

1ª QUESTÃO**MÚLTIPLA ESCOLHA**

8,000 pontos distribuídos em 50 itens

Marque no cartão de respostas, anexo, a única alternativa que responde de maneira correta ao pedido de cada item:**MAGISTÉRIO-INGLÊS**

1. Three general levels of self-esteem have been described in the literature. They are:
 - (A) phatic, poetic and situational.
 - (B) task, context and interactional.
 - (C) global, situational and task.
 - (D) global, phatic and interactional.
 - (E) transactional, interactional and specific.

 2. Which of the affective factors below is most frequently used to explain success or failure in language acquisition?
 - (A) Risk taking.
 - (B) Motivation.
 - (C) Extroversion.
 - (D) Empathy.
 - (E) Self-esteem.

 3. What is the view of motivation from a constructivist perspective?
 - (A) The anticipation of reward.
 - (B) A matter of choice.
 - (C) Reinforcement of behavior.
 - (D) The need for knowledge.
 - (E) A matter of personal choice guided by social context.

 4. Which of the cultural factors below should EFL teachers take into account?
 - (A) Alienation.
 - (B) Power distance.
 - (C) Social distance.
 - (D) Cultural shock.
 - (E) Enclosure.

 5. Which of the statements about error correction is true?
 - (A) Research shows that global errors need not be corrected.
 - (B) There is some evidence that local errors need to be corrected.
 - (C) Evidence shows that corrective feedback is more efficient after communicative tasks.
 - (D) It seems that explicit instruction is more appropriate for complex rules.
 - (E) It seems that implicit instruction is more appropriate for easily stated grammar rules.
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6. Which of Krashen's hypothesis have been sharply criticized?
- (A) The Affective Filter hypothesis and the Monitor hypothesis.
 - (B) The Monitor hypothesis and the Natural Order hypothesis.
 - (C) The Natural Order hypothesis and the Input hypothesis.
 - (D) The Acquisition-Learning hypothesis and the Input hypothesis.
 - (E) The Acquisition-Learning hypothesis and the Affective Filter hypothesis.
7. Which of the processing mechanisms and categories of attention contribute to second language acquisition?
- (A) Controlled, focal, restructuring, and automatic.
 - (B) Restructuring, automatic focal and peripheral.
 - (C) Peripheral, focal, and automatic.
 - (D) Restructuring, automatic and controlled.
 - (E) Automatic, controlled, focal and peripheral.
8. Which alternative is an example of a compensatory strategy?
- (A) Deduction.
 - (B) Circumlocution.
 - (C) Inferencing.
 - (D) Transfer.
 - (E) Cooperation.
9. The pre-listening phase should last:
- (A) long enough to provide context and create motivation.
 - (B) as little as possible.
 - (C) as long as possible
 - (D) as long as the listening phase.
 - (E) as long as the post listening phase.
10. One of the aspects of reading comprehension that is often neglected in the teaching of reading is:
- (A) vocabulary.
 - (B) text structure.
 - (C) scanning.
 - (D) skimming.
 - (E) predicting.
11. Which of the statements below is true regarding communicative language teaching (CLT)?
- (A) CLT is exclusively concerned with face-to-face oral communication.
 - (B) The goals of CLT depend on learner needs in a given context.
 - (C) CLT requires small-group or pair work.
 - (D) CLT excludes knowledge of rules of syntax.
 - (E) CLT can be found in any one textbook.
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12. The grammatical syllabus has come under attack mainly because:

- (A) language consists of a finite set of rules.
- (B) language is presented out of context.
- (C) language rules are given preference over meaning.
- (D) language is presented in a sequence which does not represent language complexity.
- (E) language rules are explicitly taught.

13. Which of the alternatives below correctly match the role of the interactive teacher to its definition.

ROLE**DEFINITION**

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|------------------|--|
| (A) controller. | (1) Help students find shortcuts. |
| (B) director. | (2) Determine what students do and when. |
| (C) manager. | (3) Be available for advice and counsel. |
| (D) facilitator. | (4) Plan the lesson and structure classes. |
| | (5) Keep the process flowing smoothly. |

- (A) A-2 ; B-5 ; C-3 ; D-4.
- (B) A-3 ; B-5 ; C-4 ; D-1.
- (C) A-1 ; B-4 ; C-3 ; D-2.
- (D) A-2 ; B-5 ; C-4 ; D-1.
- (E) A-3 ; B-4 ; C-1 ; D-2.

14. Which of the following set of factors apply to the teaching of beginning levels?

- (A) Teacher-centered classes; teacher talk composed of simpler vocabulary and structure; authentic language presented; short, simple techniques used; brief real-life written material.
- (B) Teacher-centered classes; teacher talk sustained at natural pace; students concerned about grammatical correctness; complex techniques used; more sophisticated written material.
- (C) Student-centered classes; teacher talk sustained at natural speed; all authentic language material used; all kinds of techniques are possible; reading and writing skills closer to native-speaker competence.
- (D) Student-centered classes; teacher talk composed of simpler vocabulary and structure; non-authentic language presented; short, simple techniques used; brief real-life written material.
- (E) Student-centered classes; teacher talk sustained at natural speed; all authentic language material used; short, simple techniques used; brief real-life written material.

15. The verb for which the indirect object is obligatory is:

- (A) inform.
- (B) advise.
- (C) bet.
- (D) charge.
- (E) warn.

ANULADO

16. Check the alternative that describes an example of an interactive exercise to teaching listening:
- (A) listen to identify the speaker or the topic.
 - (B) listen to evaluate themes and motives.
 - (C) make inferences.
 - (D) discriminate between registers of speech and tones of voice.
 - (E) become aware of organizational cues in lecture text.
17. Which of the factors below play an important role in teaching reading skills?
- (A) Language ego.
 - (B) Intelligence.
 - (C) Culture.
 - (D) Interlanguage.
 - (E) First language.
18. Appropriate grammar-focusing techniques:
- (A) are presented out of context.
 - (B) contribute positively to communicative goals.
 - (C) promote accuracy only.
 - (D) make use of heavy linguistic terminology.
 - (E) are often presented in a teacher-centered mode.
19. When is the teaching of grammar less important?
- (A) Children, beginning, semiliterate, some formal education, writing, survival.
 - (B) Adolescents, advanced, literate, well-educated, speaking, vocational.
 - (C) Children, beginning, preliterate, no formal education, listening/reading, survival.
 - (D) Adolescents, intermediate, semiliterate, some formal education, listening/reading, vocational.
 - (E) Adults, advanced, literate, well-educated, writing, professional.
20. Which of the alternatives describes an approach to teaching strategies in the language classroom?
- (A) Teach strategies through the use of texts.
 - (B) Avoid compensatory strategies.
 - (C) Administer a strategy inventory.
 - (D) Teach strategies through the use of films.
 - (E) Administer a test at the end of the course.
21. The sentence in which **and** expresses a relationship of cause and effect is:
- (A) I sat down and ate my sandwich.
 - (B) Bill won the prize and astonished everybody.
 - (C) Jean is a bank manager and I'm just a janitor.
 - (D) Do that again and I'll hit you.
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(E) Tim lay down and went straight to sleep.

22. Choose the correct sentence.

- (A) The life is complicated.
- (B) I'm looking forward to being grandmother.
- (C) I used my shoe as hammer.
- (D) My sister loves the horses.
- (E) Nicole is a European student.

23. Choose the correct statement.

- (A) In English finite verb stems are not inflected to express future time.
- (B) The simple present tense is used to express unfinished actions.
- (C) The core meaning of the progressive aspect is "prior".
- (D) The simple past tense has nothing to do with politeness.
- (E) The present perfect tense is used when the speaker conceptualizes a complete event factually, but as remote in some way.

24. Choose the sentence in which the progressive aspect expresses iteration.

- (A) Meg is washing the car now.
- (B) Pete is looking for a job.
- (C) I'm seeing the doctor tomorrow.
- (D) Bill is kicking the ball.
- (E) Frank is hearing voices.

25. Choose the correct statement.

- (A) Intonation does not play an important role in communication.
- (B) The way a person speaks does not reveal aspects of his personality.
- (C) In English, an equal amount of time is allotted to each syllable.
- (D) Interference is a potential hindrance to pronunciation learning.
- (E) Pronunciation needs to be taught only at the segmental level.

26. In which sentence does the "possessive" inflection mean possession?

- (A) Shakespeare's sonnets are beautiful.
- (B) Sue's eyes are big and blue.
- (C) Joe's teacher is from Canada.
- (D) Matt's car cost a lot of money.
- (E) St. Paul's cathedral is gorgeous.

27. In which sentence does the article convey generic meaning?

- (A) The rose symbolizes romance.
- (B) Pass me the salt, please. I can't reach it.
- (C) Don't go in there. The dog will bite you.
- (D) The lion escaped from the zoo.

(E) I love the moon. It's inspiring.

28. Choose the correct statement.

- (A) Nothing is going right isn't it?
(B) No one came to fix the plumbing, did he?
(C) The police never answered, did they?
(D) Let's go bowling, shan't us?
(E) You have missed a lot of classes, have not you?

29. The item that contains a phrasal verb, a prepositional verb and a phrasal-prepositional verb is:

- (A) drink up, dispose of, get away with.
(B) consist of, invest in, come up with.
(C) approve of, go to, take pride in.
(D) give up, call off, cut down on.
(E) break up, give in, walk in on.

30. Choose the item which contains nouns whose plurals have irregular pronunciation:

- (A) roof, mouth.
(B) wife, cloth.
(C) bus, house.
(D) wreath, knife.
(E) person, truth.

31. Which relative clause can be reduced?

- (A) Sam is dating the woman who is wearing a black hat.
(B) Philadelphia is the city in which Rocky Balboa lived.
(C) The dog which bit the kid will be sacrificed.
(D) Anyone who touches that wire will get a shock.
(E) He spoke Greek, which impressed me.

32. Which sentence is grammatical?

- (A) The principal insists that the new student signs up for a counselor.
(B) The customer demanded that the store returned his money.
(C) The doctor recommended that Kate will stop drinking soda.
(D) The supervisor suggested that the engineer see the blue prints.
(E) They requested that we are on time for the meeting.

33. In which sentence is the – **ing** form a modifier?

- (A) There was a smoking cigarette end in the ashtray.
(B) Drinking soda is bad for you.
(C) I hate packing suitcases.
(D) My favorite activity is reading poetry.

(E) Do you feel like singing jazz chants?

34. Which sentence is grammatical?

- (A) Joe gave a book.
- (B) Morgan handed the letter.
- (C) We paid to Harry.
- (D) Alice gave to Peter.
- (E) Lucy found a job.

35. Which verbs are followed by the preposition of?

- (A) prevent, protect.
- (B) accuse, remind.
- (C) subject, refer.
- (D) congratulate, confine.
- (E) compare, charge.

36. Which word contains a deverbial suffix?

- (A) debatable.
- (B) publicly.
- (C) widen.
- (D) codify.
- (E) brotherly.

37. Choose the word that completes the following sentence: “Peter is a _____ smoker.”

- (A) heavy.
- (B) devoted.
- (C) fierce.
- (D) big.
- (E) strong.

38. In which sentence does the word or imply a negative condition?

- (A) You can sleep on the couch or you can go to a hotel.
- (B) Don't be too long or you'll miss the bus.
- (C) You can boil an egg or you can make a sandwich or you can do both.
- (D) He doesn't have long hair or wear jeans.
- (E) Soldiers who mutinied or deserted were punished by death.

39. All of the statements below are examples of microskills for reading comprehension except:

- (A) discriminate among distinctive graphemes.
 - (B) retain chunks of language of different lengths in short-term memory.
 - (C) distinguish between literal and implied meaning.
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- (D) detect culturally specific references.
- (E) recognize reduced forms of words.

40. Choose the item which contains verbs that take gerunds but not infinitives:

- (A) hate, like, love.
- (B) try, forget, remember.
- (C) stop, want, start.
- (D) prefer, refuse, promise.
- (E) enjoy, quit, avoid.

41. Which of the activities below is not an example of language-focused vocabulary instruction?

- (A) Guessing unknown words from context.
- (B) Learning the meaning of unknown words.
- (C) Studying word parts.
- (D) Reading intensively.
- (E) Using mnemonic devices.

42. Which of statements below is false regarding the need for teaching culture?

- (A) The learning of culture is an integral part of language learning and education.
- (B) The learning of L2 culture makes learners better communicators.
- (C) Sociocultural variables make a particular expression situationally appropriate.
- (D) Learners are usually unaware of the influence of culture on language.
- (E) One's language is determined and shaped by one's culture.

43. In developing a curriculum a teacher must consider all of the aspects below except:

- (A) the color and sex of the learners.
- (B) the educational experiences that are likely to attain the purposes.
- (C) the educational purposes a school seeks to attain.
- (D) the organization of the educational experiences.
- (E) the determination of attainment of the purposes.

44. Which of the following statements does not represent a controversy in the field of materials development?

- (A) Whether learners need a coursebook or not.
- (B) Whether materials should be written in L1 or L2.
- (C) Whether texts should be contrived or authentic.
- (D) Whether materials should be censored or not.
- (E) Whether materials should be driven by theory or by practice.

45. All of the terms below refer to learners' second language system except:

- (A) cross-linguistic system.
- (B) interlanguage.
- (C) approximative system.

- (D) idiosyncratic dialect.
- (E) learner language.

46. In the sentences below, **seem** and **appear** are used appropriately, except in:

- (A) Look. The baby appears hungry.
- (B) Buy a new car? It seems a good idea.
- (C) I can't seem to make him understand.
- (D) Al wants to quit. It appears a pity.
- (E) It appears that we may be mistaken.

47. All these statements about word formation are true, except:

- (A) The free grammatical functional morphemes include the minor parts of speech.
- (B) There are two kinds of bound morphemes.
- (C) Derivational morphemes are lexical in nature.
- (D) Inflectional morphemes result in a different part of speech.
- (E) There are two types of affixes in the English language.

48. The sentence in which the subject-verb agreement is not correct is:

- (A) No news is good news.
- (B) Wales is lovely to visit.
- (C) The police is here.
- (D) The new series is very interesting.
- (E) Measles is contagious.

49. The progressive form of **be** is correct in all the sentences, except:

- (A) John, you're being stupid!
- (B) I'm being happy just now.
- (C) Karl is being a coward.
- (D) Who's being a silly baby, then?
- (E) I was being very careful.

50. These statements about time adjuncts are true, except:

- (A) Time adjuncts can cooccur with all verbs.
 - (B) Many time adjuncts can be used as subject-related adjuncts with **be** when the subject is an eventive noun.
 - (C) Time adjuncts determine the time reference of the verb.
 - (D) Time adjuncts can indicate time position and time duration but not time frequency.
 - (E) The reference of the time adjunct may be concerned with the object.
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2ª QUESTÃO**DÊ O QUE SE PEDE**

2,000 pontos distribuídos em 2 itens

RESPONDA NO CADERNO DE RESPOSTAS ANEXO:

1. A language institute, Berkeley Language Institute, is carrying out a research about the teaching of culture in the EFL classroom and has sent the letter below to many schools. Your school has received this letter. Use a pseudonym and write a reply to the letter, using between 250 and 300 words.

Berkeley Language Institute
1440 Oak Street
Berkeley, CA 906-1335

Dear Ms. Law:

We are a language institute in the United States and some of our teachers are carrying out a research about the role culture plays in the EFL classroom. Part of the research is getting to know the opinion of EFL teachers. Therefore, we are writing to you in order to ask you to voice your opinion about the inclusion of an explicit cultural component in the EFL language class. How important do you think it is? Please support your opinion.

Thank you very much for your attention. We are looking forward to hearing from you.

Yours sincerely,

Carl Lewis
Academic Director

2. You saw the announcement below on the school bulletin board and decided to apply for the scholarship.

One of the documents needed is a letter which includes the following information:

- a. why you want to apply for the scholarship.
- b. your experience as an English teacher.
- c. how you will contribute to your school upon your return.

SIT and BRAZ-TESOL Announce Special Scholarship

The School for International Training and BRAZ-TESOL are proud to offer a scholarship devoted exclusively to the professional development of English teachers in Brazil. Awarded competitively each year and recently increased substantially, the scholarship is available to members of BRAZ-TESOL enrolled in SIT's Master of Arts in Teaching.

Write between 200 – 250 words. Use a pseudonym to sign the letter.

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