

Simulado 13 Concurso Professor De Inglês

Read text 1 and answer questions 1 to 5:

Text 1

Good Motivation, Better Relationship

As teachers we should be aware of the fact that students between the ages of 13 and 17 are growing, their bodies are changing physically, mentally and emotionally and these changes affect not only the way students learn, but also the way they want to be treated and the way they behave in school and in society; their roles in their families also face major disturbances: teenagers become more aggressive, rude, passive, and basically want to do only what they please.

Therefore, working in classrooms with teenagers might become a complete challenge. In order to get our students' attention we must focus our efforts in developing a good relationship with them, not only at a teacher-student level, but also in helping them to develop better relationships at a student-student level and with their immediate family as well.

15 Students have so much around them; we live in an overwhelming society with so many distractions and stimuli. So instead of allowing concerns about the school or the classroom drive our efforts, we must strive to work on everything that surrounds our teaching because it plays a fundamental role in our relationship with our students. It is also important to understand, that sometimes school is all the stability they have in their lives, and the only place in which they can be themselves.

1. According to Text 1, teachers working with teenagers should be aware that
- (A) families are anxious to avoid any misunderstanding.
 - (B) students undergo an overall transition at this stage.
 - (C) schools offer a narrow space for teenagers.
 - (D) teenagers seem to change very smoothly.
 - (E) adolescents hate going daily to school.

2. The sentence "Therefore, working in classrooms with teenagers might become a complete challenge" (lines 9 and 10) refers to the

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author's description in the last sentence of the first paragraph that students

- (A) are always very irresponsible.
- (B) will constantly be unfaithful.
- (C) may often be quite talented.
- (D) may not always be docile.
- (E) are rarely quite neglectful.

3. The author's opinion is that teachers should spend their energy on

- (A) searching the web for new ideas.
- (B) promoting students' social behavior.
- (C) preparing classes adjusted to teenagers.
- (D) improving the relationship with the staff.
- (E) discussing the curriculum with other teachers.

4. The author concludes that the school may be the only place where teenagers may

- (A) get enough for their daily meal.
- (B) establish long-term friendships.
- (C) behave in their natural manner.
- (D) learn all they know about culture.
- (E) acquire skills for surviving in society.

5. When the author states that "we live in an overwhelming society"

(lines 15 and 16), he understands our society as being

- (A) very intense.
- (B) too frivolous.
- (C) highly cultivated.
- (D) quite insignificant.
- (E) somewhat integrated.

6. Read text 2 and answer questions 6 to 10:

Text 2

What is TBL?

How often do we as teachers ask our students to do something in class which they would do in everyday life using their own language? Probably not often enough. If we can make language in the classroom meaningful therefore 5 memorable, students can process language which is being learned or recycled more naturally. Task-based learning offers the student an opportunity to do exactly this. The primary focus of classroom activity is the task, and language is the instrument which the students use to 10 complete it. The task is an activity in which students use language to achieve a specific outcome. The activity reflects real life and learners focus on meaning; they are free to use any language they want. Playing a game, solving a problem or sharing information or experiences can all be considered as 15 relevant and authentic tasks. In TBL an activity in which students are given a list of words to use cannot be considered as a genuine task. Nor can a normal role play if it does not contain a problem-solving element or where students are not given a goal to reach. In many role plays students simply act 20 out their restricted role. For instance, a role play where students have to act out roles as company directors but must come to an agreement or find the right solution within the

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given time limit can be considered a genuine task in TBL.
In task-based lessons our aim is to create a need to learn
25 and use language. The tasks will generate their own language and create an opportunity for language acquisition. If we can take the focus away from form and structures we can develop our students' ability to do things in English. That is not to say that there will be no attention paid to accuracy; work on
30 language is included in each task and feedback and language focus have their places in the lesson plans. We feel that teachers have a responsibility to enrich their students' language when they see it is necessary but students should be given the opportunity to use English in the classroom as they
35 use their own languages in everyday life.

Text 2 opens with a question and an answer. Mark True (T) or False (F) to the statements below that indicate the author's point of view here:

- () The occurrence of this classroom situation should be increased.
- () Teachers should avoid performing the activity mentioned.
- () The task in question should be carried out more frequently.

The statements are, respectively:

- (A) F – T – F.
- (B) F – F – T.
- (C) T – F – T.
- (D) T – T – F.
- (E) F – T – T.

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7. When the author states that "Task-based learning offers the student an opportunity to do exactly this" (lines 7 and 8), the underlined word refers to
(A) Designing task-based learning activities.
(B) Processing language in a more natural way.
(C) Preparing lists of words as classroom tasks.
(D) Using the student's own language all the time.
(E) Completing tasks according to specified timing.

8. According to the text, TBL primarily aims at
(A) increasing vocabulary.
(B) strengthening grammar.
(C) improving pronunciation.
(D) prompting genuine actions.
(E) building syntactic structures.

9. The author holds that a legitimate TBL activity occurs when students
(A) target the task and not the language used.
(B) memorize roles they have been assigned.
(C) carry out all the performance in English.
(D) follow the teacher's instructions blindly.
(E) learn the speeches by heart beforehand.

10. The link established between the two adjectives in "meaningful therefore memorable" (lines 4 and 5) is one of
(A) contrast.
(B) condition.

(C) concession.	3-b
(D) comparison.	4-c
(E) consequence.	5-a
	6-c
gabarito	7-b
1-b	8-d
2-d	9-a
	10-e

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