

111 LÍNGUA INGLESA

1. In the traditional approach to second language teaching, also known as the grammar translation method, language consists of a set of grammatical rules and focuses on writing. It means that, by studying grammar, a learner is able to perform well in speaking and writing.

Disponível

em: <http://www.educadores.diaadia.pr.gov.br/arquivos/File/diretrizes/dce_lem.pdf>. Acesso em: 10 mar. 2013.

According to Diretrizes Curriculares da Educação Básica do Estado do Paraná - Língua Estrangeira Moderna (2008):

- A) The grammar translation method lasted until the beginning of the 21st century and it was followed by the communicative approach.
- B) The grammar translation method is practiced up to the present because research carried out in second language acquisition has shown that, by studying grammar, a student learns how to speak and write in a second language much faster.
- C) The grammar translation method lasted until the beginning of the 20th century and the main goals were studying grammar and reading classical literary texts.**
- D) The grammar translation method is practiced to this day because the experience of second language teachers using this method has shown positive findings: most students learn to speak and write in a second language in elementary and high school.
- E) *Lei e Diretrizes e Bases da Educação Nacional n. 9394/96* states that it is compulsory to teach, at least, one foreign language in elementary school and it is suggested that the grammar translation method be adopted. That is the justification for this method to be practiced to this day.

2. Theorists who are concerned with humanism say that the learner's feelings are as important as their mental or cognitive abilities. If students feel hostile towards the subject of study, the materials or the teaching methods, they will be unlikely to achieve much success. (...) Stephen Krashen claims that the beneficial value of comprehensive input depends upon the students being relaxed, feeling positive and unthreatened.

Reference: HARMER, J. *The practice of English language teaching*. 3. ed. Harlow: Longman/Pearson, 2005. p. 74.

By considering the role of the learner's feelings when studying a new language, Krashen refers to:

- A) acquisition and learning.
- B) monitoring teaching.
- C) the affective filter.**
- D) communicative approach.

E) universal grammar.

3. Read an excerpt about teaching reading.

“According to Carrell and Carson (1997, p. 49-50), ‘extensive reading (ER) ... generally involves rapid reading of large quantities of material or longer readings (e.g., whole books) for general understanding, with the focus generally on the meaning of what is being read than on the language.’ (...) ER programs share a common purpose: that learners read large quantities of books and other materials in an environment that nurtures a life long reading habit. (...) Extensive reading differs from intensive reading (IR). In IR, students normally work with short texts with close guidance from the teacher. The aim of intensive reading is to help students obtain detailed meaning from the text, to develop reading skills and to enhance vocabulary and grammar knowledge. It is important to note that these two approaches to teaching reading – intensive and extensive reading – should not be seen as being in opposition, as both serve different but complementary purposes.”

Reference: RENANDYA, W. A.; JACOBS, G. M. Extensive reading: why aren't we all doing it? In: RICHARDS, J. C.; RENANDYA, W. A. *Methodology in language teaching*. Cambridge: Cambridge University Press, 2002. p. 295-6.

According to the excerpt:

- A) Both extensive reading and intensive reading have the same aims, so they should not be considered being in opposition.
- B) Extensive reading and intensive reading are two different approaches to teaching reading, and they have complementary – not opposite – purposes.**
- C) When reading whole books, it is recommended that teachers help students obtain detailed meaning from the text.
- D) Only learners that have a life long reading habit are able to understand longer reading.
- E) Focus on vocabulary is suggested for both approaches: intensive and extensive reading.

4. Read an excerpt about teaching listening.

Multimodality

“The widespread availability of DVD and of visual internet material has raised the possibility of moving the teaching of L2 listening on from its dependence on audio input. The benefit of video is that it gives access to the facial expressions and gestures of speakers as well as to information about general context. (...) An important topic of discussion concerns the use of subtitles on DVD. It would seem preferable for listeners to listen once without the captions, so long as understanding is not compromised. But, on a second viewing, consideration has to be given to the relative merits of L1 and L2 subtitles. There is growing

evidence that L2 subtitles are more effective in shaping listening skills than L1 subtitles (BALTOVA, 1999). (...) On the other hand, Mark, Peter and McCarthy (2001) report that a group provided with L1 captions outperformed one with L2 captions, which in turn outperformed one with no captions.”

[L1: first language; mother tongue] [L2: second language]

Reference: FIELD, J. Listening instruction. *In*: BURNS, A.; RICHARDS, J. C. The Cambridge guide to pedagogy and practice in second language teaching. Cambridge: Cambridge University Press, 2012. p. 213.

According to the excerpt:

- A) There is no conclusive evidence concerning the use of subtitles on DVD.
- B) L2 subtitles are always more effective in shaping listening skills than L1 subtitles.
- C) L1 subtitles are always more effective in shaping listening skills than L2 subtitles.
- D) It is recommended not using captions when using DVDs to teach L2.
- E) Facial expressions and gestures are enough to fully understand videos.

5. Culture and Constructs: Communicating Attitudes and Values in the Foreign Language Classroom

George Kelly's psychology of personal constructs can serve as a useful framework to promote cross-cultural understanding in the classroom. To avoid developing in the students a tourist's perspective on the foreign culture, cultural facts and events must be interpreted in the light of underlying attitudes and values. This interpretation is an on-going process of exchange and negotiation of meaning between the two cultures. By constructing both their own and the foreign values, by organizing and extending the range of convenience of these constructs, students can find bridges to the other culture, anticipate foreign events, and discover alternatives to their own cultural patterns of thought.

KRAMSCH, C. J. (1983). Culture and Constructs: Communicating Attitudes and Values in the Foreign Language Classroom. *Foreign Language Annals*, 16: 437–448.

Based on Kramsch and on the “Diretrizes Curriculares da Educação Básica”, it is possible to affirm about culture in the teaching of a foreign language:

- A) the interpretation of culture is a top-down process of meaning between the two cultures.
- B) it is important to develop in the students a tourist's perspective on the foreign culture.
- C) cultural facts and events must be interpreted in the light of a touristic point of view.
- D) it is based on a plurilinguistic view of political education in a way that it respects and values cultural diversity and avoids stereotypes.

E) cross-cultural understanding in the classroom must be promoted and organized by the target culture native speakers alone.

- 6. Read one of the conditions in Local Bus & Contract Services – Conditions of Carriage.

Conditions of Carriage – East Yorkshire Motor Services Ltd

7.5 Passengers must not attempt to board or alight while the bus is in motion.

Available on: <http://www.eyms.co.uk/content/conditionsofcarriage.aspx>. Access: 05 mar. 2013.

The sentence “Passengers must not attempt to board or alight while the bus is in motion” is an example of:

- A) spoken English.
- B) formal English.
- C) business English.
- D) slang.
- E) newspaper headline.

- 7. Read the text.

Under observation

“I work as an assistant in a lab. One night on my way to a date, I stopped in to check some test results. I assumed I was alone, so before I left, I checked myself out in this huge mirror. Suddenly, I heard a catcall-type whistle over the intercom... It was my boss from behind the glass, which is actually a one-way mirror. She was taking a group of colleagues on a tour of the lab before a business dinner, and they all saw me primping.” *Julia O.*

Reference: Confessions. *Cosmopolitan*, USA, v. 253, n. 6, p. 54, Dec. 2012.

This text is an example of:

- A) a story published in a magazine targeted to young female.
- B) a letter from the editor.
- C) a letter asking for advice.
- D) a job description.
- E) an ad published in a business magazine.

- 8. Read the text.

Speak, Memory: An Autobiography Revisited
By Vladimir Nabokov

'Speak, memory', said Vladimir Nabokov. And immediately there came flooding back to him a host of enchanting recollections of his comfortable childhood and adolescence, of his rich, liberal-minded father, his beautiful mother, an army of relations and family hangers – on and of grand old houses in St Petersburg and the surrounding countryside in pre-

Revolutionary Russia. Young love, butterflies, tutors and a multitude of other themes thread together to weave an autobiography, which is itself a work of art.

Available on: <http://www.guardian.co.uk/books/data/book/literary-criticism/9780141183220/speak-memory-an-autobiography-revisited>. Access em: 10 mar. 2013.

The purpose of this text is to:

- A) tell the story of a family.
- B) explain why Vladimir Nabokov wrote "Speak, Memory".
- C) describe big cities and the countryside in pre-Revolutionary Russia.
- D) discuss an example of a particular literary genre.**
- E) define "autobiography".

9. Read an excerpt of an article from *Mail Online*.

Deaf twins (...) euthanised in Belgian hospital

By James Rush and Damien Gayle
Published: 09:53 , 14 January 2013

A pair of identical twins, who were born deaf, have been killed by Belgian doctors after seeking euthanasia when they found out they would also soon go blind. In a unique case under the country's euthanasia laws, the 45-year-old brothers, from Antwerp, chose death as they were unable to bear the thought of never seeing one another again. They were euthanised by doctors at Brussels University Hospital, in Jette, on December 14 by lethal injection after spending their entire lives together.

Euthanasia is legal under Belgian law if those making the decision can make their wishes clear and are suffering unbearable pain, according to a doctor's judgement. The Belgian law differs from that of Switzerland, famous for its Dignitas clinic, where only 'assisted suicide' is permitted. This means patients must play an active role in the administration of the drug that ends their lives.

Available on: <http://www.dailymail.co.uk/news/article-2261985/Belgian-twin-brothers-killed-doctors-choosing-euthanasia-able-again.html>. Access em: 05 march 2013.

Based on the article "Deaf twins (...) euthanised in Belgian hospital", mark the **CORRECT** option.

- A) Belgian doctors killed the deaf brothers after finding out the twins would also go blind.
- B) Doctors in Belgium and Switzerland follow the same legal procedures when patients choose death.
- C) A pair of twins sought euthanasia and Belgian doctors killed them as that procedure is legal in Belgium.**
- D) According to Belgian laws, doctors opt for euthanasia when patients are suffering unbearable pain.

E) After euthanising the twin brothers, the Belgian doctors were unable to see each other again because they were arrested.

10. The husband is explaining to his wife why he was not able to pick up the children at school, "Sorry for not picking up the children today. I had problems with today's meeting. Had it started on time, it wouldn't have finished so late."

What does the husband say about the meeting?

- A) It was as long as usual.
- B) It started on time.
- C) It didn't finish late.
- D) He was late for the meeting.
- E) It started late.**

11. A mother has just gotten her son's grades at school and she is talking to him, "You scored 100 on the math test. So you did study."

The form "you did study" is used:

- A) because the mother is asking a question.
- B) to indicate that her son had an excellent grade on the math test.
- C) because the mother doesn't know how to use verb tenses correctly.
- D) to imply the mother thought that her son had studied.
- E) to show the mother's surprise that her son studied for the math test.**

12. Teaching Tip: Using Dictionaries

How:

1. If possible, give the students each an English-English dictionary.
2. Make sure they know how to use it. If not, teach them how.
3. Encourage the students to refer to their dictionary whenever appropriate during the lesson, though they should try to guess the meaning from the context first, where possible.

Why:

1. A dictionary is an extra teacher for the student.
2. It helps the students to realize that you are not a dictionary and therefore shouldn't be treated like one.
3. It makes the student more independent – not relying on the teacher the whole time – and more able to study outside the classroom, at home, and to continue studying after the course has finished.

Available on: http://www.tefl.net/esl-lesson-plans/Teaching_Tip_20.pdf. Access: 10 March 2013.

According to the teaching tips on using a dictionary, it is **CORRECT** to infer that:

- A) learners should be encouraged to use dictionaries for every vocabulary doubt.
- B) by using a dictionary learners may develop autonomy and learn how to search for vocabulary items.**
- C) by using dictionaries learners realize they must always refer to the teacher in case of doubts.
- D) learners become dependent on the use of dictionaries.
- E) learners can not to rely on the dictionary, but on the teacher for vocabulary doubts.

13. Name of activity: Fifteen Minutes

Level: elementary to advanced

Time: 30-45 minutes

Instructions:

1. Ask your students to close their eyes and count their next 15 breaths.
2. Tell the students to pick any 15 minute period from their memory of yesterday and to write down 20 discrete things they felt, thought or did during that period. Tell them to stay within the 15 minute period chosen or, if they don't remember it well, to change it to another 15 minute period. Make it clear that you are there to help with any words they may need during their writing.
3. Pair the students. Each student tells their partner the starting and finishing time of the 15 minute period and 3 of the 20 things he/she has written down. The other person cannot ask any questions. He/she then guesses 6 more things, without either partner speaking. Both partners are making the six written guesses simultaneously.
4. The pairs share their 6 guesses and their 20 sentences.
5. Whole class feedback on the exercise.

Source: Humanizing Language Teaching; Year 3; Issue 5; September 2001
Available on: <<http://www.hlomag.co.uk/sep01/teach2.htm>>. Access: 10 March 2013.

Based on your understanding of the instructions, it is **TRUE** to affirm that the language focus of the activity is

- A) to practice memory skills and actions and prepositions of time.
- B) to practice the use of modal verbs.
- C) to practice writing and speaking skills in the present tense.
- D) to practice the past tense verbs for naming feelings, thoughts and actions.**
- E) to practice writing and guessing within specific time limits.

14. Read the text below from a site for English teachers. There are many pronouns in the text referring back to previously mentioned nouns. Relate the pronouns in bold and numbered to the nouns they refer to. Select the **CORRECT** alternative.

We recommend you to encourage your students to send **their (1)** compositions or essays in **our (2)** section Project: Writing better. They will be really happy (and surprised) to see **their (3)** work and their names published on this page. This will stimulate them to write more and also to visit some other pages of our site, which will certainly help **them (4)** discover something new.

Available on: <<http://www.saberingles.com.ar/teachers/index.html>>. Access: 05 March 2013.

- A) (1) Students'; (2) The site's; (3) Teachers' and (4) Students.
- B) (1) Students'; (2) Teachers's; (3) Students' and (4) The sites.
- C) (1) Students'; (2) The site's; (3) Students' and (4) Students.**
- D) (1) The site's; (2) The site's; (3) Teachers' and (4) Students.
- E) (1) Students'; (2) The site's; (3) The site's and (4) Teachers.

15. Teachers with bright ideas can win an English language professional development course in Cambridge

The University of Cambridge ESOL Examinations (Cambridge ESOL) and Bell are inviting teachers to submit ideas and tips about how they successfully prepare English language exam candidates as part of The Cambridge English Teachers' Competition 2012. The competition is open to teachers of selected Cambridge English exams and four winners will receive a place on a two-week residential teacher development course at Bell Teacher Campus based at Homerton College, part of the University of Cambridge, from 1 – 14 July 2012.

"We're looking to acknowledge the fresh ideas that teachers have for helping their students prepare for their language exams," explains Simon Wright, Marketing Manager at Cambridge ESOL. "The competition has been designed to reward teachers who go that extra mile when preparing candidates for Cambridge English exams. Exam preparation ideas should be fresh, creative and practical and I'm sure the standard of entries will be very high."

Available on: <<http://www.cambridgeenglish.org/news/view/bright-ideas>>. Access: 05 March 2013.

The reading passage about the development course in Cambridge is an example of which genre of written discourse?

- A) Reference.
- B) Directions.
- C) Application.
- D) Invitation.**
- E) Message.

16. English teachers still in demand as unemployment numbers continue to rise in Spain

“Today, everyone wants to learn English and nearly every town around the globe has an English school looking for certified teachers”, she explains.

“With a TEFL certificate you can teach anywhere around the world, but Spain is the Mecca of English language teaching due to its great weather and fabulous lifestyle.

Her company TEFL in Spain, which has offices in Malaga and Granada, offers both four-week fulltime and 10-week part-time courses providing advanced English speakers with all the required skills and knowledge needed to work as confident English teachers.

Available on: <<http://www.theolivepress.es/spain-news/2012/08/19/english-teachers-still-in-demand-as-unemployment-numbers-continue-to-rise-in-spain/>>. Access: 01 March 2013.

Based on the reading passage it is **TRUE** to say that

- A) Spain is the Mecca of English language teaching because of its British weather and lifestyle.
- B) a TEFL certificate enables teachers to work anywhere around the world.**
- C) her company TEFL in Spain offers only part-time courses.
- D) her company TEFL has two offices that offer only fulltime courses.
- E) although unemployment numbers continue to rise in Spain, very few people want to be English teachers.

17. Fun cultural training topics

Tackling cultural topics like the differences between how business is done in different countries can be a popular topic that is both useful and interesting for students. The only problem with **tackling** this can be that the person with all the knowledge is generally the teacher. This and the difficulties of **explaining** why people in different places do the things they do mean that student talking time (STT) can be quite low, leaving a whole class discussion without warmers, pair work, etc. However, with a bit of **planning** all these problems can be avoided. Below are some games involving cultural differences that are not only useful and fun, but also interactive and student centered.

- International mimes.
- Taboo topics challenge.
- The guess the cultural rules meeting.
- Countries colder warmer.
- Guess the stereotype.

Available on: <<http://edition.tefl.net/ideas/cultural/fun-cultural-training-topics/>>. Access: 01 March 2013.

Select the alternative that **CORRECTLY** explains the use of the –ING in the highlighted and underlined verb forms.

- A) The verb forms are preceded by prepositions.**
- B) The verb forms are the subjects of the sentences.
- C) The words are indicating the future progressive tense/infinite.
- D) The verb forms are in the present future progressive tense continuous tense.
- E) The words are indicating the past progressive tense.

18. Technology can sometimes be wasted on English language teaching

We are now 12 years into the new millennium and technology has become a prime element of almost all English language teaching (ELT) conferences and journals around the world. Yet, when we look for real improvements in student performance and effective use of technology by teachers, I think that the results are pretty disappointing.

I have spent the past 10 years doing technology-focused training work, materials writing and conference presentations and it still saddens me to see how much resistance and cynicism exists among teachers to the introduction of technology. But is it their fault? I don't think so. Even as an enthusiastic and experienced trainer, I can see that once technology gets into schools, things start to go wrong. Without doubt the biggest problem is the training that teachers receive, or the lack of it. The focus of much training is still on hardware and "office" applications or ELT specific software. Training for equipment such as Interactive White Boards often comes after the equipment has been introduced into the classroom and although there is some useful software for language learning, it is often simply a digitized version of standard course book content dominated by gap-fill and matching activities.

Available on: <<http://www.guardian.co.uk/education/2012/may/15/technology-fails-elt>>. Access: 27 Feb. 2013.

Select the **CORRECT** alternative based on the text.

- A) The author believes technology used for gap-filling activities from the course book is not as effective and useful as technology should be.**
- B) The author believes teachers must receive more training on how to use white boards.
- C) The author is against Interactive White Boards.
- D) English language teaching (ELT) conferences and journals around the world should give more emphasis to technology.
- E) The author believes when schools receive technology they become more successful.

19. UK under threat as English teaching goes global

An increase in non-native speakers teaching English around the world has contributed to a decline in foreign students seeking to learn the language in the UK.

It used to be where the world would flock to learn English as it is spoken. But the importance of England and indeed, the UK, as the global teacher of its language might be diminishing. For in today's brave, new – and complex – world of the internet, commercial competition, pandemics, terrorism threats and currency fluctuations, the UK is starting to lose out when it comes to propagating its mother tongue.

Instead, students are looking towards Australia, New Zealand and even Malta for mastering the language. New research from JWT Education, the advertising and communications agency, for the British Council, has found that, while the UK remains by far the favored destination for students learning English, its position as the main provider of courses is being threatened.

This is despite predictions that the use of English worldwide would continue to grow in the coming years for business, education and leisure purposes. It is estimated that at least 100 million people want to learn English at some level.

Available on:

<<http://www.guardian.co.uk/news/2006/dec/05/guardianextra3.guadianspecial610>>. Access: 02 March 2013.

According to the text it is **TRUE** to say that

- A) the search for learning English around the world has decreased.
- B) the number of English language teachers has lowered due to the decrease in interest in the UK.
- C) internet, commercial competition, pandemics, terrorism threats and currency fluctuations are elements of the past and do not affect language learning.
- D) the UK has lost its position of the favored destination for students learning English.
- E) although the number of people who want to learn English continues to grow, they are not seeking to study in the UK as much as they did in the past.

20. “Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.” (Albert Einstein)

Available on: <<http://morelearning4morestudents.files.wordpress.com/2012/11/einstein-exam-cartoon.jpg>>. Access: 01 March 2013.

According to the cartoon and the quotation, it is possible to affirm that

- A) in the classroom all students are the same and should be treated as such. Individualities should be set aside in order to achieve success.
- B) students who do not show the same pattern of knowledge and behavior as most of their classmates are not intelligent enough. There is no intelligence in the difference.
- C) Albert Einstein believes all students should be the same, learn the same and show the same results.
- D) it is not important to consider the differences in the learners. The classroom environment should not take this into consideration.
- E) students should be considered as individuals, with different skills and intelligences and therefore should be respected as such.

