



Leia estas instruções:

- 1 Confira se os dados contidos na parte inferior desta capa estão corretos e, em seguida, assine no espaço reservado para isso.
- 2 Este Caderno contém **vinte e sete** questões, sendo 25 de múltipla escolha e 2 discursivas, assim distribuídas: Discursivas, Conhecimentos Específicos → 01 a 20 e Educação Profissional → 21 a 25.
- 3 Se o Caderno contiver alguma imperfeição gráfica que impeça a leitura, comunique isso imediatamente ao Fiscal.
- 4 Cada questão de múltipla escolha, apresenta apenas uma resposta correta.
- 5 Os rascunhos e as marcações feitas neste Caderno não serão considerados para efeito de avaliação.
- 6 Interpretar as questões faz parte da avaliação; portanto, não adianta pedir esclarecimentos aos Fiscais.
- 7 Utilize qualquer espaço em branco deste Caderno para rascunhos e não destaque nenhuma folha.
- 8 Você dispõe de, no máximo, quatro horas para responder às questões de múltipla escolha e preencher as Folhas de Respostas.
- 9 Use exclusivamente caneta esferográfica, confeccionada em material transparente, de tinta preta ou azul.
- 10 O preenchimento das Folhas de Respostas é de sua inteira responsabilidade.
- 11 Retirando-se **antes de decorrerem duas horas do início da prova**, devolva, também, este Caderno; caso contrário, poderá levá-lo.
- 12 Antes de retirar-se **definitivamente** da sala, devolva ao Fiscal a Folha de Respostas.

Assinatura do Candidato: _____

Questões Discursivas

ESTAS QUESTÕES DEVERÃO SER RESPONDIDAS, INTEIRAMENTE EM LINGUA INGLESA, NA FOLHA DE RESPOSTAS DAS QUESTÕES DISCURSIVAS.

Questão 1

Most organized language learning takes place in the classroom. What is taught in the classroom may in theory be useful, but the usefulness does not always extend to practice. Often, there is a gap between the language the students are taught and the language they in fact require. It is the gap that project work can help to bridge.

Recent approaches to language learning and teaching (particularly those broadly termed 'humanistic') stress the importance of co-operation among learners as a motivating factor. Such approaches (e.g. Community Language Learning) focus not only on interpersonal relationships but also on the involvement and development of the individual. The more fully the student is involved in an exercise, the more likely he or she is to see the work through to the end, and to benefit from it.

It is this sense of personal involvement that gives the impetus to project work. For the students, the motivation comes from within not from without. The project is theirs. They themselves decide (in consultation with the teacher) what they will do and how they will do it, and this includes not only the content of the project, but also the language requirements.

Extracted from *Project Work*. Fried-Booth, D. (Resource Book for Teachers. Oxford: Oxford University Press, 1986. p.5).

Considering the growing importance of project work to language learning, describe and exemplify how working with projects can motivate students to become more responsible for their own development.

Questão 2

2b or not 2b?

David Crystal
The Guardian, Saturday 5 July 2008.

Ever since the arrival of printing - thought to be the invention of the devil because it would put false opinions into people's minds - people have been arguing that new technology would have disastrous consequences for language. Scares accompanied the introduction of the telegraph, telephone, and broadcasting. But has there ever been a linguistic phenomenon that has aroused such curiosity, suspicion, fear, confusion, antagonism, fascination, excitement and enthusiasm all at once as texting? And in such a short space of time. Less than a decade ago, hardly anyone had heard of it.

People think that the written language seen on mobile phone screens is new and alien, but all the popular beliefs about texting are wrong. Its graphic distinctiveness is not a new phenomenon, nor is its use restricted to the young. There is increasing evidence that it helps rather than hinders literacy. And only a very tiny part of it uses a distinctive orthography. A trillion text messages might seem a lot, but when we set these alongside the multi-trillion instances of standard orthography in everyday life, they appear as no more than a few ripples on the surface of the sea of language. Texting has added a new dimension to language use, but its long-term impact is negligible. It is not a disaster.

Extracted and adapted from <http://www.guardian.co.uk/books/2008/jul/05/saturdayreviewsfeatres.guardianreview>
Access on 02/05/2010

Taking into account the new forms of interaction enabled by advanced technologies (e.g. text messaging in SMS, social networks), comment on possible advantages and disadvantages of integrating them into the language teaching classroom

Questões de Múltipla Escolha

LÍNGUA INGLESA

Questions 01 and 02 are based on the text below.

English as a Lingua Franca

One of the hottest and most passionately debated topics today is undoubtedly the McDonaldisation of the world. Lingua franca of the global village, English is perceived as an aid to progress, democracy and modernity by some, and as a hegemonic and colonial agent by others. Greek, Latin and French preceded English as international languages. However, none of them managed to reach so far and to be pervasive in so many aspects of people's daily life. And none of them generated such outright associations with an Armageddon scenario, where 'threatening superpower', 'linguistic imperialism', 'perfidious plot' and 'killer language' are the key-words. Statistics actually support this school of thought, indicating that the Japanese eat very little fat and suffer fewer heart attacks than the British or Americans, while the French eat a lot of fat and also suffer fewer heart attacks than the British or Americans. Furthermore, the Japanese drink very little red wine and suffer fewer heart attacks than the British or Americans, while the Italians drink excessive amounts of red wine and also suffer fewer heart attacks than the British or Americans. The conclusion's a no-brainer: eat and drink what you like; it's speaking English that kills you.

Monica Hoogstad

<http://www.hlomag.co.uk/oct09/less03.htm>
Access on 20/04/2010

01. The statistics mentioned by the author

- A)** are not reliable, and should not be used to support any positions.
- B)** indicate that the English language is a hazard to human health.
- C)** show that Greek, Latin and French were also 'imperialistic languages'.
- D)** are exceptions to the general role of English as an international language.

02. The word "no-brainer" means something

- A)** that conceals difficulty.
- B)** that produces mood changes.
- C)** that distorts perception.
- D)** that requires little thought.

Questions 03 and 04 are based on the text below.

The much-quoted line 'Throw another shrimp on the barbie' was a phrase that _____ by Australians, but was a concoction of the Australian Tourist Commission for a US advertisement for tourism to Australia. 'Shrimp' is an American English term: they are called 'prawn' in Australia

[www.en.allexperts.com/e/a/au/australian_english.h](http://www.en.allexperts.com/e/a/au/australian_english.htm)

tm

Access on 2/05/2010

03. Choose the option that best fits the text.

- A) never to be used.
- B) it has never been used.
- C) never been used.
- D) has never been used.

04. We may infer that the line 'Throw another shrimp on the barbie'

- A) has never been heard by Americans.
- B) is really popular in Australia.
- C) is not commonly quoted in Australia.
- D) is familiar to all native English speakers.

05. Read the student's words (text box 1) and relate them to the speaking subskills (text box 2).

TEXT BOX 1 - STUDENT'S WORDS	
I	Sometimes I hesitate a lot or speak extremely slowly.
II	I was so nervous that I made a lot of mistakes in my grammar.
III	People often don't understand me because I find it difficult to speak with the right accent.
IV	I always try to use polite language when I meet people in formal situations.

TEXT BOX 2 - SPEAKING SUBSKILLS	
a	Speaking fluently.
b	Using language appropriately.
c	Using language accurately.
d	Pronouncing accurately.

Choose the option that shows the most appropriate order.

- A) Ia; IIc; IIIId; IVb.
- B) Ic; IIb; IIIa; IVd.
- C) Id; IIa; IIIb; IVc.
- D) Ib; IIId; IIIc; IVa.

06. Choose the term that best represents this kind of activity.

The learners use Natal urban maps to work out the best way to get from Augusto Severo Airport to Casa da Ribeira.

- A) A role-play.
- B) Project work.
- C) Problem solving.
- D) A survey.

07. Choose the best comment to the following teacher's instructions .

The teacher says to a class of teenage elementary students: ' Do the exercise on page 53. Open your books and check your answers with your partner.'

- A) Language not well graded.
- B) Language not well sequenced.
- C) Language too formal.
- D) Language too informal.

08. Check the **wrong** plural form.

- A) Heroes.
- B) Tomatoes.
- C) Radioes.
- D) Echoes.

09. Choose the group in which all the words contain a pejorative prefix.

- A) Discontent; decode; unpack.
- B) Misleading; malfunction; pseudo-scientific.
- C) Anti-war; pro-American; polygamy.
- D) Prototype; neo-Nazi; autocrat.

10. Read the following excerpt from the book *Writing Down the Bones*, by Natalie Goldberg, and choose the alternative that best completes each blank, respectively.

_____ five years ago a friend was mugged on the Lower East Side of Manhattan. She told me later that she threw _____ her arms and immediately yelled, "Don't kill me, I'm a writer!" "How odd," I thought _____ the time. "Why did she think that would save her?"

Writers get confused. We think writing gives us an excuse _____ being alive.

(Extracted and adapted from *Writing Down the Bones*. Goldberg, Natalie. Boston: Shambhala Boston & London, 1986. p. 57)

- A) at – about – in – for
- B) within – away – on – to
- C) about – up – at – for
- D) since – away – up – to

11. Read the following sentences and choose the alternative that matches the kinds of mistakes, respectively.

- She told me gossips about all her friends.
- It was raining hardly and we all got wet.
- Our teacher organized a lot of funny activities, including a picnic.
- As usually, he arrived five minutes late.

- A) Adverbs, pronouns, nouns, verbs.
- B) Nouns, verbs, prepositions, nouns.
- C) Verbs, adverbs, verbs, prepositions.
- D) Nouns, adverbs, adjectives, adverbs.

12. Choose the alternative that best completes the following sentence.

Once the workers had begun receiving financial information, _____

- A) with great careful they helped lower costs.
- B) it made the workers eager to help in reduce costs.
- C) immediately they help to reduce costs.
- D) they immediately helped in reducing costs.

13. All alternatives are conditional sentences, **except**

- A) Brazil has immense mineral wealth, while Britain has comparatively little.
- B) Unless the strike has been called off, there will be no trains tomorrow.
- C) Provided that no objection is raised, we shall hold the meeting here.
- D) We could get married today if you really wanted to.

14. Choose the set of words which present the same vowel sound.

- A) Neat – need – seat – mate.
- B) Here – fair – rare – bear.
- C) Five – strive – dive – hive.
- D) Fern – four – port – corn.

15. Which of the following words contains a silent *t* ?

- A) Castle.
- B) Knight.
- C) Sentence.
- D) Chanting.

16. The underlined words in the following passage relate to each other as

"We looked!
Then we saw him step in on
the mat!
We looked!
And we saw him!
The Cat in the Hat!"

(Dr. Seuss, The Cat in the Hat, 1957)

- A) homophones.
- B) minimal pairs.
- C) homonyms.
- D) word parts.

17. Check the correct alternative to complete the following definition of a classroom aid.

Many teachers like to display a _____ in their classrooms and to use it both to help in the teaching of sounds and to deal with pronunciation problems as they arise.

- A) Phonemic chart.
- B) Phonemic script.
- C) Phonemic pair.
- D) Phonemic symbol.

18. Study the following excerpt and choose the best alternative to replace the words in bold.

Iceland's erupting volcano shows no signs of immediately abating but experts are **minimizing the importance of** the health risks of an ash fallout over Europe.

Adapted from
<http://www.euronews.net/2010/04/16/experts-play-down-volcano-health-risk/>
Access on 02/05/2010

- A) Playing down.
- B) Wearing down.
- C) Breaking down.
- D) Dying down.

Questions 19 and 20 are based on the text below.

For the food industry, the bottom line is cost. They are selling _____ products (food) with various levels of preconsumer _____. The _____ is always to produce the most nutritious and safe product at the lowest possible cost.

For centuries microorganisms have been employed for the production of fermented food products (i.e., cheese, soy sauce, sauerkraut, wine, and bread). The _____ of some live microbial cultures (probiotics) has proven to provide a health benefit to humans and animals. Some foods containing live cultures are yogurt, buttermilk, and acidophilus milk. These microbial fermented food products also have an extended shelf-life compared to the perishable starting raw material. Thus, microorganisms not only provide a nutritional benefit to humans but act to extend the shelf-life of the food supply.

Microorganisms employed by the food industry include bacteria, yeasts, and molds. These microorganisms have several morphological and physiological differences. Morphologically bacteria are small and difficult to remove, yeasts are larger and will sometime settle out of solution, whereas molds are filamentous and are typically removed by filtration. Physiologically they differ in pH preferences (yeasts and molds prefer a lower pH than bacteria), nutrient _____ (different concentrations and types of nitrogen and other trace elements), growth rates (bacteria grow much faster than yeasts and molds), and more. Thus, different culture _____, fermentation methods, and product _____ methods are required depending on the microbial system being cultured.

(Extracted and adapted from **Food Biotechnology**. Shetty, K. et al. Boca Raton: Taylor and Francis Group, 2006. p. 153)

19 According to the context, the missing words are respectively

- A) recovery – media – consumption – commodity – processing – goal – requirements.
- B) consumption – requirements – media – processing – commodity – recovery – goal.
- C) commodity – processing – goal – consumption – requirements – media – recovery.
- D) media – recovery – requirements – goal – consumption – commodity – processing.

20. The text above is the introduction to a paper entitled

- A) Human Gut Microflora in Health and Disease: Focus on Prebiotics.
- B) Technologies Used for Microbial Production of Food Ingredients.
- C) Solid-State Bioprocessing For Food Waste Remediation.
- D) Genetic Engineering of Baker's Yeast: Challenges and Outlooks.

EDUCAÇÃO PROFISSIONAL

21. A Rede Federal de Educação Profissional, Científica e Tecnológica, instituída pela Lei nº 11.892/2008, é formada por um conjunto de instituições de natureza jurídica de autarquia, detentoras de autonomia administrativa, patrimonial, financeira, didático-pedagógica e disciplinar. A esse respeito, analise as afirmativas abaixo.

I	A educação profissional, prevista pelo art. 39 da Lei 9.394/1996 e regida pelas diretrizes definidas pelo Conselho Nacional de Educação, é desenvolvida por meio de cursos e programas de formação continuada de trabalhadores, de educação profissional técnica de nível médio e de educação profissional tecnológica de graduação e de pós-graduação.
II	A oferta de cursos e programas para a educação profissional observa duas premissas básicas: a estruturação em eixos mercadológicos, considerando os diversos setores da economia local e regional, e a articulação com as áreas profissionais, em função da empregabilidade e do empreendedorismo.
III	Os Institutos Federais são instituições de educação superior, básica e profissional, pluricurriculares e <i>multicampi</i> , especializados na oferta de educação profissional e tecnológica nas diferentes modalidades de ensino, com base na conjugação de conhecimentos técnicos e tecnológicos com as suas práticas pedagógicas.
IV	Uma das finalidades dos Institutos Federais é qualificar-se como centro de referência no apoio à oferta do ensino de ciências nas instituições públicas de ensino, oferecendo capacitação técnica e atualização pedagógica aos docentes das redes públicas de ensino.
V	Em se tratando da articulação dos cursos técnicos de nível médio e o ensino médio, estão previstas, legalmente, as seguintes formas de ofertas específicas para o desenvolvimento dessa articulação: diversificada, integrada, concomitante, unificada e subsequente.

Assinale a opção em que todas as afirmativas estão corretas.

- A) III, IV e V. B) I, II e IV. C) II, III e V. D) I, III e IV.

22. A legislação educacional que estabelece as orientações curriculares para a educação profissional permitiu, entre outras medidas, a criação do Programa de Integração da Educação Profissional ao Ensino Médio na modalidade Educação de Jovens e Adultos – PROEJA, como uma política de inclusão.

Considerando as diretrizes nacionais vigentes, julgue, se falsos (com F) ou verdadeiros (com V), os fundamentos político-pedagógicos apresentados abaixo, norteadores da organização curricular para o cumprimento dessa política.

()	A integração curricular, visando a qualificação social e profissional articulada à elevação da escolaridade, construída a partir de um processo democrático e participativo de discussão coletiva.
()	A escola formadora de sujeitos, articulada a um projeto coletivo de emancipação humana.
()	A valorização de procedimentos técnicos, visando a formação para o mercado de trabalho.
()	A compreensão e a consideração dos tempos e dos espaços de formação dos sujeitos da aprendizagem.
()	A escola vinculada à realidade dos sujeitos.
()	A gestão democrática, em cooperação com os projetos de governo.
()	O trabalho como princípio educativo.

Assinale a opção em que a sequência está correta.

- A) V, V, F, V, V, F e V. C) F, V, V, F, F, V e V.
B) F, V, F, V, V, F e V. D) V, F, V, V, V, V e F.

23. A educação profissional tem uma dimensão social intrínseca que extrapola a simples preparação para uma ocupação específica no mundo do trabalho. Nesse sentido, torna-se imprescindível a implementação do currículo integrado. Este último traduz-se, fundamentalmente, num processo de

- A) articulação e contextualização das práticas educativas com as experiências dos docentes, orientado por uma postura *pluridisciplinar* relevante para a construção do conhecimento.
- B) socialização e difusão de conhecimentos científicos necessários à formação propedêutica, com base em conceitos e habilidades construídos por meio de atividades acadêmicas.
- C) articulação e diálogo constante com a realidade, em observância às características do conhecimento (científicas, históricas, econômicas e socioculturais), dos sujeitos e do meio em que o processo se desenvolve.
- D) uniformização das práticas pedagógicas, definida nos critérios de seleção e organização de conteúdos e de procedimentos avaliativos, a fim de assegurar o sucesso nos resultados da aprendizagem.

24. A aprendizagem é explicada por diferentes teorias cognitivas, tendo como referência os pressupostos da Psicologia Evolutiva e da Psicologia da Aprendizagem. A partir desse referencial, relacione cada abordagem teórica apresentada na primeira coluna ao seu respectivo processo de desenvolvimento da aprendizagem humana explicitado na segunda coluna.

1 - Behaviorismo	a() O desenvolvimento cognitivo é possibilitado pela interação do sujeito com o outro e com o grupo social, tendo como fator principal a linguagem, num processo de amadurecimento das funções mentais superiores.
2 - Sócio-histórica	b() O processo de aprendizagem humana ocorre por meio do desenvolvimento de estruturas cognitivas, que se modificam por meio da adaptação, envolvendo a assimilação e a acomodação, mediada pela equilibrção dos esquemas cognitivos.
3 - Inteligências múltiplas	c() A aprendizagem acontece pelo condicionamento do comportamento, por meio do processo de estímulo-resposta, dependendo das variáveis que se originam no ambiente.
4 - Epistemologia genética	d() Para que ocorra o desenvolvimento da aprendizagem humana, é preciso identificar as capacidades cognitivas mais evidentes do indivíduo, com o objetivo de explorá-las e desenvolvê-las.

Assinale a alternativa cuja relação da primeira coluna com a segunda está correta.

- A) 1a; 2b; 3c; 4d.
- B) 1c; 2a; 3d; 4b.
- C) 1b; 2c; 3a; 4d.
- D) 1d; 2b; 3c; 4a.

25. O educador precisa utilizar diversas estratégias didático-pedagógicas que favoreçam o desenvolvimento da aprendizagem. Uma delas é estimular, no aluno, a metacognição, um processo que diz respeito ao desenvolvimento da capacidade de

- A) aprender a aprender, por meio da autorregulação, da tomada de consciência e do controle da própria aprendizagem, conhecendo os erros e os sucessos.
- B) representação da realidade, como suporte para aprender semelhanças e diferenças entre vários modelos cognitivos, possibilitando expor, contrastar, construir e redescrever os próprios modelos e os dos outros.
- C) assimilação dos conteúdos, por meio da análise de situações problemas, considerando o método dialético do pensamento.
- D) aprender conteúdos conceituais, procedimentais e atitudinais, motivada por centros de interesses, em que a aquisição do conhecimento se dá para além da cooperação, da troca e do diálogo.

