

Prova de Conhecimentos Específicos

Língua Inglesa

Tipo 1 – Branca

Informações Gerais

1. Você receberá do fiscal de sala:
 - a) uma folha de respostas destinada à marcação das respostas das questões objetivas;
 - b) esse caderno de prova contendo **30 (trinta)** questões objetivas, cada qual com cinco alternativas de respostas (A, B, C, D e E).
2. Verifique se o caderno está completo, sem repetição de questões ou falhas. Caso contrário, notifique imediatamente o fiscal de sala para que sejam tomadas as devidas providências.
3. As questões objetivas são identificadas pelo número situado acima do seu enunciado.
4. Ao receber a folha de respostas, você deve:
 - a) conferir seus dados pessoais, em especial seu nome, número de inscrição e o número do documento de identidade;
 - b) ler atentamente as instruções para o preenchimento da folha de respostas;
 - c) marcar na folha de respostas o campo relativo à confirmação do tipo/cor de prova, conforme o caderno que você recebeu;
 - d) assinar seu nome, apenas nos espaços reservados, com caneta esferográfica de tinta azul ou preta.
5. Durante a aplicação da prova não será permitido:
 - a) qualquer tipo de comunicação entre os candidatos;
 - b) levantar da cadeira sem a devida autorização do fiscal de sala;
 - c) portar aparelhos eletrônicos, tais como *bipe*, telefone celular, agenda eletrônica, *notebook*, *palmtop*, receptor, gravador, máquina de calcular, máquina fotográfica digital, controle de alarme de carro etc., bem como relógio de qualquer modelo, óculos escuros ou quaisquer acessórios de chaparia, tais como chapéu, boné, gorro etc. e, ainda, lápis, lapisseira (grafite), corretor líquido e/ou borracha. **Tal infração poderá acarretar a eliminação sumária do candidato.**
6. O preenchimento da folha de respostas, de inteira responsabilidade do candidato, deverá ser feito com caneta esferográfica de tinta indelével de cor preta ou azul. Não será permitida a troca da folha de respostas por erro do candidato.
7. O tempo disponível para a realização da prova é de **duas horas**, já incluído o tempo para a marcação da folha de respostas.
8. Reserve tempo suficiente para o preenchimento de suas respostas. Para fins de avaliação, serão levadas em consideração apenas as marcações realizadas na folha de respostas, não sendo permitido anotar informações relativas às suas respostas em qualquer outro meio que não seja o próprio caderno de prova.
9. Os candidatos inscritos para uma disciplina terão **duas horas** para realização da prova e somente poderão se retirar da sala após **60 (sessenta) minutos** de aplicação, contudo **sem levar o caderno de prova**.
 - 9.1. O candidato poderá levar o caderno de prova somente nos últimos **30 (trinta) minutos** que antecedem o término da aplicação.
10. Os candidatos inscritos para duas disciplinas terão **4 (quatro) horas** para realização da prova e somente poderão se retirar da sala após **90 (noventa) minutos** de aplicação, contudo **sem levar o caderno de prova**.
 - 10.1. O candidato poderá levar o caderno de prova somente nos últimos **60 (sessenta) minutos** que antecedem o término da aplicação.
11. Ao terminar a prova, entregue a folha de respostas ao fiscal da sala e deixe o local de prova. **Caso você se negue a entregar, será eliminado do concurso.**
12. A FGV realizará a coleta da impressão digital dos candidatos na folha de respostas.
13. Os candidatos poderão ser submetidos a sistema de detecção de metais quando do ingresso e da saída de sanitários durante a realização da prova. Ao sair da sala, ao término da prova, o candidato não poderá usar o sanitário.
14. Os gabaritos preliminares das provas objetivas serão divulgados no dia **18/11/2013**, no endereço eletrônico www.fgv.br/fgvprojetos/concursos/pebsp.
15. O prazo para interposição de recursos contra os gabaritos preliminares será das 0h00min do dia **19/11/2013** até as 23h59min do dia **20/11/2013**, observado o horário oficial, no endereço www.fgv.br/fgvprojetos/concursos/pebsp, por meio do Sistema Eletrônico de Interposição de Recurso

Língua Inglesa

Read Text I and answer questions 01 to 10:

Text I

English Study

English increasingly belongs to non-native speakers

Not surprisingly, English teaching theory has evolved rapidly in the last two decades according to the changing student population. Linguists and English teaching professionals more and more view successful communication 5 as the end goal of English language instruction rather than an inflexible standard of correctness or native-like pronunciation. In a world in which more than three-fourths of all English speakers are non-native, ownership of the English language has clearly shifted from the historic centers in the United 10 Kingdom and the United States. Most communication in English today is between non-native speakers, who usually accept non-standard grammar and pronunciation as long as communication remains clear. Anecdotally, many non-native English speakers report easier communication in English with 15 other non-native speakers than with native speakers. Native speakers tend to be less tolerant of perceived errors, differences in pronunciation, and non-standard grammar. They are also less skilled in achieving successful communication because of these obstacles.

20 English learning is focusing on communication and application

Accordingly, studies suggest that English teaching in all its forms needs to shift towards teaching successful communication strategies, and student performance should 25 be measured along those same lines. It will take years before this shift can propagate into classrooms and test centers around the world, but students with this type of communication-based training will be far better suited to tomorrow's workplace than those memorizing grammar rules. 30 Even native English speakers working in multilingual environments benefit from training in careful listening and rephrasing tactics to achieve smoother communication with non-native speakers.

35 Myths and truths about age and English language acquisition

Despite the increasingly young age at which students around the world are beginning their English studies, there is no scientific proof of a critical period for learning a second language. That is to say that there is no cutoff point after 40 which language-learning becomes nearly impossible. Language learning abilities decline slowly and steadily with age after a peak in late childhood, although many adults are still extremely effective language students. Starting younger obviously allows for more total years of language education. 45 However, studies show that older children (8–12) are generally faster at learning English and maintain their

advantage even after several years of study. For younger children, development of sound and pattern recognition, linguistic curiosity and playfulness, and meta-linguistic awareness are all presented as advantages of early exposure to foreign languages. [...]

Regardless of starting age, general consensus in the academic community is that even in full-immersion settings children need four to seven years to be as competent in 55 academic English as their native speaking peers, and three to five years to be as fluent orally. In the partial-immersion environment in which most students learn English, a far longer time frame is required. More general recognition that complete proficiency in a language is a long-term goal would 60 help students to set realistic milestones for themselves and commit to their study programs accordingly.

(Adapted from http://www.ef.se/_/~/media/efcom/epi/pdf/EF-EPI-2011)

01

The main idea of Text I is the

- (A) importance of memorizing rules of grammar and syntax.
- (B) proficiency and competence required of a language teacher.
- (C) influence of non-native English speakers on language teaching.
- (D) difficulty non-native children have to learn a foreign language.
- (E) responsibility assigned to native speakers to keep language identity.

02

In the first paragraph, the author makes clear to the reader that

- (A) students should practice pronunciation and grammar repeatedly.
- (B) the rhythm and stress of the language must be produced correctly.
- (C) it is very hard to distinguish between a native and a non-native speaker.
- (D) communication should be the main goal when teaching a foreign language.
- (E) most non-native speakers are more fluent and competent than native speakers.

03

In relation to learning a second language as the text presents it, mark the statements below as true T or false F.

- () Teenagers learn slowly because they have many other interests.
- () There is no evidence of a best moment for starting to learn a second language.
- () Adults learn faster than children because they have more focus and life experience.

The statements are, respectively,

- (A) F, T and F.
- (B) T, F and T.
- (C) F, F and T.
- (D) T, T and F.
- (E) F, T and T.

04

Observe the sentence “*in the last two decades according to the changing student population*” (lines 2 and 3).

Here the word “*changing*” is a(n)

- (A) conjunction.
- (B) adjective.
- (C) adverb.
- (D) noun.
- (E) verb.

05

The following statements reflect some interesting observations the author makes:

- I. Non-native English speakers tend to find interaction with other non-natives less difficult than carrying out conversational exchanges with natives.
- II. Native English speakers have a lot to gain if they practice ways in which they may communicate more easily with non-native speakers.
- III. Native speakers of English are always ready to put up with mistakes in grammar and pronunciation that non-natives may make.

Choose the correct answer:

- (A) Only I is correct.
- (B) Only II is correct.
- (C) Only III is correct.
- (D) Both I and II are correct.
- (E) Both II and III are correct.

06

The verb in the fragment “*maintain their advantage*” (lines 46 and 47) can be replaced without any change in meaning by:

- (A) keep up.
- (B) keep off.
- (C) keep back.
- (D) keep under.
- (E) keep down.

07

The underlined word in “*far better suited to tomorrow's workplace than those memorizing grammar rules*” (lines 28-29) refers to:

- (A) rules.
- (B) years.
- (C) centers.
- (D) speakers.
- (E) students.

08

rather than in “*rather than an inflexible standard of correctness or native-like pronunciation*” (lines 5 and 6) can be replaced by:

- (A) but for.
- (B) except for.
- (C) instead of.
- (D) apart from.
- (E) in addition to.

09

According to the text, “*For younger children, development of sound and pattern recognition, linguistic curiosity and playfulness ... are all presented as advantages of early exposure to foreign languages*” (lines 47-51). Indicate the alternative which best describes the method which is in line with this statement (based on Jalil and Procailo, 2009, in http://www.pucpr.br/eventos/educere/educere2009/anais/pdf/2044_2145.pdf):

- (A) Games and speech performances are used so that students learn not only what to say but how to do it.
- (B) Reading is privileged but it goes hand in hand with the acquisition of vocabulary and speech.
- (C) The rules are explained to the students, who then master them through grammar exercises.
- (D) The study concentrates on translating literary texts to allow full reading of texts in English.
- (E) Language skills are acquired by means of a mechanical process of response and stimulus.

10

The verb in “*English language has clearly shifted from the historic centers*” (lines 8 and 9) can be replaced, without change in meaning, by

- (A) has moved.
- (B) has gained.
- (C) has profited.
- (D) has borrowed.
- (E) has recovered.

Read Text II and answer questions 11 to 15:**Text II**

This is the first of a series of articles in which the author discusses the reasons why there is a need to rethink the teaching of culture in ELT.

What do we mean by 'culture'?

- 5 Many teachers quote the Dutch psychologist Geert Hofstede's maxim 'Software of the Mind', the subtitle of his 2005 book 'Cultures and Organisations'. What culture covers are the commonly held traditions, values and ways of behaving of a particular community. It includes what we used 10 to call 'British and American life and institutions', 'daily life' and also cultural artefacts, such as the arts or sports. This is all interesting and sometimes useful knowledge and it is often included in textbooks.

- However, there is also another level of understanding, of 15 culture. This is how you develop cultural sensitivity and cultural skill. This covers how you build cultural awareness, what qualities you need to deal successfully with other cultures, and how to operate successfully with people from other cultures [...]

20 Culture – the fifth language skill

Why should we consider the teaching of a cultural skills set as part of language teaching and why should we consider it a fifth language skill, in addition to listening, speaking, reading and writing? I think there are two reasons. One is the

25 international role of the English language and the other is globalisation.

Many now argue that the role of the English language in the curriculum is a life skill and should be taught as a core curriculum subject like maths, and the mother tongue. The 30 reason for this is globalisation and the fact that to operate internationally people will need to be able to use a lingua franca. For the next twenty to thirty years at least, that language is likely to be English. That means that English will be a core communicative skill and will need to be taught early in 35 the school curriculum. Many countries now introduce English at eight years old and many parents introduce their children to English at an even younger age, using 'early advantage' programmes.

The second argument is globalisation itself. You could say, 40 'We are all internationalists now'. We are or will be dealing with foreigners in our community, going abroad more, dealing at a distance with foreigners through outsourcing or email, phone and video-conferencing. And this isn't just for adults. Kids are interchanging experience and information through 45 travel, keypal schemes and networks like Facebook. This is the time to develop the intercultural skills that will serve them in adult life.

Up until recently, I assumed that if you learned the language, you learned the culture but actually it isn't true. You 50 can learn a lot of cultural features but it doesn't teach you sensitivity and awareness or even how to behave in certain situations. What the fifth language skill teaches you is the mindset and techniques to adapt your use of English to learn about, understand and appreciate the values, ways of doing 55 things and unique qualities of other cultures. It involves understanding how to use language to accept difference, to be flexible and tolerant of ways of doing things which might be different from yours. It is an attitudinal change that is expressed through the use of language.

60 Conclusion

These are some of the big picture issues I would be delighted to exchange ideas on with you. In the next article we can look in more detail at some of the 'nitty gritty' operational issues that teachers and materials developers 65 have to deal with in their daily lives.

I look forward to meeting you on the Net.

(adapted from <http://www.teachingenglish.org.uk/articles/culture-fifth-language-skill> - Submitted by Barry Tomalin on 29 September, 2008)

11

According to the author, culture is now called the fifth language skill by a number of researchers because, among other reasons, it

- (A) deals exclusively with one's own traditions and values.
- (B) values a curriculum based mostly on ancient traditions.
- (C) is more easily adaptable to a computerized society.
- (D) overemphasizes the importance of arts and sports.
- (E) helps one understand the existence of differences.

12

When the writer states that the lingua franca for the next twenty or thirty years is "*likely to be English*" (line 33), he evaluates this situation as

- (A) quite probable.
- (B) terribly dubious.
- (C) hardly suspected.
- (D) seldom approved.
- (E) absolutely certain.

13

The text predicts that "*English will be a core communicative skill*" (lines 33 and 34). To this purpose, some activities have already been proposed (see Almeida Filho and Barbirato, 2000). All the statements below mention activities where this goal can be achieved, except

- (A) Students perform tasks such as reading maps or following a set of instructions.
- (B) Practicing a verb form in decontextualized sentences must be privileged.
- (C) An authentic setting in which the student is asked to open the window.
- (D) Reporting conversations, puzzles, and problem-solving can be useful.
- (E) Any activity which involves the students in an actual situation.

14

Consider the fragment "*some of the 'nitty gritty' operational issues*" (lines 63 and 64) and analyse the assertions below.

- I. This fragment indicates a formal way of discussing everyday practice.
- II. By using this expression the author is trying to be informal and friendly.
- III. This is an informal tone to discuss the basic facts of the matter.

Choose the correct answer.

- (A) Only I is correct.
- (B) Only III is correct.
- (C) Both I and II are correct.
- (D) Both II and III are correct.
- (E) All three assertions are correct.

15

- The expression “I look forward to meeting you on the Net” (line 66) implies
- asking for advice.
 - offering some help.
 - feeling some concern.
 - showing little contempt.
 - anticipating with pleasure.

Read Text III and answer questions 16 to 30:

Text III

Reflecting on ‘Reflective practice’

Linda Finlay, PhD, BA(Hons), DipCOT

The Practice-Based Professional Learning Centre / The Open University
A discussion paper prepared for PBPL CETL / January 2008

“Maybe reflective practices offer us a way of trying to make sense of the uncertainty in our workplaces and the courage to work competently and ethically at the edge of order and chaos...” (Ghaye, 2000, p.7)

- 5 Reflective practice has burgeoned over the last few decades throughout various fields of professional practice and education. In some professions it has become one of the defining features of competence, even if on occasion it has been adopted - mistakenly and unreflectively - to rationalise
- 10 existing practice. The allure of the ‘reflection bandwagon’ lies in the fact that it ‘rings true’ (Loughran, 2000). Within different disciplines and intellectual traditions, however, what is understood by ‘reflective practice’ varies considerably (Fook et al, 2006). Multiple and contradictory understandings of
- 15 reflective practice can even be found within the same discipline. Despite this, some consensus has been achieved amid the profusion of definitions. In general, reflective practice is understood as the process of learning through and from experience towards gaining new insights of self and/or
- 20 practice (Boud et al 1985; Boyd and Fales, 1983; Mezirow, 1981, Jarvis, 1992). This often involves examining assumptions of everyday practice. It also tends to involve the individual practitioner in being self-aware and critically evaluating their own responses to practice situations.
- 25 The point is to recapture practice experiences and mull them over critically in order to gain new understandings and so improve future practice. This is understood as part of the process of life-long learning. Beyond these broad areas of agreement, however, contention and difficulty reign. There is
- 30 debate about the extent to which practitioners should focus on themselves as individuals rather than the larger social context. There are questions about how, when, where and why reflection should take place. For busy professionals short on time, reflective practice is all too easily applied in bland,
- 35 mechanical, unthinking ways.

Would-be practitioners may also find it testing to stand back from painful experiences and seek to be analytical about them. In this tangle of understandings, misunderstandings

- and difficulties, exactly how to apply and teach reflective practice effectively has become something of a conundrum.

(from <http://www.open.ac.uk/cetl-workspace/cetlcontent/documents/4bf2b48887459.pdf>)

16

The main objective of this paper is to present

- theoretical considerations.
- materials for classroom use.
- useful examples for students.
- empirical results from research.
- reasons for undertaking the practice.

17

According to Text III, it is assumed that reflective practice demands some decisions which include

- a teacher-centered approach to teaching.
- too much experience and competence.
- exclusive focus on the social context.
- an assessment of current practices.
- the design of new methodologies.

18

In relation to reflective practice as presented in the text, mark the statements below as true T or false F:

- () It has been spreading rapidly.
() It will soon become outdated.
() Its definition is not manifold.

The statements are, respectively:

- T, T and F.
- F, F and T.
- F, T and F.
- T, F and T.
- T, F and F.

19

Read the statements below and check whether they reflect the author’s opinion or not.

- Practitioners are expected to do away with all their previous experiences.
- Practitioners should evaluate their previous experiences with a lot of care.
- Practitioners will never be in a position to carry out reflective teaching properly.

Choose the correct answer.

- Only I is correct.
- Only II is correct.
- Both I and II are correct.
- Both I and III are correct.
- All three assertions are correct.

20

- When the author holds that “*it ‘rings true’*” (line 11), she means that it is
- really true.
 - always true.
 - seldom true.
 - definitely true.
 - apparently true.

21

Linda Finlay states that “*In general, reflective practice is understood as the process of learning through and from experience towards gaining new insights of self and/or practice*” (lines 17-20). This quote reflects one of the competences expected from foreign language teachers in Brazil. Indicate the alternative that paraphrases this competence.

- Mastering a foreign language will provide students more job opportunities.
- Interpreting the world critically will depend on the types of texts used in class.
- Realizing that one’s professional performance must always be put under self-scrutiny.
- Comparing themes and worldviews as expressed in different texts should allow students to have a critical posture.
- Reflecting about linguistic and cultural plurality as a means for enriching the building of citizens should be pursued.

22

As regards the conclusion the author arrives at, analyse the assertions below.

- Adopting reflective teaching skilfully is quite useless.
- In sum, practicing reflective teaching is not easy.
- After all, reflective teaching will remain an impossible utopia.

Choose the correct answer.

- Only I is correct.
- Only II is correct.
- Only III is correct.
- Both I and II are correct.
- All three assertions are correct.

23

The author refers to the “*allure of the ‘reflection bandwagon’*” (line 10). With this expression she means its

- weakness.
- attraction.
- problem.
- benefit.
- loss.

24

Amid in “*has been achieved amid the profusion*” (lines 16 and 17) has the same meaning as

- in front of.
- between.
- among.
- after.
- under.

25

The verb in “*reflective practice is understood*” (lines 17 and 18) is in the same tense and form as in:

- Reflective practice has been around for some time now.
- Practices will necessarily vary from teacher to teacher.
- New methods are always put into practice nowadays.
- Practitioners are rather diffident about this approach.
- Recent methods may be valid for new practitioners.

26

In the sentence “*Despite this, some consensus has been achieved*” (line 16), the underlined word has the same function as the underlined word in

- Because the teachers disagreed, the method was not implemented.
- Although some teachers disagreed, they finally came to an agreement.
- Moreover, there was much disagreement and a final decision was not made.
- As the teachers disagreed on the issues presented, the method was not carried out.
- Due to the fact that there was disagreement, the decision was temporarily adjourned.

27

When the author refers to “*busy professionals short on time*” (lines 33 and 34), she implies that these professionals have

- little time.
- some time.
- more time.
- much time.
- a lot of time.

28

In the sentence “*reflective practice is all too easily applied in bland, mechanical, unthinking ways*” (lines 34 and 35), the reader can notice that there is some

- approval.
- nostalgia.
- criticism.
- prediction.
- stimulation.

29

In the sentence “*would-be practitioners may also find it testing*” (line 36), the author means they may find it

- tempting.
- thrilling.
- thriving.
- telling.
- trying.

30

The underlined word in “*seek to be analytical about them*” (lines 37 and 38) refers to

- ways.
- individuals.
- experiences.
- practitioners.
- understandings.

Realização

