's history and future. After all, it is the variety of cultures and ideas that gives the United States its energy and ability to grow and change.

Lori Howard. *Read and Reflect 2*. Unit1, Oxford University Press, 2004 (adapted).

QUESTÃO 58

It can be inferred from the text that many new immigrants to the U.S.

- Ⓐ are refused a work permit when they insist on keeping their first languages and traditions.
- Ⓑ stubbornly refuse to assimilate into the American culture.
- Ⓒ also want to keep their first languages and traditions.
- Ⓓ are not able to learn English well.

QUESTÃO 59

Based on the text, it can be inferred that

- Ⓐ American people believe that immigrants still have nothing to contribute to their way of life.
- Ⓑ American people refuse to accept the relevance of the immigrants' contributions to their way of life.
- Ⓒ the author believes that American people grow stronger when they promote cultural, linguistic and ethnic diversity.
- Ⓓ the author believes that the government should not encourage cultural, linguistic and ethnic diversity in the U.S.

QUESTÃO 60

According to English-language expert David Crystal, "in the future, there could be a tri-English world, one in which you could speak a local English-based dialect at home, a national variety at work or school, and an international Standard English to talk to foreigners."

Newsweek, International edition. March 7, 2005.

Based on the text, it is correct to affirm that

- Ⓐ three different versions of English will probably come out.
- Ⓑ the demand to study English will decrease dramatically in the near future.
- Ⓒ English learners should go on passively absorbing the language.
- Ⓓ teachers should focus on the continuing relevance of teaching an international version of English.

