



# GOVERNO DO ESTADO DO RIO DE JANEIRO

## Concurso Público

# Professor Docente I

# INGLÊS

Data: 19/05/2013

Duração: 4 horas

**Caro(a) Candidato(a), leia atentamente e siga as instruções abaixo.**

**01-** A lista de presença deve, obrigatoriamente, ser assinada no recebimento do **Cartão de Respostas** e assinada novamente na sua entrega, na presença e nos locais indicados pelo fiscal da sala.

**02-** Você recebeu do fiscal o seguinte material:

a) Este **Caderno**, com 50 (cinquenta) questões da Prova Objetiva, sem repetição ou falha, conforme distribuição abaixo:

Português	Conhecimentos Pedagógicos	Conhecimentos Específicos
01 a 15	16 a 30	31 a 50

b) Um **Cartão de Respostas** destinado às respostas das questões objetivas formuladas nas provas.

**03-** Verifique se este material está em ordem e se o seu nome e número de inscrição conferem com os que aparecem no **Cartão de Respostas**. Caso contrário, notifique **imediatamente** o fiscal.

**04-** Após a conferência, o candidato deverá assinar no espaço próprio do **Cartão de Respostas**, com caneta esferográfica de tinta na cor **azul** ou **preta**.

**05-** No **Cartão de Respostas**, a marcação da alternativa correta deve ser feita cobrindo a letra e preenchendo todo o espaço interno do quadrado, com caneta esferográfica de tinta na cor **azul** ou **preta**, de forma contínua e densa.

Exemplo:  A  B  C  D  E

**06-** Para cada uma das questões objetivas, são apresentadas 5 (cinco) alternativas classificadas com as letras (A, B, C, D e E), mas só uma responde adequadamente à questão proposta. Você só deve assinalar **uma alternativa**. A marcação em mais de uma alternativa anula a questão, mesmo que uma das respostas esteja correta.

**07-** Será eliminado do Processo Seletivo o candidato que:

- Utilizar ou consultar cadernos, livros, notas de estudo, calculadoras, telefones celulares, pagers, walkmans, réguas, esquadros, transferidores, compassos, MP3, Ipod, Ipad e quaisquer outros recursos analógicos.
- Ausentar-se da sala, a qualquer tempo, portando o **Cartão de Respostas**.

**Observações:** *Por motivo de segurança, o candidato só poderá retirar-se da sala após 1 (uma) hora a partir do início da prova.*

*O candidato que optar por se retirar sem levar seu Caderno de Questões não poderá copiar sua marcação de respostas, em qualquer hipótese ou meio. O descumprimento dessa determinação será registrado em ata, acarretando a eliminação do candidato.*

*Somente decorridas 3 horas de prova, o candidato poderá retirar-se levando o seu Caderno de Questões.*

**08-** Reserve os 30 (trinta) minutos finais para marcar seu **Cartão de Respostas**. Os rascunhos e as marcações assinaladas no **Caderno de Questões** não serão levados em conta.

## CONHECIMENTOS ESPECÍFICOS

Questions 31 to 38 address both the teaching of English as a foreign language and the Parâmetros Curriculares Nacionais (PCNs)

**31.** The three basic building blocks for successful foreign language teaching and learning may be described as **Engage**, **Study** and **Activate** (Harmer, 1997:32).

The main aim of **Activate** is to:

- A) build up the students' emotions in class
- B) arouse the students' interest in the topic of the lesson
- C) focus the students' attention on linguistic structures
- D) direct the students' attention to information construction
- E) let the students try out real language use with little or no restriction

**32.** Match each teaching model on the left to its corresponding characteristic on the right:

Teaching models	Characteristics
1- Audio-lingualism teaching	( ) use of authentic texts; emphasis on the development of communication skills
2- Communicative language teaching	( ) use of bilingual word lists; emphasis on the development of reading and writing skills
3- Grammar-translation	( ) use of drills; emphasis on the development of oral skills
4- Task-based learning	( ) use of problem solving and situations; emphasis on the successful completion of activities

The only correct sequence is expressed by:

- A) 2 - 3 - 4 - 1
- B) 1 - 4 - 3 - 2
- C) 2 - 3 - 1 - 4
- D) 4 - 1 - 3 - 2
- E) 1 - 4 - 2 - 3

**33.** According to the PCNs, one of the contributions of **Cognitivism** to the teaching of foreign languages is expressed by the:

- A) attention given to different learning styles
- B) focus on the teacher and the teaching process
- C) emphasis on the production of error free language
- D) role of memory in the process of learning a second language
- E) idea that learners' interaction is central to the learning process

**34.** Despite the problems created by big classes, there are things which teachers can do to overcome them (Harmer, 1998:128). The author provides a list of such activities and advises teachers to avoid:

- A) using worksheets to check the answers to a given task
- B) setting pair work and group work as they can be difficult to control
- C) writing on the board as students at the back will probably not see it
- D) nominating a few students as group leaders as they do not always help
- E) using a considerable amount of individual repetition and controlled practice activities

**35.** Theories, assumptions and beliefs about the nature of language and language learning are defined at a specific level, which encompasses a number of:

- A) approaches
- B) techniques
- C) methods
- D) schemes
- E) models

**36.** The use of authentic materials in the reading classroom is seen as essential for the development of learner reading skills and, according to Nuttall (1996:172), real texts provide for realistic needs of real people. This said, one of the main advantages of using authentic materials in the classroom is the effect generated on:

- A) lexical processing
- B) intrinsic motivation
- C) translation practice
- D) cultural assimilation
- E) structural patterning

**37.** According to Thornbury (1997:151), a number of factors can determine the selection of vocabulary items for teaching. One of them is **Coverage**, which refers to how:

- A) often the item occurs in natural language
- B) easy it is to learn and remember the item
- C) simple it is to present, teach and test the item
- D) relevant the item is to the students' needs.
- E) varied the contexts in which the item may be used are

**38.** When choosing texts for the reading lesson, text-related concepts such as **Suitability of content**, **Exploitability** and **Readability** should be taken into consideration. The concept of **Readability** is related to the:

- A) retrieval of general meanings
- B) consideration of learner needs
- C) assessment of complexity levels
- D) purpose of classroom procedures
- E) presentation of reading strategies

Now, read through the text below, adapted from *The New York Times* <[www.nytimes.com/2013/02/17](http://www.nytimes.com/2013/02/17)> and based on its contents answer questions 39 to 50.

If you want to know why people come to Rio de Janeiro, and came even during its years of bloody, decadent decline, stand on the Arpoador Beach promenade at day's end. Before you lies an orchestral finale of a sunset: iridescent water, pastel-streaked skies and hazy silhouettes of cliffs to the west. At the moment when the neon-pink sun slips below the horizon, everyone stops, stands and claps: a nightly salute to city, beach and sky.

This was part of why my 7-year-old daughter and I traveled to Rio in December. Rio may be the most voluptuous city in the world, with soft beaches, dramatic mountains, waterfalls, a rain forest, lagoon and orchids — planted by residents — peeking out of lush old trees lining the streets; papayas and jackfruit drop from branches all over town, symbols of the city's overabundant sweetness. The place does make Miami look like Cleveland.

I had another reason as well: I wanted to test out the new, supposedly safer Rio. Until recently, it had been considered a laughably inappropriate destination for a mother-daughter trip, with a highway from the airport that closed sometimes because of drug-related shootouts and warnings to tourists that began with phrases like "to minimize the chance of kidnapping ..." But in the past several years, a strong national economy combined with the honor of hosting the Olympics in 2016 has been motivating the city of six million to remake itself. Brazilian authorities have boasted that Rio's murder rate has plunged to the lowest point in decades; apparently below those of American cities like Baltimore and St. Louis. Drug gangs have been chased from their former strongholds in the coastal neighborhoods favored by tourists. Travel magazines describe Rio as a place to be, and for children it seemed as if it could be paradisiacal, with bird-size monkeys, sorbets made of mysterious Amazonian fruits. I booked two tickets.

But once I started reaching out to friends and travel agents who really knew the city, I stiffened with apprehension, worried that Rio's rehabilitation was more public relations coup than reality. So we set off with a question: Would it be possible to experience Rio with maximum pleasure and minimal risk?

.....

We flew home to the US that night, our Rio experiment at an end. There was no way the city had lived up to the here-come-the-Olympics, everything-is-awesome-now hype I had seen in some travel magazines. Still, the city was easily the most visually dazzling place I had ever seen. We'd gotten acquainted with one of the world's only other great multiracial democracies, experienced strange and wonderful new fruits, fed those monkeys, tried our tongues at Portuguese and bought fabulous sandals. We also paid a visit to newly 'pacified' Rocinha, a sunlit walk through a busy neighborhood with police officers posted every few hundred yards. And we were fine. I hope my daughter had learned the beginnings of an important travel lesson: Just because a place is not perfect doesn't mean it isn't worth the trip.

**39.** One way in which a text is bound together is through cohesion. In the excerpt "*If you want to know why people come to Rio de Janeiro, and came even during its years of bloody, decadent decline (...)*" (lines 1-2), cohesion operates in the underlined elements by means of:

- A) phrasal ellipsis
- B) nominal substitution
- C) pronominal reference
- D) clausal ellipsis
- E) phrasal substitution

**40.** In order to understand the core meaning of verbs, one must take into consideration the notions of time and tense. In the passage: "*At the moment when the neon-pink sun slips below the horizon, everyone stops, stands and claps: a nightly salute to city, beach and sky.*" (lines 5-7), the tense used conveys the idea of:

- A) regular or habitual events or states
- B) general truths and permanent facts about the world
- C) facts which are considered true at the present time
- D) feelings and reactions experienced at the moment of speaking
- E) emphasis on the continued existence, relevance of things from the past

**41.** Demonstrative pronouns in English may be used in different ways to refer to segments of a text or ideas within a text. In the excerpt "*This was part of why my 7-year-old daughter and I traveled to Rio in December.*" (lines 8-9) the pronoun **this** refers to the fact that the writer wanted to:

- A) see the most sensual city in the world
- B) pay a visit to a place that outshines Miami
- C) set eyes on contrasting sea, sky and landscape
- D) experience urban beauty worthy of applause
- E) determine the reason why tourists had never ceased to visit Rio

**42.** The function of **does** in "The place **does** make Miami look like Cleveland" (line 14) is typical of :

- A) lexical verbs
- B) semi-modals
- C) substitute verbs
- D) complex auxiliaries
- E) emphatic declaratives

**43.** The passive voice in the excerpt "*Until recently, it had been considered a laughably inappropriate destination for a mother-daughter trip.*" (lines 16-17) is being used because the agent:

- A) has to be highlighted
- B) is implicit and pronominalized
- C) is unknown and generalized
- D) must be inanimate and unspecified
- E) should be made explicit and is nominalized

**44.** Verb phrases signal certain concepts. In the excerpt "(...) *a strong national economy has been motivating the city of six million to remake itself.*" (lines 21-23) and "*Brazilian authorities have boasted that Rio's murder rate has plunged.*" (lines 23-24), the concept being signalled is that of:

- A) aspect
- B) mood
- C) modality
- D) time
- E) voice

**45.** Conjunctions are items used to mark logical relationships between words, phrases, clauses or sentences. The conjunction which could be inserted **before** the sentence "*I booked two tickets.*" (line 30) in order to emphasize its logical relationship with the preceding sentence is:

- A) 'because' signalling causation
- B) 'meanwhile' signalling time
- C) 'but' signalling contrast
- D) 'yet' signalling concession
- E) 'thus' signalling consequence

**46.** Indirect speech/thought is a reconstruction of the words/thoughts of a speaker conveyed in a reported clause. The acceptable way to report "*Would it be possible to experience Rio with maximum pleasure and minimal risk?*" (lines 34-35) is conveyed by:

- A) She reckoned it should be possible to experience Rio with maximum pleasure and minimal risk
- B) She argued Rio should be experienced with maximum pleasure and minimal risk
- C) She wondered if it might be possible to experience Rio with maximum pleasure and minimal risk
- D) She suggested she might experience Rio with maximum pleasure and minimal risk
- E) She considered the idea of experiencing Rio with maximum pleasure and minimal risk

**47.** Many English verbs consist of two parts: a lexical verb followed by one or two particles. In this way the only two phrasal verbs as they appear in the text are:

- A) *come to* (line 1) and *stand on* (line 2)
- B) *peeking out of* (line 11) and *drop from* (line 12)
- C) *slips below* (line 6) and *look like* (line 14)
- D) *test out* (line 15) and *live up to* (line 38)
- E) *reaching out to* (line 31) and *set off* (line 34)

**48.** The main communicative function of the **second** paragraph is to:

- A) dispute
- B) describe
- C) argue
- D) narrate
- E) dissuade

**49.** The choice of lexical items in the third paragraph implies that the author:

- A) believed everything she read about Rio in the news
- B) consulted sources that she did not regard as trustworthy
- C) acknowledged that Rio de Janeiro had changed for the better
- D) felt unsure about what Rio de Janeiro was really like
- E) reckoned that local authorities had fought crime effectively

**50.** The most suitable title for the New York Times text, bearing in mind its overall communicative function, is "Rio:

- A) the best of everything"
- B) paradise on Earth"
- C) still decadent after all this time"
- D) not enough time for the Olympics"
- E) a visit with eyes wide open"

