

## CONHECIMENTOS ESPECÍFICOS

### QUESTÃO 31

“Every educator is a teacher of reading,” the expression goes. That might be a difficult mantra to live by if you consider yourself a mathematician or historian. The truth is that despite your area of expertise, you will find yourself teaching reading and writing at some point during the day in middle or high school. You may be teaching reading to adolescents who struggle to read.

With the blitz of video gaming, social networking and texting, students are bombarded with information daily in multiple ways and settings. They are less interested in reading textbooks and course material and more interested in gathering information in a fast-paced, action-packed manner as they access all they need to know on phones, hand-held gaming devices, tablets or laptops. Moreover, teachers are faced with how to keep adolescents engaged with reading in today’s world and 21st-century classrooms.

Carianne Bernadowski. *A Good Read: Literacy Strategy with Newspapers*. In: *Newspaper Association of America Foundation*, 2011. Internet <[www.americanpressinstitute.org](http://www.americanpressinstitute.org)> (adapted).

It can be concluded from the text above that

- Ⓐ mathematicians and historians do not understand the expression “Every educator is a teacher of reading”.
- Ⓑ students do not have access to much information because of the blitz of video gaming, social networking and texting.
- Ⓒ the fact that textbooks have always been of students’ interest has not changed.
- Ⓓ keeping adolescents engaged with reading is an easy task.
- Ⓔ educators of all areas teach reading and writing.

### QUESTÃO 32

1 It was not until Tracy was halfway back to Manhattan  
that the audacity of what she had done struck her. She giggled,  
and the giggle turned into a shaking, uncontrollable laughter,  
4 until she finally had to pull the car off onto the side of the road.  
She laughed until the tears streamed down her face. It was the  
first time she had laughed in a year. It felt wonderful.

Sidney Sheldon. *If tomorrow comes*. New York: Warner Books, 1986.

Based on the text above, choose the correct option.

- Ⓐ Tracy was conscious of her audacity from the beginning of the car trip.
- Ⓑ It can be inferred from the text that Tracy had to pull off because she was laughing too much.
- Ⓒ It can be concluded from the expression “tears streamed down her face” (ℓ.5) that Tracy was sad.
- Ⓓ It can be inferred from the text that Tracy is usually a happy person who laughs a lot.
- Ⓔ It was the first time Tracy was going to Manhattan.

### QUESTÃO 33

Mr. Durrance’s shop was halfway up the village. It was on a corner site, had a few photographs displayed in the window, a couple of marriage groups, a kicking baby in a nudist condition on a rug, one or two bearded young men taken with their girls. None of the photographs were very good; some of them already displayed signs of age. There were also postcards in large numbers; birthday cards and a few special shelves arranged in order of relationships. To my Husband. To my Wife. One or two bathing groups. There were a few pocketbooks and wallets of rather poor quality and a certain amount of stationary and envelopes bearing floral designs. Boxes of small notepaper decorated with flowers and labeled For Notes.

Agatha Christie. *Postern of Fate*. New York: Signet. 2000.

According to the text above, chose the correct option.

- Ⓐ All photographs were taken recently.
- Ⓑ There were more pocketbooks and wallets than postcards.
- Ⓒ There were not any very good photographs in the description.
- Ⓓ There were only photographs, postcards, pocketbooks and wallets in the shop.
- Ⓔ The shop was located in the middle of a street.

This text refers to questions 34 and 35.

Reading comprehension is a multi-dimensional process that includes the reader, the text, and factors associated with the activity of reading. Most research and theories of comprehension are based primarily on research conducted with monolingual English speakers (L1). The present study was designed to investigate the cognitive and linguistic factors that have an influence on reading comprehension in English-as-a-Second-Language (ESL) speakers. The cognitive aspects of reading comprehension among L1 speakers and ESL speakers in the seventh grade were investigated. The performance of both groups was compared and the role of some relevant processes, including word reading, word reading fluency, phonological awareness, working memory, and morphological and syntactic awareness were assessed. Within this sample, three groups were examined: children with poor comprehension (PC), children with poor word reading and poor comprehension (poor readers, PR) and children with both good word reading and comprehension abilities (good comprehenders, GC). The results demonstrated that a variety of cognitive processes, such as working memory and phonological, syntactic, and morphological awareness are important for reading comprehension and compromised in poor comprehenders. The GC group performed better than the PC group on all of the cognitive measures.

Orly Lipka and Linda Siegel. *The Development of Reading Comprehension Skills in Children Learning English as a Second Language. In: Reading & writing*, vol. 25, 2012, p. 1873-1898. Internet <www.periodicos.capes.gov.br/>

**QUESTÃO 34**

The objective of the text above is

- A to describe in a few words an investigation and its results on the cognitive and linguistic factors that have an influence on reading comprehension in English-as-a-Second-Language (ESL) speakers.
- B to detail the cognitive aspects of reading comprehension among L1 speakers and ESL speakers in the seventh grade.
- C to raise awareness about the importance of reading comprehension.
- D to comprehend a study on how comprehension depends on a variety of phonological, memory and linguistic processes.
- E to prove that reading comprehension is a multi-dimensional process.

**QUESTÃO 35**

Concerning the text, choose the correct option.

- A It can be inferred that the GC group performing better than the PC group was not expected
- B Research and theories of comprehension are more commonly based on English as a Second Language.
- C The group of students that was investigated was from kindergarten.
- D Some aspects used as comparison between L1 and ESL speakers were word reading, word reading fluency, phonological awareness, working memory, and morphological and syntactic awareness.
- E The sample group was divided in three, according to the ages of their members.

**QUESTÃO 36**



Internet: <www.gocomics.com>

Based on the comic strip above, choose the correct option.

- A 'Pick up' in the comic strip means **make a place tidy**.
- B Calvin did not understand his mother's question.
- C It is impossible to lift a room, therefore, it is impossible to pick up a room.
- D Calvin thinks his mother is not sentimental.
- E The mother did not understand the joke.

**QUESTÃO 37**

**Phillis Wheatley (c. 1753-1784)**

1 Given the hardships of life in early America, it is  
 2 ironic that some of the best poetry of the period was written by  
 3 an exceptional slave woman. The first African-American  
 4 author of importance in the United States, Phillis Wheatley was  
 5 born in Africa and brought to Boston, Massachusetts, when she  
 6 was about seven, where she was purchased by the pious and  
 7 wealthy tailor John Wheatley to be a companion for his wife.  
 8 The Wheatleys recognized Phillis's remarkable intelligence  
 9 and, with the help of their daughter, Mary, Phillis learned to  
 10 read and write.

11 Wheatley's poetic themes are religious, and her style  
 12 is neoclassical. Her poem **To S. M., a Young African  
 13 Painter, on seeing His Works** unsettles some contemporary  
 14 critics —, whites because they find it conventional, and blacks  
 15 because the poem does not protest the immorality of slavery.  
 16 Wheatley was the first to address white racism and spiritual  
 equality confidently in verse in another poem, **On Being  
 Brought from Africa to America**.

Kathryn Vanspankeren. *Outline of American Culture* Revised edition.  
 Published by the United States Department of State. 1994. (Adapted).

Based on the text above, choose the correct option.

- A Wheatley's poem **To S. M., a Young African Painter, on seeing His Works** showed how immoral slavery was.
- B Wheatley never wrote about discrimination.
- C Phillis is considered "an exceptional slave woman" (l.3) because she worked hard for the Wheatleys.
- D Phillis Wheatley was taken to Boston, Massachusetts, when she was already an adult.
- E Phillis Wheatley learned to read and write with the help of Mary Wheatley.

This text refers to questions 38 and 39.

1 He drank his way across the narrow sea.  
 The ship was small, his cabin smaller, but the captain  
 would not allow him above-deck. The rocking of the deck  
 4 beneath his feet made his stomach heave, and the wretched  
 food tasted even worse when retched back up. But why did he  
 need salt beef, hard cheese, and bread crawling with worms  
 7 when he had wine to nourish him? It was red and sour, very  
 strong. Sometimes he heaved the wine up too, but there was  
 always more.  
 10 "The world is full of wine," he muttered in the  
 dankness of his cabin. His father never had any use for  
 drunkards, but what did that matter? His father was dead. He'd  
 13 killed him.

George R.R. Martin. *A Dance with Dragons*.  
 New York: Bantam books, 2011 p.16)

**QUESTÃO 38**

Based on the text above, choose the only correct option.

- A The character was afraid to disappoint his father.
- B The sentence He drank his way across the narrow sea (l.1) indicates that the character was sober the whole trip.
- C The character could be on the top level of the ship.
- D It can be inferred that the bread was rotten.
- E It was the food, not the movement of the ship, that made the character feel sick.

**QUESTÃO 39**

Based on the text above, chose the correct option.

- A It can be inferred that "wretched" (l.4) has a positive meaning.
- B Food would come back from the character's stomach, but not wine.
- C The character believes he cannot substitute food for wine.
- D The character's cabin was short of light.
- E The word "rocking" (l.3) refers to the movement of the ship.

**QUESTÃO 40**

Act 1 Scene 1  
*Thunder and lightning. Enter three Witches.*  
 FIRST WITCH When shall we three meet again?  
 In thunder, lightning, or in rain?  
 SECOND WITCH When the hurly-burly's done,  
 When the battle's lost and won.  
 THIRD WITCH That will be ere the set of sun.  
 FIRST WITCH Where the place?  
 SECOND WITCH Upon the heath.  
 THIRD WITCH There to meet with MacBeth.  
 FIRST WITCH I come, Grey Malkin.  
 SECOND WITCH Paddock calls.  
 THIRD WITCH Anon.  
 ALL Fair is foul, and foul is fair:  
 Hover through the fog and filthy air.

Jonathan Bate and Eric Rasmussen (editors). *William Shakespeare Complete Works*. London: RSC, MacMillan, 2008, p. 1862.

According to **Longman Dictionary**, genre is a particular type of art, writing, music, etc., which has certain features that all examples of this type share. Considering this definition, choose the option that states the genre of the text above.

- A play
- B short Story
- C poem
- D fiction Novel
- E romance Novel

This text refers to questions 41 and 42.

The United States is one of the most diverse nations in the world. Its dynamic population of about 300 million boasts more than 30 million foreign-born individuals who speak numerous languages and dialects. Some one million new immigrants arrive each year, many from Asia and Latin America.

Literature in the U.S today is likewise dazzlingly diverse, exciting, and evolving. New voices have arisen from many quarters, challenging old ideas and adapting literary traditions to suit changing conditions of the national life. Social and economic advances have enabled previously underrepresented groups to express themselves more fully.

It is clear that American literature at the turn of the 21<sup>st</sup> century has become democratic and heterogeneous. Regionalism has flowered, and international, or "global", writers refract U.S culture through foreign perspectives.

Kathryn Vanspankeren. *Outline of American Culture* Revised edition.  
 Published by the United States Department of State. 1994.

**QUESTÃO 41**

According to the text above, choose the correct option.

- A There has not been any immigration in the United States in the late 20<sup>th</sup> century.
- B Literature in the U.S today is not as dazzlingly diverse, exciting and evolving as in the past.
- C Literary traditions were adapted because the conditions of the national life had been changing.
- D The United States is the most diverse nation in the world.
- E Less than 5% of U.S population is foreign-born individuals.

**QUESTÃO 42**

Choose the correct option according to the text above.

- A The diversity of the American population has had a positive influence in American literature.
- B Underrepresented groups option express themselves fully.
- C Immigrants have had no part in the American literature.
- D International writers are not suitable to write about the United States culture.
- E American literature at the turn of the 21<sup>st</sup> century is still restricted to few American.

**QUESTÃO 43**

My heart laps up when I behold  
 A rainbow in the sky:  
 So was it when my life began;  
 So it is now I am a man;  
 So be it when I shall grow old,  
 Or let me die!  
 The child is Father of the Man;  
 And I could wish my days to be  
 Bound each to each by natural piety

Wordsworth. *My Heart Leaps Up*. In: Harold Bloom. *How to Read and Why*. New York: Touchstone, 2001. p.123

Based on Wordsworth's poem above, choose the option that best describes what the poem is about.

- A** god and His work on mankind
- B** growing old and not forgetting the things that make you happy
- C** a man's death wish
- D** the effect of a rainbow on people's beliefs
- E** small things that affect father and son relationship forever

**This text refers to questions from 44 through 48.**

1 Ikal and his ten classmates, who call themselves "the  
 rainbow troops", attend the only free school in the poorest part  
 of Belitong in Indonesia. They learn their times tables with  
 4 twigs; there is no toilet and, when rain leaks through the roof,  
 they study under umbrellas at their desks. But these resourceful  
 kids know that education is the key to breaking the cycle of  
 7 illiteracy and hard labor that runs through their families.

This autobiographical novel, written in simple,  
 conversational prose by Andrea Hirata, was a record-breaking  
 10 bestseller in Indonesia when it was published in 2005. Now in  
 English, the story follows the students from their first day to  
 their teens as they discover their strengths, build friendship,  
 13 learn courage and grace from their teachers and dream of a  
 better future.

The rainbow troops must constantly defend their  
 16 extremely poor school against plans to close it. The biggest  
 threat comes from the state-owned mining company, which  
 wants to demolish their school. In a battle of state capitalism  
 19 versus local livelihoods, the kids remain defiant and united.

*The Economist*, Books and Arts,  
 February 9<sup>th</sup>-15<sup>th</sup>, 2013 (adapted).

**QUESTÃO 44**

In "who call themselves" (l.1), "who" is

- A** a conjunction.
- B** a relative pronoun.
- C** an object pronoun.
- D** an interrogative pronoun.
- E** a preposition.

**QUESTÃO 45**

The word "But" (l.5) is

- A** a conjunction.
- B** a noun.
- C** a pronoun.
- D** an adjective.
- E** a preposition.

**QUESTÃO 46**

The noun "illiteracy" in "the cycle of illiteracy" (l.6-7)

- A** is composed of a suffix.
- B** is composed of a prefix.
- C** is composed of two prefixes.
- D** is composed of a prefix and a suffix.
- E** has no affixes.

**QUESTÃO 47**

The verb form "written" in "written in simple, conversational  
 prose" (l.8-9) is in the

- A** simple past.
- B** imperative.
- C** simple future.
- D** past participle.
- E** simple present.

**QUESTÃO 48**

In the sentence "The rainbow troops must constantly defend their  
 extremely poor school against plans to close it" (l.15-16), the modal  
 verb "must" expresses

- A** permission.
- B** suggestion.
- C** recommendation.
- D** necessity.
- E** prohibition.

This text refers to questions from 49 through 56.

**The E-Factor**

**Good news! We can all develop the quality that can make you happy, successful – even thin!**

1 When I first met my friend Carol, I was convinced she was the luckiest woman alive. It seems like everything in her world is always wonderful. She describes her husband as  
4 “the greatest guy you could meet” and her job as “fantastic”! When she talks about places she’s been or people she’s met, she uses words like *awesome*, *fabulous* and *terrific*.

7 But over the years as I’ve gotten to know her better, I’ve realized that Carol is no luckier than anyone else. Like all of us, she has her ups and downs too. But what is special about  
10 her is her attitude. No matter what happens, Carol looks at the bright side. She is able to remain positive, energetic, vivacious. She’s absolutely and totally enthusiastic!

13 In the beginning, I asked myself: “How can anyone be happy all the time?” But, now, I admire this character trait. It works for her. She does well at work, has lots of friends and  
16 she really seems to enjoy what she’s doing. I truly think she will always be full of enthusiasm!

Karen Blanchard and Christine Root. **For Your Information**. Longman, 2000, Unit 8 (adapted).

**QUESTÃO 49**

In the clause “When I first met my friend Carol” (l.1), the verbal form is in the

- A past participle.
- B simple future.
- C present perfect tense.
- D simple past tense.
- E simple present.

**QUESTÃO 50**

If the clause “she was the luckiest woman alive” (l.2) had been used in the simple present tense, the verbal form “was” should be replaced by

- A am.
- B are.
- C has.
- D were.
- E is.

**QUESTÃO 51**

In the clause ‘the greatest guy you could meet’ (l.4), the modal verb “could” expresses

- A possibility.
- B suggestion.
- C recommendation.
- D prohibition.
- E permission.

**QUESTÃO 52**

The clauses in “places she’s been or people she’s met” (l.5) are in the

- A past perfect.
- B simple present.
- C simple past.
- D imperative.
- E present perfect.

**QUESTÃO 53**

The words “*awesome*”, “*fabulous*” and “*terrific*” (l.6) are

- A adjectives.
- B prepositions.
- C conjunctions.
- D nouns.
- E verbs.

**QUESTÃO 54**

In the clause “But over the years as I’ve gotten to know her better” (l.7), “better” is the irregular comparative form of

- A well.
- B nice.
- C bad.
- D old.
- E hard.

**QUESTÃO 55**

In “But over the years as I’ve gotten to know her better” (l.7) “I” and “her” are respectively

- A a relative pronoun and a subject pronoun.
- B an object pronoun and a subject pronoun.
- C a subject pronoun and an object pronoun.
- D a possessive pronoun and a subjective pronoun.
- E an object pronoun and a possessive pronoun.

**QUESTÃO 56**

In the sentence “I truly think she will always be full of enthusiasm!” (l.16-17), “will” is

- A the auxiliary verb of the simple future.
- B the auxiliary verb of the past continuous.
- C in the past form.
- D in the imperative.
- E the principal verb of the sentence.

**This text refers to questions 57 and 58.**

Education Standards

Only a few countries are teaching children how to think

1 A traditional company in Oaklahoma, USA, has been making pies and biscuits since the 1920s. But they are having a lot of problems to find candidates with the skills to fill even  
4 the most basic factory jobs. Such posts require workers to think critically, but graduates of local schools are often unable to read or do simple maths. That’s why they recently decided to  
7 open a new factory in Poland — its first in Europe. “We hear that there are a lot of educated people in Poland”, explains Paula Marshal, the company’s boss.

10 Poland’s made some dramatic gains in education in the past decade, and now international rankings put the country’s students well ahead of America’s in science and  
13 maths. What’s Poland doing right? And what’s America doing wrong?

Amanda Ripley. *The Smartest Kids in the World: And How They Got that Way.* In: *The Economist*, Books and Arts, Aug. 17<sup>th</sup>, 2013(adapted).

**QUESTÃO 57**

In the sentence “A traditional company in Oaklahoma, USA, has been making pies and biscuits since the 1920s.” (l.1-2), “has been making” expresses

- A an action that started in the past but is still a present fact.
- B a habit, a routine.
- C an action that will finish in the near future.
- D an action that happened in the 19<sup>th</sup> century.
- E an action that started and finished in the past.

**QUESTÃO 58**

In “graduates of local schools are often unable to read” (lines 5-6), the word “unable” is

- A a noun.
- B an adjective.
- C a conjunction.
- D a preposition.
- E a verb.

**QUESTÃO 59**

It is a myth that all it takes to write is to sit down in front of a blank page, to begin at the beginning and write through to the end, with no planning, break, editing, or changes in between. And yet, this is sometimes what we ask our students to do. Good writers plan and revise, rearrange and delete text, re-reading and producing multiple drafts before they come up with their finished document. This is what a process writing approach is about.

Internet: <www.teachingenglish.org.uk> (adapted).

Based on the text, it can be concluded that

- A feedback should only be provided at the end of the task after students hand in their compositions to be marked.
- B in the writing class teachers should take into account the learners’ purposes for writing, which transcend that of producing texts for teacher evaluation.
- C the main focus when a writing task is assigned is on the final product.
- D teachers should assign students a writing topic and then collect the finished product for correction without intervening in the writing process itself.
- E focusing on language errors improves grammatical accuracy and writing fluency.

This text refers to questions from 60 through 63.

1 The current interest in the role of culture in language  
teaching is due to a number of factors. Both in Europe and in  
the U.S., albeit for different reasons, there is a great deal of  
4 political pressure now put on foreign language educators to  
help solve the social and economic problems of our time.  
Educators fear that the mere acquisition of linguistic systems  
7 is no guarantee of international peace and understanding. After  
years of communicative euphoria, some language teachers are  
becoming dissatisfied with purely functional uses of language.  
10 Some are pleading to supplement the traditional acquisition of  
“communication skills” with some intellectually legitimate,  
humanistically oriented, cultural “content”. Others, who teach  
13 their language to non-native speaker immigrants, are under  
pressure to absorb (read: acculturate) into their society growing  
numbers of newcomers. And there is of course the  
16 recrudescence of nationalism around the world that draws  
political capital from increased links between national  
languages and national cultures. The reasons for the growing  
19 “culturalisation” of language teaching are many, the motives  
often contradictory.

Internet: <www.collectionscanada.gc.ca> (adapted).

#### QUESTÃO 60

According to the text, it is correct to affirm that

- A there has been a growing interest in the teaching of functional skills.
- B non-native speaker immigrants have been under pressure to adopt a different culture due to its political relevance.
- C culture and language are closely related.
- D foreign language educators are the ones who will solve the social and economic problems of our time.
- E the acquisition of linguistic systems shall promote international peace and understanding.

#### QUESTÃO 61

In the text, the word “current” (ℓ.1) means

- A worldwide.
- B local.
- C present.
- D widespread.
- E restricted.

#### QUESTÃO 62

The word “albeit” (ℓ.3) is synonymous with

- A nevertheless.
- B moreover.
- C although.
- D furthermore.
- E undoubtedly.

#### QUESTÃO 63

Language programs that focus on alternative assessment are likely to instill in students lifelong skills related to critical thinking that build a basis for future learning, and enable them to evaluate what they learn both in and outside of the language class.

Internet: <www.cal.org> (adapted).

Based on prevailing theoretical assumptions on language learning assessment, it is correct to affirm that

- A self-assessment is not recommended due to subjectivity.
- B assessment is an ongoing strategy through which students are involved in making decisions about the degree to which their performance matches their ability.
- C portfolio assessment has increasingly been accepted as an evaluation tool in teacher-oriented instructional systems.
- D assessment practices, in contemporary language teaching, should be characterized by standardized tests designed and graded by outside authorities.
- E language learning assessment should be based on behaviorist views of cognition and development.

#### QUESTÃO 64

According to contemporary theories on language learning assessment,

- A the teacher should bring together the range of information collected from students’ responses, and determine how to act upon it in ways that will improve students’ understanding and further learning.
- B the quality of student writing must be assessed through the use of indirect tests of usage and mechanics.
- C language learning assessment is conceived as the process of assessing governing language forms.
- D assessment of language learning can be understood as evaluating the product of studying.
- E assessment for learning is any assessment designed primarily to serve the purposes of accountability or of ranking or of certifying competence.

This text refers to questions from 65 through 67.

1 An understanding of language as open, dynamic and  
constantly evolving encompasses the rich complexities of  
communication. Language is not a thing to be studied but a  
4 way of seeing, understanding and communicating about the  
world and each language user uses his or her language(s)  
differently to do this. Language is something that people do in  
7 their daily lives and something they use to express, create and  
interpret meanings and to establish and maintain social and  
interpersonal relationships. Teachers who view language  
10 simply as code make acquiring grammar and vocabulary the  
primary, if not the only, goal of language learning. Within such  
a limited approach, students do not begin to engage with  
13 language as a communicative reality but simply as an  
intellectual exercise.

Learning language as a complex, personal  
16 communication system involves ongoing investigation of  
language. This requires learners to engage in analysis and in  
talking analytically about language. The emphasis on analysis  
19 assumes that learners are involved in learning which promotes  
exploration and discovery rather than only being passive  
recipients of knowledge.

22 Understanding the nature of the relationship between  
language and culture is central to the process of learning  
another language. In actual language use, it is language in its  
25 cultural context that creates meaning: creating and interpreting  
meaning is done within a cultural framework. This means that  
in the language classroom it is not just a question of learners  
28 developing knowledge about another culture but of learners  
coming to understand themselves in relation to some other  
culture. Learning to be intercultural requires much more than  
31 just knowing about another culture: it involves learning to  
understand how one's own culture shapes perceptions of  
oneself, of the world, and of our relationship with others.

Internet: <www.tllg.unisa.edu.au> (adapted).

#### QUESTÃO 65

Based on the text, it is correct to infer that

- A rather than a social practice in which individuals participate, language is simply a body of knowledge to be learnt.
- B the goal of learning is to make learners challenge their own culture-based assumptions.
- C acquiring grammar and vocabulary should be the primary goal in language learning.
- D the communicative approach of teaching languages is limited.
- E learners should be seen not only as users but also as analysers of language.

#### QUESTÃO 66

The expression “rather than” (l.20) is the same as

- A slightly.
- B instead of.
- C to some extent.
- D more correctly.
- E quite.

#### QUESTÃO 67

The word “actual” (l.24) is synonymous with

- A non-verbal.
- B target.
- C native.
- D real.
- E made-up.

#### QUESTÃO 68

There is no one answer to the question of how to teach writing in English Foreign Language classes. There are as many answers as there are teachers and teaching styles, or learners and learning styles. Writing means writing a connected text and the process of writing is a valuable tool for all of our students.

Ann Raimes. *Techniques in teaching writing*.  
Oxford: Oxford University Press, 1993, p.6.

Choose the correct option concerning the process approach to the teaching of writing.

- A Teachers should consider organization while also working on grammar and syntax.
- B Students should be given time to try out ideas and feedback on the content of what they write in their drafts.
- C Students should be first given sentence exercises, then paragraphs to copy or manipulate grammatically by changing questions to statements.
- D Only after reaching a high intermediate or advanced level of proficiency are students allowed to try some free compositions.
- E Teachers should stress quantity of writing rather than quality.

**QUESTÃO 69**

Considering that responding to students' writing is very much a part of the process of teaching writing, choose the correct option about the theory concerning the way teachers should respond to students' writing in the process writing approach.

- A In responding to students' writings, teachers should mark all errors, even those which do not interfere with communication.
- B Responding to students' writing is a task which should be tacked onto the end of a teaching sequence only.
- C Rewriting, editing and proofreading are common patterns of sequence in writing classes.
- D In responding to a student's piece of writing, the teacher's main job is to pass judgment on its quality.
- E Errors in writing constitute one of the biggest problems of composition teaching.

**QUESTÃO 70**

Based on the **Parâmetros Curriculares Nacionais** issued by the Brazilian Ministry of Education and Culture in 1998 (Secretaria de Educação Fundamental, 1998), choose the correct option.

- A The policies presented in the publication do not comprise the development of critical thinking.
- B The document proposes a curriculum which provides students with opportunities for acting in the world through discourses mainly offered by their mother tongue.
- C According to the new curricular parameters, language use is essentially determined by its sociointeractional nature, and meaning is dialogic.
- D The document focuses on traditional pedagogies by investing in the development of multicultural principles that can inform pedagogic work.
- E The document emphasizes skills development and focuses on standardized content.

This text refers to questions from 71 through 73.

1 The political, economic and cultural interdependence  
of the world today demands a crossing of language and  
national barriers in the earliest phases of schooling. Primary  
4 education must become more international-minded. Our basic  
concept of literacy may have to be modified so as to include —  
besides the learning of reading and writing the vernacular —  
7 the acquisition of another language.

The consequences of current neurophysiological  
views on the teaching of a second language deserve serious  
10 consideration. From this point of view it would seem that the  
earlier the start the better the acquisition of the basic neuro-  
muscular skills involved.

13 Psychologically there is also much to be said for an  
early introduction to a second language. A child's enormous  
potential in respect of the sounds of a language and his/her  
16 great capacity for assimilating other linguistic structures can be  
regarded as assets which would be foolish to waste. Recent  
studies of bilingualism, on the whole, seem to strengthen the  
19 argument for an early start. The common fears that a second  
language is detrimental to the development of the first  
language, to intellectual growth, or to general school  
22 attainments are not supported by current evidence.

Internet: <<http://unesdoc.unesco.org>> (adapted).

**QUESTÃO 71**

Based on the text, it is correct to infer that

- A learning languages at later stages in life is invalidated if we consider the special advantages of early learning.
- B bilingualism has a negative impact on language development of the first language.
- C the teaching of second languages to children of primary school age is merely a fashion.
- D there is a strong argument for the benefits of learning a second language early in life.
- E learning to read and write in a foreign language is detrimental to general school attainments.

**QUESTÃO 72**

In the text,

- A "on the whole" (ℓ.18) expresses the idea of partiality.
- B "attainments" (ℓ.22) is synonymous with **admissions**.
- C "may" (ℓ.5) expresses the idea of possibility.
- D "assets" (ℓ.17) is expresses the same as **drawbacks**.
- E "besides" (ℓ.6) means **in contrast with**.

**QUESTÃO 73**

In the text, the word "detrimental" (ℓ.20) means

- A damaging.
- B helpful.
- C useful.
- D wholesome.
- E expedient.

This text refers to questions from 74 through 78.

1 There seems to be an ever-growing gap between what  
is taught and learned in relation to the English language in  
regular schools and language schools in Brazil. By the first half  
4 of the twentieth century, the legislation emphasized the  
practical aspects of learning a foreign language. However, as  
there was little time dedicated to the teaching of foreign  
7 languages and few prepared teachers, the practical aspects of  
mastering a foreign language were not applied. According to  
the **Lei de Diretrizes e Bases** (Brazilian educational laws),  
10 enacted in 1996, foreign language teaching became mandatory.  
Since then, the Ministry of Education does not decide that  
English is the foreign language taught, being the choice up to  
13 each school. Nevertheless, English is the main foreign  
language in the country. The PCNs (**Parâmetros Curriculares  
Nacionais**), which are references for Elementary and High  
16 School teaching proposed by the Brazilian Ministry of  
Education, refer to this situation (Brasil 1998, p. 19): Even  
though the knowledge of foreign languages is highly looked  
19 upon by society, these foreign languages, as subjects, find  
themselves out of place in schools. The dissemination of  
language schools is clear evidence for such affirmation.

Carina Silva Fragozo and Mônica Deitos Stedile Monawar. *English Teaching and Learning in Brazilian Regular Schools and Language Schools: A Study on Teachers' Beliefs*. In: *Journal of Education and Learning*, vol. 1, n.º 2, 2012 (adapted).

#### QUESTÃO 74

It is correct to infer from the text that

- A despite the little time dedicated to the teaching of foreign languages, the practical aspects of knowing a foreign language have been successfully applied in Brazilian schools.
- B Brazilian legislation established that the study of English as a foreign language had to be compulsory from 1996 onwards.
- C many deficiencies in the teaching of English in Brazilian schools persist in spite of improved textbooks, better training of teachers and the use of audio-visual aids.
- D the broad aim of the teaching of English in Brazilian schools should be to give each child a new means of communication.
- E regular school teaching is less effective than the learning experience students gain when attending classes at language schools in Brazil.

#### QUESTÃO 75

Without much change in the original meaning of the text, the word “gap” (l.1) could be correctly replaced by

- A charge.
- B dispute.
- C imbalance.
- D duty.
- E claim.

#### QUESTÃO 76

The word “Nevertheless” (l.13) expresses the idea of

- A contrast.
- B consequence.
- C conclusion.
- D comparison.
- E addition.

#### QUESTÃO 77

The word “mandatory” (l.10) is the same as

- A compulsory.
- B unconstrained.
- C voluntary.
- D unnecessary.
- E discretionary.

#### QUESTÃO 78

The **Parâmetros Curriculares Nacionais** issued by the Brazilian Ministry of Education and Culture states that

- A the teaching of foreign languages, as it happens in relation to other subjects, is the school’s responsibility, and it is there that it should take place.
- B the language curriculum should focus on the development of as many skills related to the target language as possible, thus preparing students for college admission exams.
- C teachers should emphasize the teaching of writing in detriment to other abilities, due to the few opportunities the population has to use foreign languages as an instrument for oral communication, inside or outside the country.
- D teachers should enable students to develop oral abilities as well as reading and writing.
- E the focus on teaching students how to develop their writing abilities in the foreign language could serve purposes, such as helping them overcome difficulties they may be facing in their own language when it comes to reading tasks.

This text refers to questions 79 and 80.

1 Linguists and anthropologists have long recognized that the forms and uses of a given language reflect the cultural values  
of the society in which the language is spoken. Linguistic competence alone is not enough for learners of a language to be competent  
in that language. Language learners need to be aware, for example, of the culturally appropriate ways to address people, express  
4 gratitude, make requests, and agree or disagree with someone. They should know that behaviors and intonation patterns that are  
appropriate in their own speech community may be perceived differently by members of the target language speech community. They  
have to understand that, in order for communication to be successful, language use must be associated with other culturally appropriate  
7 behavior. Cultural information should be presented in a nonjudgmental fashion, in a way that does not place value or judgment on  
distinctions between the students' native culture and the culture explored in the classroom. Culture must be fully incorporated as a  
vital component of language learning. Students can be successful in speaking a second language only if cultural issues are an inherent  
10 part of the curriculum.

Internet: <www.cal.org> (adapted).

#### QUESTÃO 79

It is correct to infer from the text that

- A the learning goal in the teaching of culture is the memorization of cultural facts.
- B language function is not independent of the context in which it is used.
- C the nature and extent of students' cultural competence is more important than their linguistic competence.
- D the culture of the student rarely has attributes which can be carried across to the foreign language culture.
- E culture should be understood as a relatively static entity made up of accumulated, classifiable, observable, thus eminently teachable and learnable facts.

#### QUESTÃO 80

The word "given" (l.1) expresses the same idea expressed by

- A unknown.
- B specified.
- C unacknowledged.
- D authentic.
- E widely recognized.