

**SELEÇÃO PÚBLICA PARA FORMAÇÃO DE CADASTRO DE RESERVA DE  
PROFESSOR SUBSTITUTO PARA A SECRETARIA MUNICIPAL DE  
EDUCAÇÃO  
EDITAL 28/2012  
PROFESSOR DE INGLÊS**

LOCAL DE PROVA
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RG	INSCRIÇÃO

**PROVA OBJETIVA DE MÚLTIPLA  
ESCOLHA**  
DATA: 24 de junho de 2012  
DURAÇÃO: 03 HORAS  
INÍCIO: 14h TÉRMINO: 17h

ASSINATURA DO CANDIDATO

**LEIA COM ATENÇÃO E SIGA RIGOROSAMENTE ESTAS INSTRUÇÕES**

1. Examine se a prova está completa, se há falhas ou imperfeições gráficas que causem dúvidas. Qualquer reclamação somente será aceita até os 30 minutos iniciais.
2. A prova consistirá de 40 questões com quatro alternativas (**A, B, C e D**), das quais apenas uma é verdadeira. Leia atentamente cada questão e escolha a alternativa, marcando-a no cartão-resposta, cobrindo levemente todo o espaço correspondente à letra a ser assinalada. **Utilize somente caneta de tinta azul ou preta.**  
Ex.: 

A	<b>B</b>	C	D
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3. A leitora de marcas **não registrará** as respostas em que houver **falta de nitidez, uso de corretivo, marcação a lápis e/ou marcação de mais de uma letra.**
4. O cartão-resposta não pode ser dobrado, amassado, rasurado ou manchado. Exceto sua assinatura, nada deve ser escrito ou registrado fora dos espaços destinados às respostas.
5. Verifique se o seu nome e o número de inscrição estão corretos no cartão-resposta. Se houver erro, comunique-o ao fiscal. Não se esqueça de assiná-lo.
6. Durante a prova, é vetado o intercâmbio e o empréstimo de material de qualquer natureza entre os candidatos. A fraude ou tentativa de fraude, a indisciplina e o desrespeito às autoridades encarregadas dos trabalhos são faltas que desclassificarão o candidato.
7. Não poderão ser utilizados, durante a prova, recursos como régua de cálculo, dicionário, máquina de calcular, aparelho celular e outros similares, bem como qualquer outro material de consulta.
8. Ao terminar, entregue ao fiscal a prova e o **cartão-resposta** assinado, que é o único documento válido para a correção.

<p><b>PROVA OBJETIVA:</b> Este caderno de prova contém 40 (quarenta) questões, numeradas de 01 a 40, todas com 04 (quatro) alternativas. Verifique se o caderno está incompleto ou se há imperfeições. Nesses casos, informe, imediatamente, ao fiscal.</p>	<p><b>Marque seu cartão-resposta, pintando completamente o quadrinho correspondente à sua resposta, conforme o modelo:</b></p> <div style="text-align: center;"> <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 2px 10px;">A</td> <td style="padding: 2px 10px; background-color: black; color: white;">B</td> <td style="padding: 2px 10px;">C</td> <td style="padding: 2px 10px;">D</td> </tr> </table> </div>	A	B	C	D
A	B	C	D		

01. Number the second column according to the first and then mark the correct alternative:

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. The Grammar Translation Method</li> <li>2. Direct Method</li> <li>3. Reading Method</li> </ol> | <p>( ) It is characterized by teaching the target language in the mother tongue.</p> <p>( ) The target language must be taught using the target language, not the mother tongue.</p> <p>( ) Lists of words must be memorized.</p> <p>( ) The teacher does not need to know the students' mother tongues.</p> <p>( ) There is little attention to pronunciation.</p> |
|--|---|

- a) 1, 2, 3, 2, 3.
- b) 1, 3, 2, 2, 3.
- c) 1, 2, 3, 3, 2.
- d) 1, 3, 1, 2, 3.

02. The evaluation process should consider the following aspects, except:

- a) It must increase and improve the knowledge of the students.
- b) It must simply judge how much knowledge the students have about certain subjects.
- c) It must cover what was taught in classroom, and not contents that the students have not studied yet.
- d) It should not show the students only their mistakes and what they do not know.

03. The communicative approach is characterized by the following aspects, except:

- a) The target language is taught by contextualizing it according to varied communicative situations.
- b) The students participate actively in the learning process.
- c) The teacher assumes the position of being an advisor and a mediator of the learning process.
- d) The learning process is centered on the teacher.

04. The audiolingual method is characterized by:

- a) Encouraging students to commit mistakes.
- b) Learning the four abilities (reading, writing, speaking and listening) simultaneously.
- c) Learning the language through repetition, because it is considered as a set of habits.
- d) Reading texts and writing tasks.

05. A significant learning of the English language should consider, except:

- a) A transdisciplinary approach, in order to associate the new knowledge with what the students already know and with different areas that can be complementary.
- b) Motivational aspects that keep the students interested in the process of learning a new language.
- c) The learning styles of the students who have more prominence in the classroom.
- d) Learning as a process of knowledge construction by interaction among teachers, students and society.

06. Choose the most suitable alternative:

- a) The English language became spread worldwide because of its simplified grammar.
- b) In emergent countries like Brazil, learning English is not directly related to having a better social status.
- c) The English language became a lingua franca mainly because of the power of the United States over other countries in the world.
- d) In emergent countries like Brazil, learning English is not related to commerce because it has been taught according to a high quality pattern in public schools.

07. All the alternatives below show advantages in learning English, except:

- a) The students can develop a better perception about themselves as human beings and citizens.
- b) The students can learn more about other cultures and can be prepared to communicate with people from different parts of the world.
- c) The students can get more engaged in discursive activities and develop their communicative competence.
- d) The students tend to get isolated because learning English creates a social barrier between those who have the opportunity to learn it and those who do not.

08. An effective teaching of grammar should consider the following aspects:

- a) Texts and exercises that are contextualized and related to the reality of the students.
- b) Sentences and examples that are exclusively created for a particular explanation about any area of the language.
- c) The continued memorization of rules and names of each part of the sentences and clauses.
- d) The exhaustive doing of exercises in order to learn how to write and speak well.

09. All the statements below can be considered myths in learning and teaching a foreign language, except:

- a) The best way to learn a foreign language is when it happens without noticing it.
- b) It is necessary to know the foreign language as their native speakers.
- c) It is impossible to offer a high quality education in foreign languages in Brazilian public schools.
- d) There is no perfect method. All of them have advantages and disadvantages.

You are going to read a text to answer questions **10 to 16**.

### **Specialist language teachers 'urgently required'**

*England's teacher training agency is urgently recruiting modern foreign language teachers to cope with a surge demand for the subject at GCSE.*

By Hannah Richardson  
13 March 2012 Last updated at 12:52 GMT  
<http://www.bbc.co.uk/>

- 1           The number of pupils set to sit language GCSEs next year has increased by 22% to
- 2 52%, it said.
- 3           The rise is thought to be tied to the English Baccalaureate, which requires GCSEs in
- 4 language among other subjects.
- 5           The Training and Development Agency has a target to train up 1,575 language teachers
- 6 this year.
- 7           The number of modern foreign language teachers has declined in recent years largely
- 8 because of the fall in the number of pupils studying language GCSEs and A-levels.

9 This in turn has led to fewer students studying languages at university.

### 10 **'Highflying teachers'**

11 But the TDA says it has already received nearly 3,000 enquiries into teaching French,  
12 Spanish and German, which is close to last year's overall figure. And by February 845 had  
13 already formally applied.

14 **However**, it added: "**Despite** what looks to be a bumper year for enquiries into teaching  
15 languages, the growing interest amongst pupils means even more quality teachers are urgently  
16 needed."

17 "The new English Baccalaureate is having an immediate impact - hugely increasing the  
18 proportion of pupils taking the core academic subjects."

19 A new bursary of up to £20,000 is available for high-grade language graduates wanting  
20 to enter teacher training. This was designed to help meet the extra teaching needs created by  
21 the English Bacc.

22 TDA chief executive Stephen Hillier said the UK had lagged behind the rest of Europe in  
23 modern foreign languages for too long.

24 "With a renewed focus on engaging young people in languages from the government,  
25 we need the mind of highflying teachers who are going to help those pupils excel."  
26

### 27 **Targets**

28 But despite the huge rise in the number of pupils expected to sit GCSEs this year and  
29 next, the government's set target is only 85 more than last year.

30 Russell Hobby, general secretary of the National Association of Head Teachers, said 85  
31 extra teachers was not going to go a long way.

32 "People really struggle with recruiting language teachers, **so** it is a concern - particularly  
33 after a long period of time when modern foreign languages were in decline," said Mr Hobby.

34 "It can take years to re-staff your language faculty.

35 "It's one of those subject areas where you definitely need a qualification - it's one  
36 subject that you cannot fake."

37 The TDA said a target was the product of complex modelling which took into account a  
38 range of factors, including projected leaver numbers and people being re-deployed from other  
39 areas.

40 "There are believed to be a number of current teachers who are not teaching modern  
41 foreign languages but who are qualified to do so. This will have been taken into account in the  
42 new teacher requirements."

43 Professor John Howson, education data expert, said there were a lot of unemployed  
44 teachers on the market for work who had failed to get jobs in the recent past.

45 But it is not clear how many of these are likely to be language specialists.

46 However he said he would expect to see targets raised for language and other English  
47 Bacc subjects in the next few years.  
48

### **Glossary:**

Baccalaureate: Bachelor's degree

GCSE: General Certificate of Secondary Education

TDA: Training and Development Agency

10. Which text genre is this?
- Essay.
  - News.
  - Thesis.
  - Editorial.
11. The strategy *skimming* is related to:
- The main idea of the text, which in this case is the increase of students who decided to learn modern languages and a consequent need of having qualified teachers to prepare them.
  - The main idea of each paragraph, leading the reader to find the specific information he or she is looking for, like the number of applications for the certificate of secondary education, according to the text.
  - The previous knowledge the reader has about the subject, which is essential in the process of reading.
  - The attempts of guessing unknown words using the context.
12. The strategy *scanning* is related to:
- A quick reading in search of the main idea of the text, that in this case is related to the training of modern language teachers.
  - A quick reading in search of specific information in the text, as the amount of money for high-grade language graduates who want to enter teaching training, according to the text.
  - A quick reading that aims at the identification of referents in some sentences.
  - A quick reading in search of details and secondary information in the text.
13. Mark the alternative in which there are three nominal groups:
- Number of pupils, young people, language among other subjects.
  - Immediate impact, recent years, interest among pupils.
  - Period of time, enquiries into teaching, language teachers.
  - Language specialists, high-grade language graduates, unemployed teachers.
14. The discourse markers *however* (line 15), *despite* (line 15) and *so* (line 33) express:
- Contrast, contrast and conclusion.
  - Contrast, concession and consequence.
  - Contrast, concession and conclusion.
  - Contrast, concession and condition.
15. The pronouns *it* (line 2), *which* (line 3) and *which* (line 13) refer respectively to:
- GCSEs, English Baccalaureate, number of enquiries received.
  - England's teacher training agency, English Baccalaureate, number of enquiries received.
  - England's teacher training agency, GCSEs, German.
  - England's teacher training agency, English Baccalaureate, TDA.
16. Mark the alternative in which all the words contain prefixes and suffixes:
- Impact, training, development.
  - Unemployed, targets, increased.
  - Largely, renewed, government.
  - Urgently, re-deployed, immediate.
17. The present progressive can be used in all the situations below, except:
- When the actions happen at the time of the speech.
  - When the actions happen for a long period of time.
  - When several actions happen at the same time.
  - When actions refer to arrangements for the near future.
18. Mark the correct alternative:
- He says he is watching TV.
  - She is loving that movie.
  - I work at this restaurant this week.
  - They are thinking they are not good students.

19. "In my opinion, John \_\_\_\_\_ a very interesting book, but he \_\_\_\_\_ it". Mark the alternative that best completes this sentence:
- is reading – likes.
  - is reading – is not liking.
  - is reading – does not like.
  - reads – is not liking.
20. The present perfect can be used in all the situations below, except:
- When the actions start in the past and continue in the present.
  - When the actions happen at an unknown time in the past.
  - When the actions happen at a recent time.
  - When the time the actions happen is mentioned in sentences.
21. "I \_\_\_\_\_ my purse on the table earlier. It \_\_\_\_\_ not there! Gosh! I \_\_\_\_\_ someone \_\_\_\_\_ it." Mark the alternative that best completes this sentence:
- had left – is – think – has stolen.
  - left – is – think – stole.
  - have left – is – think – has stolen.
  - left – is – think – has stolen.
22. "Peter \_\_\_\_\_ in Toronto in 1993 and \_\_\_\_\_ there for three years. But since 1997, he \_\_\_\_\_ in New York." Mark the alternative that best completes this sentence:
- worked – stayed – has worked.
  - worked – has stayed – has worked.
  - has worked – has stayed – has worked.
  - has worked – has stayed – worked.
23. Mark the incorrect option:
- Mary was cooking while Jane was sleeping.
  - Were the boys studying when I have arrived?
  - Sam called Taylor while she was having classes.
  - Tom wasn't playing cards when his girlfriend came to his house.
24. The past progressive can be used in all the following situations, except:
- To emphasize the progress of an action in the past.
  - To contrast two short actions that happened at the same time in the past.
  - To contrast two long actions that happened at the same time in the past.
  - To contrast one long and one short action that happened at the same time in the past.
25. "My brother \_\_\_\_\_ before I \_\_\_\_\_ with him to have a bit of fun. We \_\_\_\_\_ too tired and \_\_\_\_\_ this little rest." Mark the alternative that best completes this sentence:
- had finished his homework – went out – were – deserved.
  - has finished his homework – went out – were – deserved.
  - finished his homework – went out – were – deserved.
  - had finished his homework – went out – were – have deserved.
26. "Janet \_\_\_\_\_ to the USA. But she \_\_\_\_\_ to Europe before she \_\_\_\_\_ her trip to go there". Mark the alternative that best completes this sentence:
- has never been – has been – planned.
  - has never been – had been – planned.
  - had never been – had been – planned.
  - had never been – had been – has planned.
27. Choose the incorrect alternative:
- The train leaves at 7 o'clock.
  - We think he will study Medicine. He loves taking care of people.
  - We are going to Japan next year.
  - The weather is bad. I think it will rain.

28. Choose the correct alternative:

- a) He's going to help you with your bags.
- b) They're going to meet their teacher tonight.
- c) Don't worry. I'm going to marry you.
- d) Mom is going to prepare some sandwiches for us. We're hungry.

29. Read the sentences below and choose the correct alternative:

- I. We think he will be the next president.
- II. You're late! You're going to miss the bus!
- III. Will you give me my birthday present?

- a) I is correct.
- b) I and II are correct.
- c) II and III are correct.
- d) I, II and III are correct.

30. Modal verbs in English have the following characteristics, except:

- a) They do not present a different form in the third person singular.
- b) They normally do not accept auxiliaries.
- c) They behave regularly.
- d) A lot of these verbs cannot be used in the past or in the future.

31. "I <sup>1</sup>can't go out today because I have a lot of exercises to do. One of them I <sup>2</sup>can't finish, because I <sup>3</sup>can't speak English very well... and my brother, who <sup>4</sup>can, <sup>5</sup>can't help me now. What about you? <sup>6</sup>Can you help me?"

The modal verb *can* in the sentences above expresses the respective ideas:

- a) <sup>1</sup>. permission; <sup>2</sup>. ability; <sup>3</sup>. ability; <sup>4</sup>. ability; <sup>5</sup>. opportunity; <sup>6</sup>. request.
- b) <sup>1</sup>. permission; <sup>2</sup>. ability; <sup>3</sup>. ability; <sup>4</sup>. opportunity; <sup>5</sup>. ability; <sup>6</sup>. request.
- c) <sup>1</sup>. ability; <sup>2</sup>. permission; <sup>3</sup>. ability; <sup>4</sup>. ability; <sup>5</sup>. opportunity; <sup>6</sup>. request.
- d) <sup>1</sup>. permission; <sup>2</sup>. ability; <sup>3</sup>. ability; <sup>4</sup>. ability; <sup>5</sup>. permission; <sup>6</sup>. request.

32. "– <sup>1</sup>Shall we start the presentation now?

– Yes, of course. But don't forget! You <sup>2</sup>ought not exceed the stipulated time!

– OK. So, <sup>3</sup>may you turn off the lights? The projector is on."

The modal verbs in the dialogue above express the respective ideas:

- a) <sup>1</sup>. recommendation; <sup>2</sup>. suggestion; <sup>3</sup>. polite request.
- b) <sup>1</sup>. suggestion; <sup>2</sup>. suggestion; <sup>3</sup>. polite request.
- c) <sup>1</sup>. suggestion; <sup>2</sup>. recommendation; <sup>3</sup>. polite request.
- d) <sup>1</sup>. recommendation; <sup>2</sup>. recommendation; <sup>3</sup>. polite request.

33. All the information below about phrasal verbs is true, except:

- a) They are expressions that combine a verb and a preposition or a verb and an adverb.
- b) They are less important than the other verbs because they are not widely used.
- c) They are common both in written and in spoken languages.
- d) They can sound more natural in speech than the "regular" verbs.

34. All the sentences below contain phrasal verbs, except:

- a) The task was very difficult and we gave up doing it.
- b) The girl asked the boy out to dinner and he picked her up at home.
- c) When he yells at me, he brings me down.
- d) He was looking at you when you gave him a smile.

35. Mark the correct alternative:

- a) The sentence "If you study hard, you won't fail your exam" is in the first conditional and expresses a real possibility in the future.
- b) The sentence "If you study hard, you won't fail your exam" is in the second conditional and expresses a real possibility in the future.
- c) The sentence "If you study hard, you won't fail your exam" is in the second conditional and expresses an unreal possibility in the future.

- d) The sentence "If you study hard, you won't fail your exam" is in the first conditional and expresses an unreal possibility in the future.

36. Read the sentences below and choose the correct alternative:

- I. If he said he was sorry, she would forgive him.
  - II. If they eat well, they will never get fat.
  - III. If she came on time to class, she would not have missed the explanation.
- a) The first and the second sentences are in the second conditional, and the third sentence is in the first conditional.
  - b) The first and the third sentences are in the second conditional, and the second sentence is in the first conditional.
  - c) The first and the second sentences are in the first conditional, and the third sentence is in the second conditional.
  - d) All the sentences are in the second conditional.

37. Choose the most suitable question for the following answer: "No, she came here 3 days ago.":

- a) When did she come?
- b) When was her appointment?
- c) Did she come here yesterday?
- d) Was she there this week?

38. Choose the most suitable answer for the following question: "Whose computer is that powerful one?":

- a) It is a MAC PC.
- b) It is a very modern machine.
- c) It is him.
- d) It is theirs.

39. Choose the correct alternative about punctuation:

- a) The recipe needs eggs, sugar and margarine.
- b) This is what he saw, her blue eyes.
- c) When the sun went down all the birds stopped singing.
- d) The box contained: grapes, apples, honey.

40. When writing a formal letter in English, all the rules below must be obeyed, except:

- a) The recipient's address appears on the left, below the sender's address.
- b) The sender's address appears on the top and on the right corner of the letter.
- c) No abbreviations can be used in formal letters.
- d) "Dear Sir or Madam" can be the greeting used when the name of the recipient is unknown.