



Serviço Social da Indústria SESI / DF

CONCURSO PÚBLICO – EDITAL Nº 024/2012

2017 - PROFESSOR DE LÍNGUA INGLESA

Nome do Candidato

Número de Inscrição

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LEIA COM ATENÇÃO AS INSTRUÇÕES ABAIXO

INSTRUÇÕES GERAIS

- O candidato receberá do fiscal:
- Um Caderno de Questões contendo **30 (trinta) questões objetivas de múltipla escolha** e **02 (duas) questões discursivas**.
Uma Folha de Respostas personalizada para Prova Objetiva.
Um Caderno de Respostas personalizada para a Prova Discursiva.
- Ao ser autorizado o início da prova, verifique, no Caderno de Questões, se a numeração das questões e a paginação estão corretas e se não há falhas, manchas ou borrões. Se algum desses problemas for detectado, solicite ao fiscal outro caderno completo. Não serão aceitas reclamações posteriores.
- A totalidade das Provas terá a duração de **4 (quatro) horas**, incluindo o tempo para preenchimento da Folha de Respostas da Prova Objetiva elaboração e transcrição da Prova Discursiva.
- Iniciadas as Provas, nenhum candidato poderá retirar-se da sala antes de decorridas **2 (duas) horas** de prova, devendo entregar ao fiscal de sala, obrigatoriamente, o Caderno de Questões e as Folhas de Respostas das Provas Objetiva e Discursiva. A Folha de Respostas da Prova Objetiva e o texto transcrito no campo «Texto Definitivo», da Prova Discursiva serão os únicos documentos válidos para correção.
- O candidato somente poderá levar o Caderno de Questões faltando **60 (sessenta) minutos** para o término do horário estabelecido para o fim da prova, desde que o candidato permaneça em sala até este momento, entregando as suas Folhas de Respostas das Provas Objetiva e Discursiva. Não serão permitidas consultas a quaisquer materiais, uso de telefone celular ou outros aparelhos eletrônicos.
- Caso seja necessária a utilização do sanitário, o candidato deverá solicitar permissão ao fiscal de sala, que designará um fiscal volante para acompanhá-lo no deslocamento, devendo manter-se em silêncio durante o percurso, podendo, antes da entrada no sanitário e depois da utilização deste, ser submetido a revista com detector de metais. Na situação descrita, se for detectado que o candidato estiver portando qualquer tipo de equipamento eletrônico, será eliminado automaticamente do concurso.
- Após o término da prova, ao sair da sala de prova, o candidato deverá retirar-se imediatamente do local de realização das provas, não podendo permanecer nas suas dependências, bem como não poderá utilizar os sanitários.

INSTRUÇÕES – PROVA OBJETIVA

- Verifique se seus dados estão corretos na Folha de Respostas.
- A Folha de Respostas NÃO pode ser dobrada, amassada, rasurada, manchada ou conter qualquer registro fora dos locais destinados às respostas.
- Assinale a alternativa que julgar correta para cada questão na Folha de Respostas, usando caneta esferográfica de tinta preta ou azul. Para cada questão, existe apenas **1 (uma)** resposta certa – não serão computadas questões não assinaladas ou que contenham mais de uma resposta, emendas ou rasuras.
- O modo correto de assinalar a alternativa é cobrindo, completamente, o espaço a ela correspondente, conforme modelo abaixo:



- Todas as questões deverão ser respondidas.

INSTRUÇÕES – PROVA DISCURSIVA

- Para realização da Prova Discursiva, o candidato receberá caderno específico, no qual redigirá com caneta de tinta azul ou preta.
- A Prova Discursiva deverá ser escrita à mão, em letra legível, não sendo permitida a interferência e/ou a participação de outras pessoas, salvo em caso de candidato que tenha solicitado condição especial para esse fim. Nesse caso, o candidato será acompanhado por um fiscal da **Cetro Concursos**, devidamente treinado, que deverá escrever o que o candidato ditar, sendo que este deverá ditar integralmente o texto, especificando oralmente a grafia das palavras e os sinais gráficos de acentuação e pontuação.
- A Prova Discursiva não poderá ser assinada, rubricada ou conter, em outro local que não seja o cabeçalho do Caderno de Resposta da Prova Discursiva, qualquer palavra ou marca que a identifique, sob pena de ser anulada. Assim, detecção de qualquer marca identificada no espaço destinado à transcrição do texto definitivo, acarretará a anulação da Prova Discursiva.
- A Prova Discursiva deverá ser redigida em, **no mínimo de 5 (cinco) linhas e, no máximo, 10 (dez) linhas**.
- O rascunho é de preenchimento facultativo e não vale para finalidade de avaliação.
- Qualquer dúvida, chame o fiscal da sala.

OS TEXTOS E AS QUESTÕES FORAM REDIGIDOS CONFORME O NOVO ACORDO ORTOGRÁFICO DA LÍNGUA PORTUGUESA, MAS ESTE NÃO SERÁ COBRADO NO CONTEÚDO.



CONCURSOS PÚBLICOS

01/2013

Espaço reservado para anotação das respostas

SERVIÇO SOCIAL DA INDÚSTRIA Sesi / DF 2017 - PROFESSOR DE LÍNGUA INGLESA



Nome: _____ Inscrição: _____

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30										

O gabarito da Prova Objetiva estará disponível no site da **Cetro Concursos (www.cetroconcursos.org.br)** a partir do dia **21 de janeiro de 2013**.

CONHECIMENTOS ESPECÍFICOS

Read the text below to answer the questions from 1 to 6.

Un/settled Multiculturalism

In contrast to Britain, the figuration of multiculturalism in the United States has produced much greater social reverberations and contested theoretical resolutions. This is hardly surprising, considering that the main institutional sites for the multicultural debates in Britain were primary and secondary school education, while in the United States it was the university. What became known as the “culture wars” in the United States during the mid-1980’s into the 1990’s, politicized and expanded the concept of multiculturalism beyond the parameters of race and ethnicity, into the discourses of gender and sexuality conceived as socially repressed cultural differences. The culture wars engaged and enraged university teaching, book publishing and public journalism. Stimulating a searing calling into question as well as the implacable defense of the cultural American mainstream, the culture wars produced an impassioned politics of knowledge in which interrogations of the exclusionary racial, gender, sexual and class formations of the nation were reactivated as themes relevant not only to the democratic ideals of citizenship but to the epistemology of many academic disciplines. Once it was widely perceived that the western canon was under assault, this sparked a counter-reformation.

The discourse of multiculturalism in the United States touched political nerves which were irreducible to the nervous system of either Left or Right. It has been variously lampooned as “political correctness”; the critique of the hegemony of “dead white males” in knowledge production; or the attempt to overturn western civilization by substituting for the “classics” lesser readings based not on scholarly values but on ethnic and gender proportionality. More considered critics have seen it a feverish post-modern embrace of relativism in knowledge (whether scientific or moral) and an irrational, ethnicized opposition to universalism which eschews a broad-based politics (i.e. organized against the social inequalities of material interests), favoring instead an identity politics organized around the virtues of cultural recognition. The trouble with criticisms of this nature is that whatever merits they contain are ill-served by their inability to distinguish exactly the object of their critique. That there are various multiculturalisms in the politics of multiculturalism is perhaps the chief contribution of the United States’ experience to the debate, but this is not yet something that the critique of multiculturalism has managed to take on board. As Cynthia

Willet puts it in her anthology of philosophical arguments, “Multiculturalism has not yet been fully theorized. In part the lack of a unifying theory stems from the fact that multiculturalism as a political, social and cultural movement has aimed to respect a multiplicity of diverging perspectives outside of dominant traditions”.

Admittedly, this may be the over-idealization of a provisional and pragmatic set of circumstances but it does point to the need to understand the politics of multiculturalism(s) as articulating, in critique of dominant, oppressive traditions, different specifications of the logic of the *multicultural* in the fields of knowledge and representation. Understanding these dominant traditions within the logic of the multicultural suggests the need for coalitions and co-production in knowledge formation which takes seriously the “local memories” and “subjugated knowledge” (according to Foucault) whose exclusion and repression shore up the dominant tradition as an unquestionably valorized (western) universal foundation. In the United States (as in Britain), it is the colonial institutions of the western foundation of power and knowledge which, despite concomitant developments in liberalism and subsequent formulations of representative democracy, have yet to experience significant decolonization. At its best, the politics of multiculturalism in the United States has raised serious doubts and consternation

(HESSE, B. *Un/settled Multiculturalisms*, 2000)

1. According to the text,
 - (A) in the UK, multiculturalism was restrict to educational debates, while in the USA the so-called “culture wars” took place in academia.
 - (B) critics of multiculturalism contend that replacing canonized literature by what they consider lesser works is an attack on western civilization.
 - (C) issues such as gender and sexuality were academically considered only when multiculturalism started being debated in the 80’s by American scholars.
 - (D) multiculturalism and its discourse of “political correctness” have been satirized in the USA by Democrats and Republicans.
 - (E) to overthrow western tradition, multiculturalism must find a unifying theory and form coalitions to produce knowledge.

2. Based on Hesse's text, analyse the assertions below.
- I. Multiculturalism is as diverse as the spectrum of questions that it encompasses; therefore it must be called *multiculturalisms*.
 - II. Some participants of the "culture wars" unyieldingly defended American prevalent culture.
 - III. Critics of multiculturalism have seen it as a post-modern tendency that promotes division instead of union.

The correct assertion(s) is/are

- (A) I, only.
- (B) I and II, only.
- (C) II, only.
- (D) II and III, only.
- (E) III, only.

3. Read the sentence below.

"Stimulating a searing **calling into question**(...), the culture wars produced an impassioned politics of knowledge."

Choose the alternative that replaces the highlighted idiom in the sentence.

- (A) "...dispute on issues(...)"
- (B) "...search for answers(...)"
- (C) "...exchange of opinions(...)"
- (D) "...raise of doubts(...)"
- (E) "...summon into action(...)"

4. Choose the alternative that best translates the following sentence into Portuguese:

"Admittedly, this may be the over-idealization of a provisional and pragmatic set of circumstances."

- (A) Verdade, isto pode ser supervalorização de um grupo provisório, burocrático, de circunstâncias.
- (B) Isto pode, admitidamente, representar máxima exaltação de um conjunto de circunstâncias providenciais e práticas.
- (C) Isto pode, confessadamente, ser a idealização em excesso de um par providencial e burocrático de circunstâncias.
- (D) Isto pode ser a idealização excessiva de um temporário e realista conjunto de circunstâncias, alegadamente.
- (E) Isto, reconhecidamente, pode ser romantização excessiva de um conjunto temporário e prático de circunstâncias.

5. Read the paragraph below to choose the alternative that best summarizes it.

"Understanding these dominant traditions within the logic of the multicultural suggests the need for coalitions and co-production in knowledge formation which takes seriously the "local memories" and "subjugated knowledge" (according to Foucault) whose exclusion and repression shore up the dominant tradition as an unquestionably valorized (western) universal foundation."

- (A) The dominant, universal tradition must be understood by the multicultural approach which is, as pointed out Foucault, "local memories" and "subjugated knowledge"; only then minorities will be also valorized.
- (B) The logic of multiculturalism implies that, in order to overcome the actual system that represses and oppresses minorities, it's necessary to form alliances between, as wrote Foucault, "local memories" and "subjugated knowledge".
- (C) The multicultural approach sees how important it is to produce knowledge based on the experience of minorities, since it is its exclusion and repression that sustain the dominant, said to be universal, tradition as such.
- (D) Coalitions are necessary when dealing with multicultural knowledge: Only through union it will be possible to establish a battlefield against the mainstream western culture that preaches exclusion and subjugation.
- (E) The western tradition, despite its universal character, is over-valorized; therefore, it's indispensable that multicultural enthusiasts gather together to rescue the memories and the knowledge that are being oppressed and obliterated.

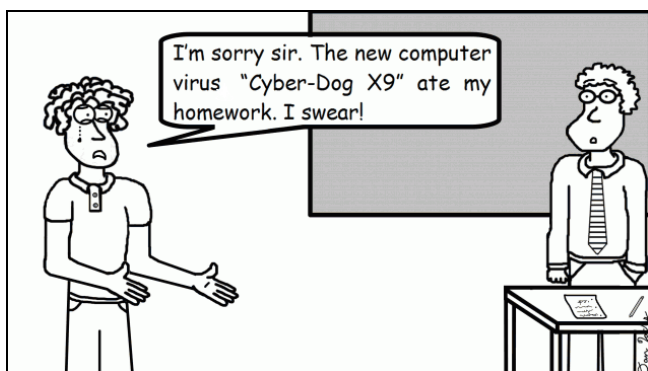
6. Read the last paragraph of Hesse's text.

"At its best, the politics of multiculturalism in the United States has raised serious doubts and consternation _____."

Choose the alternative that completes this last paragraph correctly.

- (A) "...and, at the same time, has offered answers to many questions – though, in these post-modern days, there are no definitive theories, no absolute interpretation"
- (B) "...about what mainstream culture is and what it is not, about what must be preserved and what should be transformed in face of globalization"
- (C) "...and it's still causing an uproar in the academic circles that reproduce, though on minor scale, the now-finished American culture wars"
- (D) "...regarding its incapacity to fight racism and sexism, especially in American academia, and inability to promote true equity"
- (E) "...about the capacity of western nations attempting to represent cultural diversity and incorporate differences, as if this did not imply the need for a broad transformation"

7. Choose the alternative that best transforms into reported speech what is said in the cartoon below.



- (A) The student apologized and swore that a new computer virus called "Cyber-Dog X-9" had eaten his homework.
- (B) A student said "I'm sorry" to the teacher and told him that a computer virus ate his homework.
- (C) The student entered the classroom and said to the teacher that he was sorry about his homework, which was eaten by a computer virus.
- (D) A student has entered the classroom, apologized to his teacher and said to him that the virus Cyber-Dog X-9 had eaten his homework. He swore by it.
- (E) The student was crying and apologized to the teacher, saying that a new computer virus had eaten his homework. He swore that that was true.

8. Read the sentence below and choose the alternative that fills in correctly and respectively the blanks.

Under less-than-optimal conditions, evaluating instructional materials can certainly amount to a wholly subjective, _____ arbitrary exercise; _____, the use of simple _____ systematic tools can streamline the assessment of competences.

- (A) but/ also/ however
- (B) and/ therefore/ even
- (C) also/ although/ and
- (D) even/ however/ yet
- (E) yet/ despite/ even

9. Read the sentence below.

Japanese word order is relatively free; **therefore**, two noun phrases may be scrambled without affecting the meaning of the sentence.

Choose the alternative that presents the word that replaces correctly the highlighted conjunction.

- (A) Thus.
- (B) Nevertheless.
- (C) Yet.
- (D) However.
- (E) Whereas.

10. Read the paragraph below and choose the alternative that fills in correctly and respectively the blanks.

For immigrant students achieving bilingualism can be _____ difficult. Those with strong ties to a cohesive ethnic and linguistic community in which English is _____ or _____ used may find that school is the only place where English is the primary medium of communication.

- (A) hardly/ rarely/ never
- (B) truly/ ever/ never
- (C) always/ plainly/ vulgarly
- (D) considerably/ seldom/ never
- (E) very/ randomly/ faultlessly

11. Considering the grammar subject "adverbs", choose the alternative that presents a sentence written according to the standard grammar rules.

- (A) Teachers themselves never should stop learning.
- (B) We now are expecting a new edition of this book.
- (C) My tutor can read very fast.
- (D) Some people don't know still how to use modal verbs.
- (E) Those students spoke perfectly English.

12. Read the sentences below.

- I. Teachers have been meeting in the coffee shop.
- II. Text-books were growing smaller.
- III. Will the school board have finished their reports by Wednesday?
- IV. Students haven't written their essays on American literature.

Choose the alternative that indicates the verb tenses used in the sentences, respectively.

- (A) I. Present Perfect; II. Present Continuous; III. Simple Future; IV. Present Perfect.
- (B) I. Present Perfect Continuous; II. Past Perfect Continuous; III. Future Perfect; IV. Present Perfect.
- (C) I. Present Perfect; II. Past Continuous; III. Future Perfect; IV. Present Perfect Continuous.
- (D) I. Present Perfect Continuous; II. Past Continuous; III. Future Perfect; IV. Present Perfect.
- (E) I. Present Perfect; II. Past Continuous; III. Simple Future; IV. Present Perfect Continuous.

13. Read the sentence below.

English-educated Native Americans **took to** Shakespeare, and translations in Indian languages began appearing from 1852 onwards.

Choose the alternative that presents the word that replaces correctly the highlighted phrasal verb.

- (A) Studied.
- (B) Transcribed.
- (C) Misunderstood.
- (D) Liked.
- (E) Abhorred.

14. Choose the alternative that presents an example of passive voice.

- (A) Some colleges had had a tradition of providing excellent counseling services.
- (B) Students had been given some questions to consider in advance.
- (C) Though some of the essays were written a century ago, the topics are still current.
- (D) I don't know if the studies at the center of the debate were to be published.
- (E) Recorded lectures might have a relationship to student note taking.

15. Read the paragraph below and choose the alternative that fills in correctly and respectively the blanks.

_____ the process _____ trying to understand a text, the reader has to perform a number _____ simultaneous tasks: decode the message _____ recognizing the written signs, interpret the message _____ assigning meaning _____ the string _____ words, and understand what the author's intention was.

- (A) from/ of/ with/ from/ to/ into/ by
- (B) in/ of/ of/ by/ by/ to/ of
- (C) from/ to/ of/ without/ by/ with/ of
- (D) with/ of/ without/ by/ without/ to/ from
- (E) on/ of/ of/ to/ to/ to/ of

16. Choose the grammatically correct sentence.

- (A) Teachers needed leaving for the conference at 3 o'clock.
- (B) That famous writer doesn't mind to read negative reviews.
- (C) The principal didn't regret to hire her.
- (D) Parents were required signing off on their children's homework.
- (E) Students are looking forward to reading *Moby-Dick*.

17. Read the sentence below and choose the alternative that fills in correctly and respectively the blanks.

When teachers switched from writing endnotes directly on the students' papers to using a response form, there was _____ and _____, although not necessarily _____ meaningful, comments on that particular activity.

- (A) less/ shorter/ more
- (B) few/ shorter/ less
- (C) fewer/ shorter/ less
- (D) less/ short/ less
- (E) more/ shorter/ fewer

18. Read the sentence below and choose the alternative that fills in correctly and respectively the blanks.

There's a toy museum on the _____ floor of that building. I went there with my _____ students.

- (A) fourteen/ 7 years old
- (B) fourteenth/ 7-year-olds
- (C) fourteen/ 7-year-old
- (D) fourteenth/ 7-year-old
- (E) fourteenth/ 7 years old

19. Read the sentence below and choose the alternative that fills in correctly the blank.

The Titanic, sunk in 1912, has been the subject of numerous films and books, _____?

- (A) "...didn't it?"
- (B) "...hasn't it?"
- (C) "...hasn't she?"
- (D) "...haven't it?"
- (E) "...doesn't he?"

20. As concerns intonation, speakers of English repeatedly face three types of decision as they speak: how to break the material up into chunks, what it is to be accented, and what nuances are to be used. What it is to be accented in speech is called

- (A) tone.
- (B) volume.
- (C) tonality.
- (D) timbre.
- (E) tonicity.

21. Choose the alternative that lists four words whose vowel pronunciation is the same as for "ship".

- (A) Girth, frill, pit, fish.
- (B) Hill, lid, shift, kiss.
- (C) Frisk, heal, gift, bee.
- (D) Pint, hip, tip, meat.
- (E) Mint, dirt, pill, steak.

22. Choose the alternative that lists three countries in which English is the official language.

- (A) New Zealand, Kenya, Belgium.
- (B) Ghana, Jamaica, Ireland.
- (C) Australia, Pakistan, Finland.
- (D) Nigeria, India, Haiti.
- (E) Canada, South Africa, Switzerland.

Read the two sonnets below to answer the questions from 23 to 25.

How do I love thee? Let me
[count the ways.
I love thee to the depth and
[breadth and height
My soul can reach, when
[feeling out of sight
For the ends of Being and
[ideal Grace.

I love thee to the level of
[everyday's
Most quiet need, by sun
[and candle-light.
I love thee freely, as men
[strive for Right;
I love thee purely, as they
[turn from Praise.

I love thee with a passion
[put to use
In my old griefs, and with
[my childhood's faith.
I love thee with a love I
[seemed to lose.

With my lost saints, – I love
[thee with the breath,
Smiles, tears, of all my life!
[– and, if God choose,
I shall but love thee better
[after death.

Amo-te quanto em largo,
[alto e profundo
Minh'alma alcança quando,
[transportada,
Sente, alongando os olhos
[deste mundo,
Os fins do Ser, a Graça
[entressonhada.

Amo-te em cada dia, hora e
[segundo:
À luz do sol, na noite
[sossegada.
E é tão pura a paixão de
[que me inundo
Quanto o pudor dos que
[não pedem nada.

Amo-te com o doer das
[velhas penas;
Com sorrisos, com lágrimas
[de prece,
E a fé da minha infância,
[ingênua e forte.
Amo-te até nas coisas mais
[pequenas.
Por toda a vida. E, assim
[Deus o quisesse,
Ainda mais te amarei depois
[da morte.

23. The sonnet in English, known as *Sonnet 43*, is part of a collection of forty-four poems called *Sonnets from the Portuguese*, first published in 1850. Its opening line is one of the most famous opening lines in the English language. It was written by

- (A) Emily Dickinson.
- (B) Jane Austen.
- (C) Mary Shelley.
- (D) Elizabeth Barrett Browning.
- (E) Charlotte Brontë.

24. As you have seen above, the Brazilian poet Manuel Bandeira translated *Sonnet 43* into Portuguese. About his translation, it's correct to say that it's

- (A) an adapted rewriting of the original text which preserves its poetic quality.
- (B) a literal translation that preserved the original author's ideas and imagery.
- (C) a transliteration in which Bandeira shows all his mastery of both English and Portuguese.
- (D) a technical translation of a technical text in which the original author's ideas were fully preserved.
- (E) only a partial translation, since Bandeira cropped and changed the original text.

25. Regarding Bandeira's translation of *Sonnet 43*, analyse the assertions below.

- I. Bandeira uses a semantic strategy by changing the original abstraction "candle-light" into "night".
- II. By reusing the adjective "quiet", translated as "sossegada", to modify "noite", formerly "candle-light", Bandeira is applying a syntactic strategy.
- III. Bandeira changes the form of address, from informal to formal, what constitutes a pragmatic strategy.

The correct assertion(s) is(are)

- (A) I, only.
- (B) I and II, only.
- (C) II, only.
- (D) II and III, only.
- (E) I and III, only.

26. Read the paragraph below and choose the alternative that fills in correctly the blank.

"_____ is a controversial American *Bildungsroman* or a coming-of-age novel published in 1951. Critics have argued the moral issues raised by the book and the context in which it is presented. In 1960 a teacher was fired for assigning the novel in class and between 1961 and 1982 it was the most censored book in high schools and libraries. In 1981 it was both the most censored book and the second most taught book in American public schools."

BALDASSARO, W. In: *Banned Books Awareness*, 2011

- (A) "To Kill a Mockingbird by Harper Lee..."
- (B) "The Old Man and the Sea by Ernest Hemingway..."
- (C) "One Flew Over the Cuckoo's Nest by Ken Kesey..."
- (D) "The Grapes of Wrath by John Steinbeck..."
- (E) "The Catcher in the Rye by J. D. Salinger..."

27. The English writer and social critic Charles Dickens (1812-1870) is generally regarded as the best novelist of his time – some critics consider him the greatest novelist of all time. Therefore, choose the alternative that lists two of his works.

- (A) *David Copperfield* and *Great Expectations*.
- (B) *The History of Tom Jones, a Foundling* and *A Tale of Two Cities*.
- (C) *The Adventures of Oliver Twist* and *Frankenstein*.
- (D) *The Picture of Dorian Gray* and *Life and Adventures of Nicholas Nickleby*.
- (E) *Bleak House* and *Ivanhoe*.

28. Choose the alternative that names the literary genre that rose from and to the bourgeoisie of the eighteenth-century England and that has Daniel Defoe, author of *Robinson Crusoe*, as one of its precursors.

- (A) Novel.
- (B) Short story.
- (C) Novella.
- (D) Tragicomedy.
- (E) Travel writing.

29. Choose the alternative that names the author and the work of the following quotes, respectively:

- I. "O, beware, my lord, of jealousy;
It is the green-eyed monster which doth mock
The meat it feeds on."
- II. "Ah! well a-day! what evil looks
Had I from old and young!
Instead of the cross, the Albatross
About my neck was hung."
- III. "This is the way the world ends,
Not with a bang but with a whisper."

- (A) I. John Milton, *Paradise Lost*; II. Percy Bisshe Shelley, *Ozymandias*; III. T.S. Eliot, *The Hollow Men*.
- (B) I. William Shakespeare, *Othello*; II. John Milton, *Paradise Lost*; III. Percy Bisshe Shelley, *Ozymandias*.
- (C) I. Samuel Taylor Coleridge, *The Rime of the Ancient Mariner*; II. William Shakespeare, *Othello*; III. John Milton, *Paradise Lost*.
- (D) I. Percy Bisshe Shelley, *Ozymandias*; II. T.S. Eliot, *The Hollow Men*; III. William Shakespeare, *Othello*.
- (E) I. William Shakespeare, *Othello*; II. Samuel Taylor Coleridge, *The Rime of the Ancient Mariner*; III. T.S. Eliot, *The Hollow Men*.

30. Read the text below.

"*American Renaissance*: period from the 1830s roughly until the end of the American Civil War in which American literature, in the wake of the Romantic movement, came of age as an expression of a national spirit."

Encyclopedia Britannica

Choose the alternative that offers three names of famous authors related to the period explained above.

- (A) Nathaniel Hawthorne, Herman Melville and Walt Whitman.
- (B) Edgar Allan Poe, Mark Twain and F. Scott Fitzgerald.
- (C) Emily Dickinson, Ernest Hemingway and Henry James.
- (D) Tennessee Williams, Louisa May Alcott and Ralph Waldo Emerson.
- (E) James Fenimore Cooper, Eugene O'Neill and Henry David Thoreau.

PROVA DISCURSIVA

Write about the questions below, considering the minimum of 5 (five) and the maximum of 10 (ten) lines.

1. Before your first day as a substitute English teacher, you are informed that one of your classes, which is now being introduced to modal verbs, is very diverse in terms of age and social background, what reflects upon the students' level of literacy: Some have a fairly good understanding of English, while some struggle to produce a written sentence in their native language, regardless of English. Therefore, elaborate a lesson plan for this class. To answer this question, write in Portuguese.
2. Your students ask you about the difference between the meaning of the verbs "to hear" and "to listen". Describe how would you explain this difference to them. To answer this question, write in English.

RASCUNHO