

# Concurso Público



# Professor Inglês

Maio 2008

## 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. Caso se identifique em qualquer outro local deste Caderno, você será eliminado do Concurso.
2	Este Caderno contém, respectivamente, <b>uma</b> proposta de Redação, <b>quatro</b> questões discursivas de Didática Geral e <b>trinta</b> questões de múltipla escolha de Conhecimentos Específicos.
3	Se o Caderno contiver alguma imperfeição gráfica que impeça a leitura, comunique isso imediatamente ao Fiscal.
4	Na Redação e nas questões discursivas, você será avaliado <b>exclusivamente</b> por aquilo que escrever dentro dos espaços destinados ao texto definitivo e às respostas.
5	Escreva de modo legível. Dúvida gerada por grafia ou rasura implicará redução de pontos.
6	Cada questão de múltipla escolha apresenta apenas uma resposta correta.
7	Os rascunhos e as marcações feitas neste Caderno não serão considerados para efeito de avaliação.
8	Interpretar as questões faz parte da avaliação; portanto, não adianta pedir esclarecimentos aos Fiscais.
9	Utilize qualquer espaço em branco deste Caderno para rascunhos e não destaque nenhuma folha.
10	Você dispõe de, no máximo, quatro horas e meia para elaborar, em caráter definitivo, a Redação, responder às questões discursivas e às de múltipla escolha e preencher a Folha de Respostas.
11	O preenchimento da Folha de Respostas é de sua inteira responsabilidade.
12	Antes de retirar-se definitivamente da sala, devolva ao Fiscal a Folha de Respostas e este Caderno.

Assinatura do Candidato: \_\_\_\_\_



## Prova de Redação

Considere os dois pontos de vista a seguir:

1. “As novas tecnologias, no futuro, irão substituir o professor na sala de aula.”
2. “Apesar das novas tecnologias, o professor continuará sendo fundamental para a aprendizagem, na sala de aula.”

Produza um artigo de opinião no qual você assuma um dos pontos de vista acima e o fundamente por meio de argumentos.

### OBSERVAÇÕES:

- O texto deverá ser redigido em prosa, no registro padrão da língua portuguesa escrita, de forma coesa e coerente.
- Ao texto com **menos de 15 (quinze) linhas**, será atribuído **zero**.
- **NÃO assine** a Redação.

ESPAÇO DESTINADO À REDAÇÃO DEFINITIVA

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**NÃO assine a Redação.**

**Discursiva ⇒ Didática Geral ⇒ 1 a 4**

1. Abaixo, vem reproduzido um trecho de uma conversa entre duas professoras, durante o planejamento semestral, a respeito de como melhorar a compreensão do conteúdo pelos alunos.

**Professora Nilva:** Minhas aulas são baseadas na explicação do conteúdo. Mas tenho observado que, quanto mais explico, menos os alunos aprendem a realizar as tarefas de forma independente.

**Professora Vivi:** É certo: essa forma de ensino, centrada no professor, pouco contribui para o desenvolvimento da compreensão dos conteúdos. Mas podemos pensar na aprendizagem significativa dos conteúdos pelos alunos.

Considerando o trecho do diálogo transcrito, sugira uma estratégia de ensino de um conteúdo conceitual de uma disciplina do ensino fundamental baseada nos fundamentos da aprendizagem significativa.

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**Espaço destinado à Resposta**

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**Fim do espaço destinado à Resposta**

# Rascunho

2. As afirmativas abaixo dizem respeito ao planejamento e aos processos de ensino e de aprendizagem.

I	No planejamento do ensino, uma vez selecionados os conteúdos, devem-se definir os objetivos.
II	A seleção dos conteúdos deve levar em conta a relevância social destes e a contribuição para o desenvolvimento intelectual e de capacidades dos alunos.
III	A aprendizagem de procedimentos antecede a aprendizagem de conceitos, enquanto a aprendizagem de atitudes deve anteceder a aprendizagem dos conteúdos dos temas transversais.
IV	A aprendizagem é resultado de um complexo e intrincado processo de construção, modificação e reorganização realizados pelos alunos para assimilarem e interpretarem os conteúdos escolares.

Em relação às afirmações acima, responda:

Quais dessas afirmativas **não** são compatíveis com as orientações didáticas contidas nos PCNs (5ª à 8ª séries) do ensino fundamental.

Apresente uma justificativa para cada uma das afirmativas acima que você incluir na sua resposta.

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**Espaço destinado à Resposta**

Fim do espaço destinado à Resposta

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# Rascunho

3. Segundo os PCNs (5ª à 8ª séries) do ensino fundamental, a avaliação, como categoria da didática, permite obterem-se informações em relação aos processos de aprendizagem. Nesse sentido, faz-se necessário que se considere a importância de uma diversidade de instrumentos e situações, de modo a se tornar possível a avaliação de diferentes capacidades e conteúdos curriculares envolvidos.

A partir dessa orientação, discuta duas formas de avaliação da aprendizagem propostas pelos PCNs.

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**Espaço destinado à Resposta**

Fim do espaço destinado à Resposta

**Rascunho**

4. A professora Celeste, que atua em duas escolas do ensino fundamental (6º ao 9º ano) localizadas em municípios diferentes, acha que deve ensinar todo o conteúdo, da mesma forma, a todos os seus alunos das duas escolas independentemente das diferenças entre elas. Ela planeja as mesmas atividades de ensino e avalia os alunos de forma semelhante.

Considerando as orientações teórico-metodológicas dos PCNs para o tratamento da diversidade na escola, analise a situação descrita acima.

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**Espaço destinado à Resposta**

Fim do espaço destinado à Resposta

**Rascunho**

Objetiva ⇒ Conhecimentos Específicos ⇒ 01 a 30

Choose the correct answer to questions 01 to 05 according to the cartoon:



Source: <http://www.unitedmedia.com/comics/peanuts/archive/peanuts-20080307.html>. Accessed on March 11, 2008.

01. The girl is feeling upset with Snoopy because he
- A) likes to sleep a lot.
  - B) is out of fashion.
  - C) is understandable.
  - D) chases rabbits.
02. In reaction to the girl's advice, Snoopy
- A) agrees with her.
  - B) changes his mind.
  - C) accepts her idea.
  - D) is ironical.
03. Snoopy says that "Chasing rabbits is 'out'". In this context, the word "out" means
- A) not a secret.
  - B) outside.
  - C) unfashionable.
  - D) available.
04. In the last box, the phrase "Lying on top of doghouses" works as
- A) indirect object.
  - B) subject.
  - C) direct object.
  - D) predicate.
05. In the third box, the pronoun it refers to the
- A) dog.
  - B) kid.
  - C) doghouse.
  - D) situation.

The questions 06 to 12 should be answered according to the text below:

Mrs. Phoebe F. Hughes  
Complete Table, Inc.  
P.O. Box 3132  
Austin, TX 78703

Green Tree Freight Co., Inc.  
Columbus, Ohio 45453  
(315) 565-6789  
March 26, 19XX

Dear Mrs. Hughes:

I have just received your March 24 letter about the damaged shipment you received through Green Tree Freight and regret the inconvenience that it has caused you.

From your account of the problem, I am quite sure that your request for the \$240 adjustment on the damage to the 2 crates of Valjean Cristal stemware will be granted. A certain amount of breakage of this sort does unavoidably occur in cross-country shipping; I am sorry that it was your company that had to be the one to suffer the delay.

I must remind you to keep the damaged crates in the same condition in which you received them until one of our representatives can inspect them. That inspection should take place within 2 weeks.

If all is in order, as it sounds to be in your letter, you can expect the full reimbursement within 2 weeks after our representative's inspection. I hope this unfortunate accident will not keep you from having merchandise shipped by Green Tree Freight in the future.

Sincerely,

David F. Morgan, Customer  
Relations  
Green Tree Freight Co., Inc.  
Columbus, Ohio 45453  
(315) 565-6789

Source: <http://www.io.com/~hcexres/textbook/adjex1c.html>, accessed on March, 17, 2008.

06. The aim of this letter is to

- A) adjust compensation.
- B) inquire about delivery dates.
- C) complain about an inconvenience.
- D) ask for a refund.

07. Mrs. Hughes can expect

- A) replacement Valjean Cristal stemware crates.
- B) a total refund from Green Tree Freight.
- C) a visit from David to inspect the damaged crates.
- D) other merchandise shipped by Green Tree Freight.

08. David Morgan recommends that Mrs. Hughes

- A) expect her merchandise within two weeks.
- B) ask for a full reimbursement after inspection.
- C) keep the crates in the damaged condition until inspection.
- D) ship the crates back to Green Tree Freight in two weeks.

09. The sentence That inspection should take place within 2 weeks. (lines 9-10) expresses
- A) an advice.
  - B) a suggestion.
  - C) a prediction.
  - D) an obligation.
10. The word shipment (line 2) means the act of
- A) returning goods to the sender.
  - B) sending goods by ship.
  - C) organizing ships at the shore.
  - D) sending off something.
11. The word and underlined in the text works as a
- A) correlative conjunction.
  - B) coordinating conjunction.
  - C) subordinating conjunction.
  - D) conjunctive adverb.
12. Analyze the sentence: I hope this unfortunate accident will not keep you from having merchandise shipped by Green Tree Freight in the future (lines 12-13).  
The mood can be characterized as
- A) subjunctive.
  - B) imperative.
  - C) indicative.
  - D) conditional.

Read the following text and answer questions 13 to 17 according to it:

**'God games' in which players must control virtual people and societies could be educational, says research.**

There must be few parents or teachers that do not worry that the lure of a video game on a computer or console is hard to resist by children that really should be doing their homework. But instead of fearing computer games, Ravi Purushotma believes that educationalists, particularly language teachers should embrace games.

He believes that the "phenomenal ability" of games such as The Sims and others to capture the interest of adolescent audiences is ripe for exploitation. The hard part of learning any language, said Mr Purushotma, were the basic parts of learning what different words refer to and how they are used to build up sentences.

Boring lessons drumming vocabulary into pupils couched in terms they do not understand has made many languages far harder to learn than they should be. By contrast, said Mr Purushotma, learning via something like The Sims may mean students do not feel like they are studying at all.

This was because The Sims does not rely solely on words to get information across to players. Instead the actions of its computer controlled people and how they interact with their world often makes clear what is going on. The incidental information about what a Sim was doing could reinforce what a player or student was supposed to be learning, said Mr Purushotma.

13. Computer games as an educational tool
- A) use many foreign words in an enjoyable way.
  - B) capture the interest of adolescents for unspecified purpose.
  - C) give uncontextualized information to adolescents.
  - D) make adolescents feel like they are studying.
14. Some languages are hard to learn because the classes
- A) do not rely on words to get information across to students.
  - B) are boring and have vocabulary the students do not understand.
  - C) are not as important to students as playing computer games.
  - D) use vocabulary that students' do not need to learn.
15. The word lure (line 1) can be replaced by
- A) to entrap.
  - B) to bait.
  - C) decoy.
  - D) enticement.
16. The personal pronoun they (line 9) refers to
- A) lessons.
  - B) pupils.
  - C) languages.
  - D) terms.
17. The word instead (line 14) is
- A) an adjective.
  - B) an adverb.
  - C) a conjunction.
  - D) a preposition.

**Read the following text and choose the correct answer to questions 18 to 22.**

### **Bush's UN Speech Full of Fone-eh-tick Pronunciations for World Leaders**

Never before has the White House released a draft version of the President's speech to the annual United Nations General Assembly. But this year, a glimpse of how the President sees his speeches was accidentally placed on the UN website along with the speechwriters' cell phone numbers.

Pronunciations for President Bush's friend French President Sarkozy "[sar-KOzee]" appeared in draft #20 on the UN website. Other pronunciations included the Mugabe "[moo-GAHbee] regime" and pronunciations for countries "Kyrgyzstan [KEYRgeez-stan]" and "Mauritania [moor-EH-tain-ee-a]."

Most leaders submit a text in advance, especially to help the many translators who simultaneously turn the speeches into more than half a dozen languages. The teleprompter also needs to be loaded with a copy of the President's words so it will appear on glass screens in front of the lectern.

During an afternoon briefing, White House Press Secretary Dana Perino said, "there was an error made in trying to make sure that interpreters had what they needed. I don't know how the draft of the speech – it was not final – was posted, but it was, and it was taken down."

Perino said it was "not unusual" to include phonetic spellings for various countries in the speech though when asked if the president had a hard time pronouncing some of those country names Perino declined comment saying, "I think that's an offensive question."

18. There were phonetic spellings in President Bush's speech to
- A) facilitate the tune of the speech.                      C) prevent embarrassment.  
 B) avoid errors that could start wars.                      D) help translators.
19. Considering the words draft, speech, translator, and president, it is possible to say that all of them contain
- A) consonant clusters.                                              C) diphthongs.  
 B) monophthongs.                                                      D) consonant digraphs.
20. In President Bush's speeches, the names of countries and presidents were written as they are pronounced in English: "Sarkozy" as [Sar-KO-zee]. Considering the element KO phonologically, the capital letters represent
- A) the cluster.                                                              C) the phoneme.  
 B) the syllable.                                                              D) the stress.
21. In the pronunciation of the word unusual, the sound of s can be transcribed phonetically by the symbol:
- A) [z]                      B) [s]                      C) [ʃ]                      D) [ʒ]
22. The underlined words in the text can be classified, **respectively**, as
- A) preposition – noun – verb.  
 B) preposition – verb – noun.  
 C) conjunction – noun – verb.  
 D) conjunction – verb – noun.

Answer questions 23 to 30 based on the text below:

**Teachers say no-one should 'fail'**

**Failure in tests can damage enthusiasm for school, say teachers.**

Education Secretary Ruth Kelly has dismissed suggestions that the concept of "failure" should be removed from school in favour of "deferred success". She said she gave the idea - which will be discussed at a teachers' conference - "nought out of 10".

The Professional Association of Teachers will be told at its meeting next week that the label of failure could undermine pupils' enthusiasm. Delegates will also hear a condemnation of the phrase "happy slapping": the term is used to describe bullying where assaults are filmed on mobile phones.

Liz Beattie, a retired teacher, will call on the association's annual gathering in Buxton, Derbyshire, to "delete the word 'fail' from the educational vocabulary to be replaced with the concept of 'deferred success'". She argues that repeated failure, such as in exams, can damage pupils' interest in learning. She told the Today programme on BBC Radio Four she had deliberately made the motion provocative to spark a good debate, but said it reflected the way the education system was developing. "We have made so much development in recent years in making examinations more flexible, doing them in modules so you can concentrate on different parts of them at different times," she said. "What happens when an exam is failed but, for example, three-quarters of it is perfectly satisfactorily done? It should be possible to do the other bits as add-ons afterwards and to defer the success of the exam."

23. The expression nought out of 10 (line 3) refers to
- A) the grade given to Secretary Ruth Kelly by teachers at a teacher's conference.
  - B) the grade Secretary Ruth Kelly gave to the idea of using the concept "deferred success" instead of "fail".
  - C) the idea Secretary Ruth Kelly presented for discussion in the next teacher's conference.
  - D) the idea teachers gave to Secretary Ruth Kelly of discussing the concept of "failure" in the next teacher's conference.
24. The sentences underlined in the text can be classified as
- A) defining relative clause, non-defining relative clause, respectively.
  - B) non-defining relative clause, defining relative clause, respectively.
  - C) both non-defining relative clauses.
  - D) both defining relative clauses.
25. Liz Beattie told the BBC that
- A) she didn't intend to make a stark provocative motion, but people got really interested in the idea she proposed.
  - B) she knew she had made a provocative motion, however she didn't expect so many people would be startled by it.
  - C) she made an intentionally provocative motion in order to generate discussion over the education system.
  - D) she had interest in developing the education system by changing old concepts and sparking debate.
26. Observing the sentence The more teachers use the term "fail" the worst the student's results will be, one can state that the
- A) verb tense is wrong.
  - B) grammar is correct.
  - C) word order presents a mistake.
  - D) comparative structure is incorrect.
27. In Direct Speech the sentence She argues that repeated failure, such as in exams, can damage pupils' interest in learning (lines 10-11) would become:
- A) Repeated failure, such as in exams, can damage pupils' interest in learning.
  - B) Repeated failure, such as in exams, could damage pupils' interest in learn.
  - C) Repeat failure, such as in exams, could damage pupils' interest in learning.
  - D) Repeat failure, such as in exams, can damage pupils' interest in learn.
28. Consider these meanings for some suffixes in English:
- a state or action
  - in a particular way
  - possible to
  - connected with
- Choose the option in which the suffixes of the following words from the extract present, **respectively**, the meanings described above:
- A) examination, deliberately, flexible, educational.
  - B) development, educational, perfectly, failed.

**C)** provocative, satisfactorily, developing, condemnation

**D)** association, flexible, retired, learning.

**29.** The text suggests that errors can be seen as

**A)** a natural outcome of the learning process.

**B)** signals of student's failure.

**C)** "bad habits" to be avoided.

**D)** a distraction in the learning process.

**30.** According to Liz Beattie, exams

**A)** should be less flexible and able to motivate students.

**B)** should be done in modules and determine success or failure.

**C)** have become more flexible but still determine success or failure.

**D)** have become concentrated on different aspects but at different times.

