

Simulado 15 Concurso Professor De Inglês

1. Read text 1 and answer questions 1 to 5:

Text 1

In the following extract, the authors discuss some of the tenets of the Brazilian National Curricular Parameters:

Changes in Brazilian Education [...] the publication of the National Curricular Parameters issued by the Brazilian Ministry of Education and Culture in 1998 (Secretaria de Educação Fundamental, 1998) have replaced previous educational guidelines that emphasized skills development and focused on standardized content. The current policies comprise an interventionist agenda, and propose the development of critical thinking through a curriculum that:

- Helps students understand that knowledge is socially constructed, reflecting knowledge makers' experiences, beliefs and values;
- Shows how assumptions about hegemonic identities are the effect of situated practices, varying according to socio-cultural specifics of diverse historical contexts;

15 • Questions stereotyping that construct dichotomous

views of identities; and,

- Highlights the diversity and plurality of life that

constitutes social experience.

The Brazilian Curricular Parameters suggest that the

20 learning of foreign languages should provide students with

opportunities for acting in the world through discourses

besides the ones offered by their mother tongue. From this

perspective, TEFL should approach the way people act in

society through language, constructing the social world,

25 themselves, and others around them.

The quote below

summarizes the document's approach to language in society:

"Language use (both verbal and visual) is essentially

determined by its sociointeractional nature because whoever

uses language considers either an audience or an addressee.

30 This approach implies that meaning is dialogic, i.e., it is

constructed by all participants in discourse. Besides that,

interactional encounters do not occur in a social vacuum. They

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involve institutional, cultural and historical contexts”.

(Secretaria de Educação Fundamental, 1998, p. 27, our 35 translation)

According to this view texts are purposefully constructed by identifiable participants (e.g., author and audience) in response to exigencies of time, place, and subject matter.

Therefore, in the foreign language classroom, students should 40 be encouraged to recognize and reconstruct these contexts which influence the way texts are organized as well as the lexical-grammatical components they contain -- procedures involved in the notion of critical thinking. This is to be underpinned by the discussion of socially relevant topics, such 45 as gender-related issues, cultural pluralism, ethics, and citizenship. The idea is that students can compare how these topics are constructed in their mother tongue and in the foreign language.

The word assumptions in “assumptions about hegemonic identities” (line 12) is similar to

- (A) beliefs.
- (B) denials.
- (C) problems.
- (D) questions.
- (E) statements

2.The pronoun in “besides the ones offered” (line 22) is replacing

- (A) students.
- (B) languages.
- (C) discourses.

- (D) parameters.
- (E) opportunities.

3.In the fragment “because whoever uses language” (lines 28 and

- 29) refers to
- (A) subject-matter.
- (B) person.
- (C) object.
- (D) place.
- (E) time.

4.If a teacher asks a class of Brazilian elementary school students to discuss what sports girls and boys generally play, the teacher will be dealing with matters that concern

- (A) ethics.
- (B) ethnicity.
- (C) citizenship.
- (D) gender issues.
- (E) cultural pluralism.

5.The underlined word in “texts are purposefully constructed by identifiable participants” (lines 36 and 37) means that these

- participants can be
- (A) idealized.
- (B) identical.
- (C) affected.
- (D) trusted.
- (E) known.

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

Text 2

The paragraph below offers strategies that may meet some of the requirements of the Brazilian National Curricular Parameters:

Classroom Applications of Constructivism
Hands-on activities are the best for the classroom

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applications of constructivism, critical thinking and learning.
Having observations take place with a daily journal helps the students to better understand how their own experiences
5 contribute to the formation of their theories and observational notes, and then comparing them to other students' reiterates
that different backgrounds and cultures create different
outlooks; while neither is wrong, both should be respected.

Read the following strategies:

- I. Keeping a personal diary.
- II. Copying notes from textbooks.
- III. Reading classical authors daily.
- IV. Exchanging individual experiences.

According to Text 2, the strategies in line with a constructivist approach are:

- (A) I and II.
- (B) I and III.
- (C) I and IV.
- (D) II and III.
- (E) II and IV.

7. When the text qualifies activities as "Hands-on" (line 1), it means they are

- (A) prearranged.
- (B) diversified.
- (C) disciplined.
- (D) collective.
- (E) practical.

8. The opposite of the underlined adjective in "the best for the classroom applications" (lines 1 and 2) is

- (A) bad.
- (B) good.
- (C) better.
- (D) worst.
- (E) worse.

9. The underlined word in "create different outlooks" (lines 7 and 8) is a(n)

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

10. Both in "both should be respected" (line 8) refers to

- (A) applications.
- (B) experiences.
- (C) outlooks.
- (D) theories.
- (E) notes.

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- 1-a
- 2-c
- 3-b
- 4-d
- 5-e
- 6-c
- 7-e
- 8-d
- 9-b
- 10-c

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